

AP/SOSC 2110:6 A Critical Study of Health & Society

Fall/Winter 2011-12

Final Exam:

PLEASE READ CLOSELY – IMPORTANT INFORMATION:

- The examination will take place on Wednesday April 18, 2012 between the hours of 2:00 pm and 5:00 pm in ACW 109. You will have 3 hours to finish this exam.*
- The exam will consist of 3 terms from Section 1 of this handout and 1 question from Section 2 of this handout. You will not be allowed to chose which terms you will define or which question you will answer.
- You are not permitted to bring any notes or scrap paper, i-pods or cell phones into the exam.
- Exams must be written in ink.
- Students caught looking at another student's exam booklet will have their exam booklet taken away and will receive a grade of 0.
- Answers should be entirely your own. Students who turn in exam answers which are close or identical in content and/or writing style to another student or students will be penalized.

A NOTE ON ANSWERING ESSAY QUESTIONS:

This is a final exam which covers course material from the entire year. A good essay answer will do the following things:

- Use a diverse range of material: i.e. lectures (including guest lectures), readings, films and class exercises.
- Draw material from as many different classes and topics as possible to demonstrate a comprehensive understanding of the course material.
- Use analysis and creative thought to pull together diverse topics and ideas, rather than simply restating course material within the narrow context of the week's topic in which it was covered.
- Provide specific illustrations and facts to support arguments and analysis.

* Please note that this is the responsibility of students to verify this date, time and location.

Section 1: Please identify the following terms or names and explain their significance in the context of the lectures, readings and films. *(this section is worth 30% of the total exam grade)*

- The Medicine Wheel
- Family Care/Homecare & The Burden of Care
- David Reville
- Dignitas International
- Romanow Report
- Food Security
- Patient Activism
- Risk Society

Section 2: Please answer the following question in essay form (introduction, main body & conclusion). *(this section is worth 70% of the total exam grade)*

- In the final lecture in this course we learned about the “21st Century Patient”, a person who negotiates and understands the realms of health and healing very differently than the “20th Century Patient”, their mid to late-20th Century counterpart. Write a fictitious dialogue between a person today and their grandparent who fits the older model of attitudes and practices to health and healing. Draw on the range of course material from SOSC 2110 to illustrate shifts in notions of responsibility, ownership and expertise, in health beliefs and practices, in the places where health care and healing takes place, and in understandings of links between health and social justice in the local and global contexts.
- The nineteenth and twentieth centuries saw the creation of large-scale health systems that served large populations through public health, professionalization, institutionalization and state medicine. Today, we see these reordered by a range of factors – the rise of infectious disease and food scarcity in developing countries, the dismantling of health care systems, the emergence of alternative therapeutics and a new emphasis on the healthy individual as an activist consumer. Sketch out the process whereby large biomedical health systems were constructed and then evaluate the impact of the factors which are listed as reordering this system.
- This year in AS/SOSC 2110 we had the following guest lecturers come and speak to the class: Murrey Neilson from Anishnawbe Health Centre and David Reville speaking about mental health. In different ways, the voices of these people spoke to the ‘life-world’ of health and illness, rather than the ‘academic-world’ of a course at York University. Using lectures, films and course readings, sketch out 3 big themes that encompass the fall and winter terms of this course. Then use your notes from the guest speakers to demonstrate how their ‘lifeworld’ stories and analysis intersect with the broad course themes that you have constructed.