

University of North Texas at Dallas
Fall 2017
SYLLABUS

SOCL 3120: Sociology of Health and Illness 3 Hrs			
Department of	Sociology	Division of	Liberal Arts and Life Sciences
Instructor Name:	<i>Syeda S. Jesmin, Ph.D., M.P.H.</i>		
Office Location:	<i>Dallas 2 #324</i>		
Office Phone:	<i>972-338-1589</i>		
Email Address:	<i>Syeda.jesmin@untdallas.edu</i>		
Office hours	Face-to-face: Wednesdays 10 am- 2 pm Virtual: Tuesdays 10 am-2 pm		
Class Meeting Days & Times:	Online		
Course Catalog Description:	Effects of social factors, such as age, sex, race and social class, on health and illness; differential access to health care services among subgroups of the U.S. population, including Blacks, Hispanics, Indians and the elderly; strains in the organization of the health care delivery system.		
Prerequisites:	None		
Co-requisites:	None		
Required Text:	<ul style="list-style-type: none"> • TITLE: Sociology of Health, Illness & Health Care • AUTHOR: Weitz • EDITION:6th • COPYRIGHT YEAR:2013 • PUBLISHER: Cengage Learning • ISBN:9780495598879 		
Recommended Text and References:	None		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com		
Departmental Outcomes:	At the end of this course, the student will		
	1. summarize basic patterns of disease distribution, how that distribution has changed in various societies		
	2. compare and contrast basic theoretical orientations and middle range theories in medical sociology		
	3. explain how sociology contributes to understanding of the impacts of social factors on physical and mental health, such as social stressors, social relations, social control, socio-economic status, etc., and be able to present evidence from research literature to support their argument		
	4. summarize current arguments regarding the social construction of medical knowledge and disease, as well as the medicalization of society		
	5. critically analyze U.S. health care system and suggest specific policy implications of current health care reform legislature		

6. summarize basic issues in the field of medical sociology, including standard vocabulary in social epidemiology and health services research

Course Goals or Overview:

The goal of this course is to provide students with an overview of the field of Medical Sociology. The field is diverse and the literature is extensive, yet students should have, by the end of the semester, a working knowledge of this subject area, and familiarity with its language and basic concepts, and literature in at least one topical area. We will attempt to debunk myths about health, illness, and medicine, and to explore such things as: 1) definitions and experience of human health and illness; 2) social correlates of morbidity and mortality; 3) the way illness is defined, distributes, assessed, and treated across populations; and 4) means of distributing and paying for health services.

Class sessions include seminars and lectures. Each session there will be reading assignment for which all students will be responsible. I will lead discussion on the subject of those readings and work to help the class understand the content of the readings and their place in the context of the field. Points of clarification, relevant questions, interesting ideas, and student discussions are actively encouraged. Students are encouraged to use library and Internet resources. Films will be used when pertinent.

Medical sociology continues to attract students and researchers as health-related issues gain prominence in US and international policy debates. Successful completion of this course will equip students to enter more skillfully into those debates whether formal and informal.

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Learning Objectives/Outcomes: At the end of this course, the student will be able to

1	demonstrate the ability to use the language of medical sociology, including standard vocabulary in social epidemiology and health services research
2	identify basic patterns of disease distribution
3	identify impacts of social factors on physical and mental health
4	able to describe the typical help-seeking behavior in the US, how that behavior differs from other societies, and why
5	understand medicalization process and it's impact on society
	understand characteristics of U.S. health care system and compare it with other developed countries

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

COURSE OUTLINE

Schedule	Topic	Activities	Due Date
WEEKS 1-2 8/21- 9/3	Chapter 1: Sociology of Health, Illness, & Health Care Chapter 2: The Social Sources of Illness	Discussion Forum # 1 Quiz 1	9/3
WEEKS 3-4 9/4- 9/17	Chapter 3: The Social Distribution of Illness in US	Discussion Forum # 2 Quiz 2	9/17
Weeks 5-6 9/18-10/1	Chapter 4: Illness and Death in the Developing Nations Chapter 5: The Social Meanings of Illness	Discussion Forum # 3 Quiz 3	10/1
Weeks 7-8 10/2-10/15	Chapter 6: The Experience of Disability, Chronic Pain and Chronic Illness Chapter 7: The Sociology of Mental Illness	Discussion Forum # 4 Quiz 4 Assignment 1	10/15

Weeks 9-10 10/16-10/29	Chapter 8: The U.S. Health Care System Chapter 9: Health care around the globe	Discussion Forum # 5 Quiz 5	10/29
Weeks 11-12 11/30-11/12	Chapter 10: Health care settings and technologies Chapter 11: The Profession of Medicine	Discussion Forum # 6 Quiz 6	11/12
WEEKS 13-14 11/13-11/26	CHAPTER 12: OTHER MAINSTREAM AND ALTERNATIVE HEALTH CARE PROVIDERS Chapter 13: Issues in bioethics	Discussion Forum # 7 Quiz 7	11/26
Weeks 15-16, 17 12/27-12/13		Annotated  Bibliography	12/11

COURSE EVALUATION METHODS

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. If you are having a problem with your performance in this course, please schedule an appointment with me as soon as possible so that together, we can figure out what needs to be done. I am willing to help solve any problem you might experience involving this course, except failure to read the assigned materials or missing class.

1. ONLINE DISCUSSIONS

For 7 times throughout the semester students will be asked a specific question or questions related to course materials. These questions will be posted in the Blackboard. You will have a minimum of THREE DAYS to post your response, read statements from other students and submit comments to them. Discussion Area submissions are worth total $25 \times 7 = 175$ points.

Here are some guidelines regarding your participation in these class discussions.

1. For each question or questions that I've designated for a particular chapter, submit your well-considered response. Then, take a look at what others have said on the topic. Respond to at least TWO of your fellow students with at least one comment/question regarding something he/she has said.
2. As far as evaluating your discussion responses, I will be interested in whether a response shows an understanding of what sociology is and the sociological perspective. Integrate sociological concepts into your responses. Applying these concepts accurately shows your familiarity with the reading as well as your ability to apply it. Avoid simply repeating what others have already said in their responses. Take some time to offer different examples or ways of analyzing the issue. Also, it's important to remember that this isn't a talk show where it's adequate to simply state your personal opinion. Earning an "A" (90% points) on the discussions requires going beyond the minimal requirements of the assignment.
3. Remember, this isn't The Jerry Springer Show. Occasionally, it's apparent that a response is meant to be cute or funny, but not serious and thoughtful. I'm not looking for comedic talent.

The discussions require more than having a conversation with your colleagues in the class.

- I strongly recommend that you take the time to compose your discussion response (e.g., in your software program like Microsoft Word or Works), save it and then post it in the Discussion Area. Always keep a copy of your discussion responses in case of a technical problem on the course website.
- As mentioned in the section above, students should be courteous to others in the class. That means no YELLING!!, personal insults, threats, profanity as well as other inappropriate postings in the Discussion Area. Sometimes students will disagree with each other. That's okay—disagreements should be expressed politely and intellectually (focusing on the course material).

2. Short Research Paper

Students will be asked to write a short research paper. The topic and detail instructions will be provided in Weeks 7-8 folder.

3. Quizzes

There will be 7 bi-weekly Quizzes (7X 100=700 points). Each quiz will be based on the readings assigned for the particular weeks. For example, Quiz 1 will be given on Chapters 1 and 2 and will remain open on the last Friday to Sunday of Week 2. Quizzes will include true/false, multiple choices, and short essay questions. Quiz 2 will be given over chapter 3 and will remain open on Friday to Sunday of the 4th week.

***Please note that make-up quizzes are all essay and are given during the week of final exams. They are ONLY given in the event of a DOCUMENTED excused absence. (Reasons for excused absence include hospitalization, death in the family, etc.) If you miss, be prepared to provide proof for having done so. It is in your best interest to not miss an exam. (Prior arrangements can be made on an individual basis if you will be absent on exam day and you know that ahead of time.)**

4. Annotated Bibliography:

Students are required to submit an annotated bibliography (100 X1=100 Points). This is to be a formal paper to be written in a formal style (i.e. in-text footnotes, etc.) using the information students collect, and drawing on the knowledge they have already gained from this class about health and illness. Students can work in a group of no more than 3 to complete this paper and submit one paper as a group to TurnItIn Assignment Link (see **TurnItIn Student Manual on your Research Paper assessment link**).

Grading Matrix

Instrument	Value (points or percentages)	Total
Annotated Bibliography	1 paper at 100 points	100
Short research paper	1 paper at 25 points	25
Online Discussion	7 @ 25 points each	175
Quizzes	7 @ 100 points each	700
Total:		1000

Grade Determination:

A = 900-1000 pts; i.e. 90% or better

B = 800-899 pts; i.e. 80 – 89 %

C = 700-799 pts; i.e. 70 – 79 %

D = 600 – 699 pts; i.e. 60 – 69 %

F = 599 pts or below; i.e. less than 60%

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untDallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). **NOTE:** Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette:

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untDallas.edu/dlit/ecampus/requirements>
- <https://blackboard.secure.force.com/publickbarticleview?id=kAB700000008Oom>
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html