

**University of Texas Dallas**  
**School of Economic, Political & Policy Sciences**  
**Department of Public Affairs & Sociology**  
**SOCI 4372 SOCIOLOGY OF HEALTH & ILLNESS**

***Fall 2015***

**Instructor:** Jacquelyn Cheun, MS, DTR

**Class time:** Monday & Wednesday 1600-1715

**Classroom:** JSOM 1.217

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

**Email:** [Jacquelyn.Cheun@unt.edu](mailto:Jacquelyn.Cheun@unt.edu)

**Course Description:**

The sociology of health and illness is founded on the idea that in addition to our biological makeup, our social environment also affects our health and illness. This course will explain in detail how social, political, economic, and cultural factors influence an individual's health and illness. Additionally, the course will cover topics such as history of scientific medicine, health disparity, social meaning of illness, doctors-nurses-patients relationships, socialization of physicians, health care system and health care delivery, and medicalization. Ultimately, this course is designed to equip students with current theoretical and practical knowledge to enable independent investigation of important questions related to health and illness in society from a medical sociology perspective.

**Course Objectives:**

At the end of the course students should be able to:

1. Understand the relationship between social conditions and health
2. Begin to grasp the connection between social structure and illness
3. Use key sociological theories to explain the distribution of health and illness
4. Identify important variables that influence the individuals health and illness
5. Understand the current problems with the U.S. health care system and how it differs from other systems around the world
6. Explain the nature of doctor-patient relationships

**Required Course Texts:**

Articles will be posted each week on Blackboard. Students are not required to print material available electronically.

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

- *Putting a Name to it: Diagnosis in contemporary society.* By Annemarie Goldstein Jutel
- *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors and the Collision of Two Cultures.* By Anne Fadiman
- *Illness as Metaphor & AIDS and Its Metaphor.* By Susan Sontag

### **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 25<sup>th</sup> 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:

- *Putting a Name to it: Diagnosis in contemporary society.* By Annemarie Goldstein Jutel
- *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors and the Collision of Two Cultures.* By Anne Fadiman
- *Illness as Metaphor & AIDS and Its Metaphor.* By Susan Sontag

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 5<sup>th</sup> 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.

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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](mailto:ssc@utdallas.edu).

## Academic Integrity

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**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**

<b>Week</b>	<b>Dates</b>	<b>Topic</b>	<b>Assignments</b>
<b>1</b>	<b>Aug 24 Aug 26</b>	<b>First day of School- Review of Syllabus Defining Health and Illness</b>	
<b>2</b>	<b>Aug 31 Sept 2</b>	<b>Epidemiology</b>	
<b>3</b>	<b>Sept 7 Sept 9</b>	<b>No Class Social Demography of Health</b>	<b>Online Discussion #1 Due Sept 13</b>
<b>4</b>	<b>Sept 14 Sept 16</b>	<b>Social Demography of Health Cont.</b>	<b>Online Discussion #2 Due Sept 20</b>
<b>5</b>	<b>Sept 21 Sept 23</b>	<b>The Meaning and Experience of Illness</b>	<b>Online Discussion #3 Due Sept 27</b>
<b>6</b>	<b>Sept 28 Sept 30</b>	<b>Exam 1</b>	<b>Paper 1 due Sept 30</b>
<b>7</b>	<b>Oct 5 Oct 7</b>	<b>Stress</b>	
<b>8</b>	<b>Oct 12 Oct 14</b>	<b>Sociology of Mental Illness</b>	<b>Online Discussion #4 Due Oct 18</b>
<b>9</b>	<b>Oct 19 Oct 21</b>	<b>The Sick Role</b>	<b>Online Discussion #5 Due Oct 25</b>
<b>10</b>	<b>Oct 26 Oct 28</b>	<b>Health Care Systems</b>	<b>Paper 2 due Oct 28</b>
<b>11</b>	<b>Nov 2 Nov 4</b>	<b>Exam 2</b>	
<b>12</b>	<b>Nov 9 Nov 11</b>	<b>No Class- Online Assignment The Profession of Medicine</b>	<b>Online Discussion #6 Due Nov 15</b>
<b>13</b>	<b>Nov 16 Nov 18</b>	<b>Doctor-Patient Relationships</b>	<b>Online Discussion #7 Due Nov 22</b>
<b>14</b>	<b>Nov 23 Nov 25</b>	<b>No Class No Class</b>	<b>Final Paper due Nov 25</b>
<b>15</b>	<b>Nov 30 Dec 2</b>	<b>Issues in Bioethics</b>	<b>Book Review Paper due Dec 5</b>
<b>16</b>	<b>Dec 7 Dec 9</b>	<b>Review</b>	

**Final Exam is Dec. 14 at 1700-1945**