

Sociology 4369: Public Health and Society

Monday and Wednesday 11:30-12:45pm

Fall 2015

University of Texas at Dallas

Dept. Public Affairs and Sociology, School of Econ, Political and Policy Sciences

Contact Information

Instructor: Jacquelyn Cheun, MS, DTR

Classroom: GR Building, Rm 2.302

Office hours: Monday & Wednesday 1400-1500 or by appointment

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Course Description

An overview of public and population health, with an emphasis on the relationship between social forces and health. Topics to be covered include the history of public health institutions and occupations, the determinants and social components of infectious and noninfectious diseases, including major public health epidemics and the response to them; public health rates, risk factors, indicators, and vital statistics; public health law, policy and ethics; and the effects of social forces on health, including social inequality, culture and lifestyle, and environmental and occupational influences on health. Particular emphasis will be devoted to health disparities in the U.S. and globally.

Course Objectives

- Apply social and behavioral science theory and methods to analyze public health problems in terms of the factors that influence their development and alternative approaches to their resolution.
- Assess the utility of interventions aimed at different socio-ecological system levels, including individual behavior, family systems, community organization, complex social systems, and the social and physical environment.
- Identify practical implications of social science approaches to contemporary problems in one's own field of public health.
- Apply social and behavioral science research to assess the social justice implications and potential effectiveness of public health policies and programs.
- Identify and critically discuss the ethical implications of public health research and practice.

Required Textbook

Social and Behavioral Foundations of Public Health. Jeannine Coriel, editor. 2009. Second edition. Sage Publications, Inc., Thousand Oaks, Cal. ISBN 978-1-4-4129-5704-5

Choose one of the following books to read for your book review paper:

- *Ebola: The Natural and Human History of a Deadly Virus*. David Quammen. ISBN 978-0393351552
- *Contagious: Cultures, Carriers, and the Outbreak Narrative*. (2008). Priscilla Wald. ISBN 978-0-8223-4153-6
- *And the Band Played On: Politics, People, and the AIDS Epidemic, 20th Anniversary Edition*. (2007). Randy Shilts.
- *The Hot Zone: The Terrifying True Story of the Origins of the Ebola Virus*. (1995). Richard Preston.

Reading Assignments & Participation:

Students are responsible for reading the assigned materials from the text *before* each class session. You will be expected to discuss the readings and participate in all class activities. The lecture notes **will not** be available online, so it is in your best interest to attend every class.

POP Quizzes:

There will be pop quizzes throughout the semester, but only 4 quizzes will be included in the final point tally (the lowest grade will be dropped). Quizzes will be short, and consist of multiple choice questions. **There will be no make-up quizzes.** They will be given at the very beginning of class, and students who arrive after the quiz is over will not be allowed to complete the quiz.

Online Discussions:

There will be six online discussions throughout the semester. They are due every Sunday at 2359, beginning with Sunday, September 13. Students must create a discussion thread AND reply to one other students' thread. Written discussions give you the chance to reflect critically on the readings and to practice writing. Each week, I will post a critical thinking question, video, or journal article related to the topic from the past week. Students who provide more reflection and critique in their posts and less summary receive better grades. Students who identify areas of controversy, uncertainty, or particular interest from the material will receive better grades. You will never be penalized for your viewpoints, but you will be penalized for writing only opinion or if it is obvious that you have not read the material. Show me that you read and understood the readings. Your posts are pieces of scholarly writing, and you must cite when necessary.

Each post must be 250 words or more (not including references). Each reply should be around 100 words. No late posts will be accepted. There are seven opportunities for discussions, one will be dropped. The six discussions are worth 15% of your grade.

Exams:

There will be a total of 3 exams worth 100 points each. Exams cover material from assigned readings, lectures, and class discussions and will typically consist of multiple choice, short answer, and/or essay questions. Scantrons (but not pencils) will be provided to students for each exam. Make-up exams will not be given without documentation for a serious illness, death in the family, or required university-sponsored event. Exams are worth 40% of your grade.

Paper:

There will be a 10 page essay on a topic of your choice. It will be split into 2 assignments (First part due Sept. 30, Second part due October 28). Final paper **due November 25th at 2359.**

First part will be a literature review with at least 6 peer review resources. Times New Roman, font 12, double spaced, APA citations (in-text and Works Cited page). Must be at least 3 full pages. **Due Sept. 30 at 2359. 50 points**

Second part will be a policy and program review. Times New Roman, font 12, double spaced, APA citations (in-text and Works Cited page). Must be at least 3 full pages. **Due Oct. 28 at 2359. 50 points**

Final paper will be the combination of both of the parts plus your analysis. Times New Roman, font 12, double spaced, APA citations (in-text and Works Cited page). Total pages will be 10 pages excluding title page and citation page. **Due November 25 at 2359. 75 points.**

Please utilize on-campus resources to proofread and review your paper prior to turning it in. ***No late papers will be accepted.***

Book Review Paper

Choose one of the following books to read for your book review paper:

- *Ebola: The Natural and Human History of a Deadly Virus*. David Quammen. ISBN 978-0393351552
- *Contagious: Cultures, Carriers, and the Outbreak Narrative*. (2008). Priscilla Wald. ISBN 978-0-8223-4153-6
- *And the Band Played On: Politics, People, and the AIDS Epidemic, 20th Anniversary Edition*. (2007). Randy Shilts.
- *The Hot Zone: The Terrifying True Story of the Origins of the Ebola Virus*. (1995). Richard Preston.

This paper will show your knowledge on the course material and how to apply it. You will read one of the books (listed above) and write a 3-page paper double spaced, Times New Roman, font 12. It is due **December 5th at 2359**. More information will be given in class.

Attendance and Participation:

Attendance will be mandatory. Attendance will be taken at the beginning of every class, so it is the student's responsibility to make sure they have signed the roll sheet. Students who miss a class must obtain the notes from another student. Excused absences will only be given in the event of a serious illness, an emergency, or a mandatory school function. Documentation is required.

Grading:

Exams	3 at 100 points each	300 points	40%
Pop Quizzes	4 at 10 points each	40 points	5%
Online Discussions	6 at 20 points each	120 points	15%
Attendance	More than 4 unexcused absences = 0	40 points	5%
Paper	Part 1 = 50 points Part 2 = 50 points Part 3 = 75 points	175 points	25%
Book Review Paper	1 at 60 points	60 points	10%
Total		735 points	100%

Range of Points	Range of Percentages	Grade
735-658	89.5% - 100%	A
657-584	79.5% - 89.4%	B
583-511	69.5% - 79.4%	C
510- 437	59.5% - 69.4%	D
436- 0	0% - 59.4%	F

Classroom Etiquette:

Arriving late in class and leaving early are very disruptive to the instructor and other students. Please let an instructor know prior to the beginning of class if you absolutely must leave early and make sure your exit distracts others as little as possible. Please make every effort to respect others.

Disagreements are allowed and expected, but the focus should be on ideas rather than on the individual who expresses them. Signs of disrespect that will not be tolerated include but are not limited to, having background conversations when others are talking, packing up early when others are still talking or asking questions, and working on material for other classes. **Cell phones must be turned on SILENT.**

Acceptable Student Behavior:

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UTD. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated UTD's Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc. UTD's Code of Student Conduct can be found at <http://policy.utdallas.edu/utdsp5003>.

Disability Statement:

Students requesting accommodations and services due to a disability are required to provide the authorization letter issued by the Office of Disability Accommodation (ODA) before their requests can be processed. Attempts will be made to meet all certified requirements. For more information contact the Office of Disability Accommodation (ODA) at 940-565-4323.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

"As a Comet, I pledge honesty, integrity, and service in all that I do."

Helpful Resources

The Office of Student Success operates the Student Success Center (SSC, <http://www.utdallas.edu/studentsuccess>), which offers assistance to students in the areas of writing, mathematics, communication, multiple science fields, reading, study skills, and other academic disciplines. These services are available through individual and small group appointments, workshops, short courses, and a variety of online and instructional technologies. All students enrolled at UT Dallas are eligible for these services.

The **Math Lab** gives short-term and semester long support for a variety of introductory and advanced mathematics courses. Students may drop in to visit with a math tutor on a regular basis. Comet card is required.

The **Writing Center** offers a collaborative learning environment for one-to-one and small group assistance with general and advanced writing assignments and overall writing skills. Scheduling an appointment is strongly recommended, but walk in appointments are possible if a tutor is available.

The **Peer Tutoring** program offers free tutoring assistance in multiple locations for many of the historically challenging undergraduate subjects at UT Dallas. Tutoring sessions, offered every weekday on a drop-in basis,

are one-on-one or in a small group format. The sessions are designed to meet students' individual questions and needs related to course/subject concepts. All peer tutors are current UT Dallas students who made an A- or better in the course and have a strong faculty/staff recommendation. Students should check the Student Success Center website each semester for subject offerings and session times.

The **Peer-Led Team Learning (PLTL)** program provides an active, engaged learning experience for students who meet in small groups once a week with a Peer Leader who helps guide them through potentially difficult gateway course. Students that attend sessions regularly typically earn a half to a whole letter grade higher than students that do not participate in the PLTL program.

Supplemental Instruction (SI) provides free, peer-facilitated weekly study sessions for students taking historically difficult courses. SI sessions encourage active, collaborative learning based on critical thinking and transferable study skills. SI leaders attend lectures, take notes, and read assigned material just like the enrolled students. Students should check the SSC website for subject and session times.

The **Communication Lab (CommLab)** offers one-on-one and group consultations where you will gain practical feedback for improving oral and group presentations.

Success Coaches are available for individual student appointments to discuss study skills, time management, note taking, test taking and preparation, and other success strategies.

The Student Success Center's main office is located in the McDermott Library Building and can be contacted by calling 972-883-6707 or by sending an email to ssc@utdallas.edu.

Academic Integrity

Academic Dishonesty:

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes, plagiarism, cheating, fabrication and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to fully understand the expectations of their professors. This is best accomplished through asking clarifying questions if an individual does not completely understand the requirements of an assignment.

Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here: <http://www.utdallas.edu/deanofstudents/maintain/>.

Definitions:

The following were found in UT Dallas's Student Code of Conduct:

Plagiarism: The adoption or reproduction of ideas, words, statements, images or works of another person as one's own without proper acknowledgement.

Cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Academic exercise includes all forms of work submitted for credit or hours.

Fabrication: Falsification or creation of any information, data or citation in an academic exercise.

Collaboration and/or Collusion: Seeking or providing aid to another student in completion of any assignment submitted for academic credit without permission from the faculty member.

*****All assignments including (but not limited to) online discussions and papers will have APA citations and in-text references. If a student fails to submit these with coursework it will be a zero.**

NOTE: I reserve the right to alter the syllabus to better suit the needs of the class.

Tentative Course Schedule

Week	Dates	Topic	Reading	Assignments
1	Aug 24 Aug 26	First day of School- Review of Syllabus Why Study Social and Behavioral Factors in Public Health?	Chapter 1	
2	Aug 31 Sept 2	Historical Perspectives on Population and Disease	Chapter 2	
3	Sept 7 Sept 9	No Class Social Epidemiology	Chapter 3	Online Discussion #1 Due Sept 13
4	Sept 14 Sept 16	Health and Illness Theory	Chapter 4 & 5	Online Discussion #2 Due Sept 20
5	Sept 21 Sept 23	Social Environment, Culture, and Health Local and Global Responses to Disease	Chapter 6 Chapter 7	
6	Sept 28 Sept 30	Exam 1 (Ch. 1- 6) Comparative Health Cultures	Chapter 8/9	Paper 1 due Sept 30
7	Oct 5 Oct 7	Health Disparities and Culture Planning Health Promotion and Disease Prevention Programs	Chapter 13	
8	Oct 12 Oct 14	Community-Based Approaches Public Policy and Advocacy	Chapter 14 Chapter 16	Online Discussion #3 Due Oct 18
9	Oct 19 Oct 21	Social Marketing in Public Health Prevention of Unintentional Injuries	Chapter 15 Chapter 19	Online Discussion #4 Due Oct 25
10	Oct 26 Oct 28	Violence and Public Health	Chapter 20	Paper 2 due Oct 28
11	Nov 2 Nov 4	Exam 2 (Ch. 7-9 & 13-16) Special Populations: Children	Chapter 17	
12	Nov 9 Nov 11	No Class- Online Assignment Special Populations: Aging	Chapter 12	Online Discussion #5 Due Nov 15
13	Nov 16 Nov 18	Mental Health and Illness Reproductive Health / Adolescent	Chapter 18 Chapter 10/11	Online Discussion #6 Due Nov 22
14	Nov 23 Nov 25	No Class No Class		Final Paper due Nov 25
15	Nov 30 Dec 2	Occupational Health	Chapter 20	Book Review Paper due Dec 5
16	Dec 7 Dec 9	Review		

Final Exam is Dec. 16 at 1100-1345