

Course Syllabus

In the first meeting of the Tutorium (Oct. 28), students will be forming work groups for the semester (After the group-selection via a lottery has been made, please note that this is final and there can be no switching between the groups during the semester).

You should plan on meeting with your group a few times before the actual seminar meetings on Dec. 2./4. and Jan.6./7. to prepare the homework tasks. It is imperative that you have read the texts and finished the **homework** tasks in preparation for our seminar meetings.

Please read the **homework** tasks carefully that are specified below for each session and prepare them with your work-group. Most of the homework tasks require you to give a ten-minute presentation. Each group can decide if they have a single speaker or present together. Try to rehearse to get the timing right. Try switching techniques from speaking freely with a list of talking points to reading from a prepared manuscript. When reading, remember that the rule of thumb is that it takes ca. 2-3 minutes to read a page in articulated speech (thus, plan on no less than 3 pages and no more than 5 pages).

Most importantly, as a group you should first decide on one political or activist health issue that you think is important within the frame of Care-Power-Information. Such an issue could for example be „Empowering AIDS-patients in an African country by giving them computers“ or „Enabling children from poor families to have access to alternative therapies for ADHD“, „Create awareness for dyslexia and loss and of health insurance in elderly people“, etc. Do a little research on your own on the topic you chose to make sure there is some material and literature on it out there in the world; it is, after all, the reference point for your tasks and later your final term paper (*Hausarbeit*).

Structure of the term paper (*Hausarbeit*):

The topic of each term paper has to be about the project idea of one's group. Each student has to write their *own* individual paper.

Language/*Sprache*: English or *Deutsch*. If you feel comfortable enough to try and write it in English, you are encouraged to do so. However, write in a language that you feel comfortable with, that allows you to express *your* thoughts. Whether you choose to write in German or English will have no direct influence on your grade. If you do write in German, citations that are in English do not need to be translated. It is imperative that you make references to texts used in the seminar. You should use additional texts that were not part of the seminar.

Each paper should contain the following:

- Abstract (ca. 90 words) and five key-words.
- A short introduction (2-3 paragraphs, the last paragraph should be an overview of the main-part)
- Main Section
- Concluding Remarks

For the main section, try to present your arguments in the following way:

- Describe the social/political health care issue at stake
- Describe with references to the texts used in the seminar how the issue relates to the topics discussed and use appropriate technical vocabulary (for example: digital divide, biopolitics, empowerment, etc.)

- Describe in *your own words* how your group is suggesting that the problem can be solved. Describe the project idea that your group came up with or the existing initiative that your group would support. Refer to existing literature and research on similar projects or problems.
- Evaluate the chances for the implementation/success of the project/initiative in your own opinion (You do not need to agree with others in your group)

Length: 12 to 15 pages of text (plus maximum 2 pages of bibliography)

Format: 12 point (*Schriftgröße*), Times New Roman, 1.5 Spaced (*Zeilenabstand*)

Grading:

I consider three dimensions of your paper when deciding on your grade:

- Technical Execution
- Quality
- Originality

Technical Execution is the most important point and makes up for most of your grade and it is the deciding factor whether you can pass this class:

- Did the author follow the structure and format?
- Did the author manage to write clearly.
- Did the author make references to the texts in the course?
- Did the author make citations, and were these made in a coherent style?
- Did the author show an understanding of the subject matter
- Did the author make use of appropriate technical vocabulary

Quality:

- Did the author argue his/her points reasonably and convincingly?
- Did the author use references beyond the course material?
- Did the author's text cohere with his/her group's project presentation in the seminar?
- Did the author provide a realistic evaluation

Originality does not mean that you have to come up with a genius idea that no one else has, what I am looking for is whether or not you can think beyond the literature and argue your own point effectively rather than merely quoting and paraphrasing.

All the relevant literature should be available through the university library, the electronic journal access of the library or via open access. Please notify me if you have exhausted all means to get a copy of any one of items listed in the literature, and describe to me what you have tried already.

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Einzeltermin | So, 04.12.2011, 09:15 bis So, 04.12.2011, 18:45 | C 1.312

Texts for Block A and B:

A)

Berwick, Donald M., Thomas W. Nolan, John Whittington

The Triple Aim: Care, Health, and Cost. In Health Affairs, Vol.27, 3, 2008: 759 – 769

Stingl, Alexander

“ADHD in a Science studies Perspective (Chapter 7)“, Kopnina/Keune, Health and Environment, Nova Science, 2010:

157 – 186

Thompson, Lee

“The role of nursing in governmentality, biopower and population health: Family health nursing” in: Health and Place, Vol. 14, 2008: 76 – 84

Furler, John, V. Palmer

“The Ethics of Everyday Practice in Primary Medical Care: Responding to Social Health Inequalities” in: Philosophy, Ethics and Humanities in Medicine, 2010, 5:6

Rennie, Stuart, B. Mupenda

“Living Apart Together: Reflections on Bioethics, Global Inequality and Social Justice” in: Philosophy, Ethics and Humanities in Medicine: 2008, 3:2

Stewart J.Murray

„Care and the self.“ In: Philosophy, Ethics, and Humanities in Medicine Vol.2, 6, 2007

Rabinow, Paul

Anthropos Today, Princeton UP, 2003: Introduction, Chapter 1-3, Chapter 6,

Rose, Nikolas

The Politics of Life Itself, Princeton UP, 2006: Introduction, Chapter 1, Chapter 2 (pages 52-54, 70-76), Chapter 5, Chapter 6 (pages 174-176), Chapter 7, Afterword

B)

Ferguson T, Frydman G (May 2004).

"The first generation of e-patients". BMJ 328 (7449): 1148–9

Jacobson P (2007)

"Empowering the physician-patient relationship: The effect of the Internet". Partnership: the Canadian Journal of Library and Information Practice and Research 2 (1).

van Dijk, Jan

The Deepening Divide, Sage 2005: Introduction, Chapter 1, Chapter 10 (pages 181-190, 205-218)

van Dijk, Jan

„The Digital Divide in Europe“ in: The Handbook of Internet Politics, Routledge, London and New York, 2008, draft retrieved at: <http://www.utwente.nl/gw/mco/bestanden/digitaldivide.pdf>

Eubanks, Virginia

Digital Dead End, MIT Press 2011: Chapter 2-3, Chapter 5-7, Conclusion

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BLOCK A: CARE

1) 08.15 – 09.45

Introduction.

„What is care in health care?“. Groups present and defend their first definition.

a. Introduction

b. **Homework** task:

Your group should prepare a definition and defense for 'care' of the length of one or two paragraphs: „What does care mean? What is its role in health care? Who is responsible for care and health care and why?“

2) 10.00 – 11.30

Health and Illness, Care and Cost:

- a. General Discussion: What are the factors that contribute to health? What is health, how can it be defined?
- b. Care versus Cost: The groups will discuss among themselves the issues of care versus cost. (Short texts will be provided for reference). Each group will be assigned a 'perspective' (politician, patient group, health care insurance company, physician, press). At the end of the session, one of each group will be making the case of the perspective in a panel.

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3) 09.15 – 10.45

Techniken wissenschaftlichen Arbeitens (durchgeführt durch TutorIn), Tipps zur Hausarbeit or tba.

4) 11.00 – 12.30

Biopolitics and Governance.

Group presentations

a. **Homework** task:

Each group should prepare a ten-minute presentation based on the texts, illustrating how they understand the terms *biopolitics* and *governance*, and how these ideas change or have changed health care. Based on your understanding, name one or two examples and say why you think this transformation applies.

b. Discussion of presentations and consensus definitions.

Mittagspause 12.30 – 13.45

BLOCK B: INFORMATION

5) 13. 45 – 15.15

Digitalization and Health Care: Empowerment and the e-patient

Digitalization in health care has many forms. Using case discussions in press reports and our own experiences, we will try to make a list of the main ones and try to discuss the main issues.

6) 15.30 – 17.00

What is the digital divide and how does it relate to inequality and justice?

Group presentations.

a. **Homework** task:

Based on the texts, each group should give a ten minute presentation of what they understand the digital divide to be, and what they feel is its most important aspect in regard to justice and inequality.

Each group should keep in mind their project, but not yet introduce it.

b. Exercise: Concepts of Justice and Inequality
(Statement Cards)

7) 17.15- 18.45

Overcoming the digital divide in health care: Discussion of project ideas

Each group should explain the project they are interested in.

They should explain what the issue is and why they feel that it is important (justice).

They should explain how they think themes of the seminar are key-factors in the issue, for example do they contribute to the problem or could they be part of solution. If the group already has an idea how they would propose to help solve this issue (project idea), or know of an existing initiative that they would support, they should describe it briefly. (This is not strictly a homework task, but it helps to have prepared a few notes). The seminar will then discuss each project critically.

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Einzeltermin | Sa, 07.01.2012, 09:15 bis Sa, 07.01.2012, 18:45 | C 1.312

Texts Block C:

Castells, Manuel

Communication Power, Oxford UP, 2009: Chapters 1, Chapter 2(54 – 58, 99 – 101, 116 -136),Chapter 3, Chapter 4(193 -240, 286 – 298), Conclusion

Benkler, Yochai

Wealth of Networks, Yale UP, 2007: :Chapter 1, Chapter 2 (41-48), Chapter 3 (68-75, 80-81), Chapter 4 – 5, Chapter 6 (180 – 185), Chapter 7 (215 – 220, 233 -237, 241 -261), Chapter 8 (297 – 300), Chapter 9-10, Chapter 12

Baldassarri, Delia, M. Diani,

"The Integrative Power of Civic Network," American Journal of Sociology, 113(3):735-80

Papadimos, Thomas J

Reflective Thinking and The Medical Student.

Philosophy, Ethics and Humanities in Medicine, 2009, 4:5

Pettit, Philip

'The Reality of Group Agents' in Chris Mantzavinos, ed., Philosophy of the Social Sciences: Philosophical

Theory and Scientific Practice, Cambridge University Press, Cambridge, 2009, 67-91

Stingl, Alexander

"Bringing Care Back into Health Care" Working Paper, 32 pages

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BLOCK C: POWER

8) 08.15 – 09.45

What is power?

Homework task: Groups should each come up with their own description/definition of what power is and how it is important to their project.

Group panel discussions moderated by Dr. Stingl following his short presentation on 'Concepts of Power'. One member of each group will join the panel, they will briefly explain their understanding of power (in relation to their project). The participants of the panel must argue their concept of power against other members. The audience can ask critical questions of the panel members. (This is a typical conference situation.)

9) 10.00 – 11.30

Power and Responsibility: Who can create change?

Literature Panel

Groups will be provided with material to evaluate in light of the texts for this seminar.

They must analyze the authors' point-of-view regarding the dimensions power and responsibility and answer the question which type of agent can create change most effectively. Each group will make their case and together we will evaluate the situation and try to create a model that describes the situation best.

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10) 09.15 – 10.45

Wiederholung/Fragen zu Techniken wissenschaftlichen Arbeitens (durchgeführt durch TutorIn)
or Selling Health Policy versus Political Activism

11) 11.00 – 12.30

Speech-Writing Exercise: Communicating reform ideas, Motivating the public.

Materials will be provided. Each group will be writing a speech concerning their project in class

and read it. At the end there will be a vote.

Mittagspause 12.30 – 13.45

12) 13. 45 – 15.15

The power of the many, the power of the few.

Building networks: A game between the groups?

Details to follow.

13) 15.30 – 17.00

Grant-writing exercise

Groups will be provided a guideline for a grant-scheme. They will have to write a short grant-application for their

Presentation of Project Ideas: CARE POWER INFORMATION

Homework task: Create a 10 to 15 minute presentation of your project idea in the light of the seminar's theme and texts. At the end of each presentation, each group member should explain in about one minute the topic of their term-paper in relation to the project and the seminar.

The seminar participants will have opportunity to voice their opinions, concerns, and evaluate the real-world feasibility.

14) 17.15- 18.45

Presentation of Project Ideas (continued) : CARE POWER INFORMATION

Final Discussion: The future of care in health care and what We can do about it.