INSTRUCTOR: Dr. Julia Brassolotto
OFFICE: M3063 Markin Hall
OFFICE HOURS: By appointment
OFFICE TELEPHONE: 403-332-4059
E-MAIL: julia.brassolotto@uleth.ca
CLASS TIME: Thursdays, 3:05pm - 5:45pm
ROOM: TH 204

COURSE DESCRIPTION:

This course will introduce students to sociological perspectives on health, wellness, illness, and disease and the dominant models of health within the Canadian health care system. The social construction of health, illness, and disease will be explored in relation to the intersection of social inequalities by class, ethnicity, gender, age, and other social determinants of health. Sociological perspectives will be applied to examine complex health and social issues. This course seeks to promote the development of a “sociological imagination.” Students will be challenged to apply sociological perspectives to contemporary health issues and identify opportunities for improving the health of our society.

APPROACH TO LEARNING:

Classes are 2 hours and 45 minutes, once per week. The primary format of instruction will be lecture and group discussions. Other methods of instruction include: web-based resources in Moodle, guest lectures, and videos. Students are expected to check Moodle regularly. Students are responsible for information provided through all formats.

PREREQUISITE:

Sociology 1000 or a previous course (3.0 credit hours) in sociology

COURSE LEARNING OUTCOMES:

Students will be able to:
1. Define, discuss, and apply core course concepts.
2. Describe how social location and social inequalities (e.g., by social class, gender, ethnicity, or age) intersect to impact health.
3. Compare and contrast trends in health, wellbeing or health inequality within the context of North American societies.
4. Apply a sociological perspective to explore a selected health or social issue.

REQUIRED TEXT(S):

- Other required readings will be available as PDFs on Moodle
- Video (shown in class, required for Reflection #2): “Unnatural Causes: In sickness and in wealth”
- Listening: “Colour Code” Podcast: Episode 4 The Angel Complex
COURSE REQUIREMENTS:

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Value</th>
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<tbody>
<tr>
<td>Paper Outline (3 pages)</td>
<td>February 1 via Moodle</td>
<td>15%</td>
</tr>
<tr>
<td>Reflection #1 (after video)</td>
<td>February 15 via Moodle</td>
<td>15%</td>
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<tr>
<td>Reflection #2 (after guest speaker)</td>
<td>March 15 via Moodle</td>
<td>15%</td>
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<tr>
<td>Paper (6 pages)</td>
<td>March 29 via Moodle</td>
<td>30%</td>
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<tr>
<td>Final Exam</td>
<td>April XX, 3:00 – 6:00 p.m. (to be determined)</td>
<td>25%</td>
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<td><strong>Total</strong></td>
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<td><strong>100%</strong></td>
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DETAILED DESCRIPTION OF COURSE REQUIREMENTS:

Outline of Paper (February 1; 15%) – 3 pages (excluding title page and reference list)
This paper will create the foundation for your major research paper of the course. It should be written in full sentences. Do not use bullet points. You should use the first person perspective and describe what you will do for the full paper. For example: “I will look at the issue of the increasing popularity of cosmetic surgery through the sociological lens of symbolic interactionism. I will draw upon works from... I will argue that...” Be sure to relate it to concepts from this course.

For the outline, you will include:
- A title page with title of paper, your name, student number, my name, course name, and the date of submission
- Which health or wellness issue you have chosen (introduce a debate)
- Which sociological perspective you have chosen (explain it, cite sources)
- Your thesis statement (what you will be arguing)
- Some of the sources that you will use to support your argument (minimum of 5 references)

Full paper (March 29; 30%) – 6 pages (excluding title page and reference list)
In the full paper, you will address the same issue as in the short paper, correct your errors, and expand your analysis of the issue. Make use of the feedback that I have provided about your outline. In this paper, you must address the following:
- Introduce the health/wellness issue and the debate around it. Outline both sides of this debate.
- Introduce the sociological perspective you have chosen. Explain why it is appropriate for examining this issue.
- Explain what this lens allows us to see/understand that was not evident before. What does this lens highlight? What can your analysis teach us about our health? About our society?
- What new questions has your inquiry uncovered?

Requirements:
- Submit papers via Moodle by 1:59 p.m. on the due date.

Formatting:
- Title page with 1) title of paper, 2) your name, 3) your student number, 4) my name, 5) topic chosen, 6) course, and 7) date of submission
- Use page numbers
- Use sub-headings
- 11-12-point font (Times New Roman or Arial)
- Double-spaced
- 1” margins
• Spell-checked; grammar checked
• Research paper outline not to exceed 3 pages (excluding references)
• Main research paper not to exceed 8 pages (excluding references)

Referencing:
• AVOID lengthy quotations. When quotations (~4 or more direct words taken directly from another author) are used, they must be indicated with “quotation marks.” If you choose to use a small number of very short quotations, the sources of the quotations and the page numbers should be cited.
• Use APA (6th edition) style for your references (this is a handy reference: http://owl.english.purdue.edu/owl/resource/560/01/).
• Include a list of references at the end (in APA format).

Papers will be graded using the following criteria:
• Content (e.g. strength of argument, use of research sources to support argument, quality of sources used, etc.)
• Writing style and organization (i.e. clarity of writing, proper grammar and spelling, smooth transitions between sentences and paragraphs). Students may also want to consult Grammarly.com for grammatical evaluation.
• Creativity and analytical structure (i.e. interesting approach to the topic, clear structure to the argument; sophistication of argument)

Reflection #1 (February 15; 15%) – submitted after video, 2 pages
Following the viewing of the Unnatural Causes video, you will submit a 3-page reflection on the content of the video. You will be given several questions in advance of the video and you will respond to these questions in your reflection. This reflection should demonstrate your critical thinking about the topic and your application of course concepts.

Reflection #2 (March 15; 15%) – submitted after guest speaker, 2 pages
Following our guest lecture, you will submit a 3-page reflection on the content of the lecture. You will be given several questions in advance of the lecture and you will respond to these questions in your reflection. This reflection should demonstrate your critical thinking about the topic and your application of course concepts.

Final Exam (April TBD; 25%)
The final exam will be a mix of multiple-choice and short-answer questions. It will be held during the Spring 2018 final exam period, and the date will be confirmed once the exam schedule is finalized. It will cover content from throughout the course (textbook, other required readings, class discussions, video, and guest lecture).

GRADING BREAKDOWN:
The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May 2002.

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<thead>
<tr>
<th>Letter</th>
<th>GPA</th>
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<th>GPA</th>
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<tbody>
<tr>
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<td>95 - 100%</td>
<td>C+</td>
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<tr>
<td>A</td>
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<td>C</td>
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<td>C-</td>
<td>1.7</td>
<td>63 - 66.9%</td>
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<td>B+</td>
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<td>83 - 86.9%</td>
<td>D+</td>
<td>1.3</td>
<td>59 - 62.9%</td>
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<td>B</td>
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<td>79 - 82.9%</td>
<td>D</td>
<td>1.0</td>
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<td>75 - 78.9%</td>
<td>F</td>
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<td>0 - 54.9%</td>
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PLAGIARISM STATEMENT:

JUST DON’T DO IT! Misrepresenting the work of others as your own constitutes academic dishonesty and is a punishable offence at the University of Lethbridge.

a. Don’t take words verbatim (word-for-word) from any written document or website and fail to use quotation marks and a proper reference including a page number.

b. When you paraphrase, you must cite the author(s) from whom you took the ideas/information.

c. If you commit plagiarism, you will face serious academic consequences.

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course will be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request. Turnitin will be integrated with Moodle and your submissions will be screened for similarity to other works. Students will be able to view their similarity rating when they submit their assignments. If you notice that your rating is high, you can delete your submission, fix your citations and similarities, and resubmit your assignment (PRIOR to the deadline). If you do not wish to submit your work through Turnitin, please speak with me about alternate plagiarism-screening options.

COURSE POLICIES RELATED TO LATE ASSIGNMENTS AND EXAMS:

- Assignments that are due via Moodle are due no later than 1:59 p.m. and will be considered one day late if they are handed in after this time. If you require an extension, arrange this with me PRIOR TO the deadline.
- Papers and/or assignments will have 5% deducted for each late day (including weekends).
- E-mailed assignments will NOT be accepted. Students should post their assignments to Moodle (as noted above).
- Note that the counseling office has resources to help students address non-medical reasons that delay completion of coursework and exams.
- Physician’s Notes: Only an original attending physician’s statement will be accepted.
- Students must present valid picture ID at all exams. Students who fail to present their student ID or other official picture ID (such as a driver’s license) at the exam will not be allowed to write the exam.
- Where an exam is missed for ANY REASON and the student failed to consult with the professor BEFORE the exam, a grade of zero will be granted for the exam. Exams that are missed without a valid physician’s statements or other documentation as appropriate will not be accepted.
- Requests for deferred standing or late withdrawal from a course require an academic petition form.

ACCOMMODATIONS:

FOR STUDENTS WITH A DISABILITY: Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766 to set up an appointment: https://www.uleth.ca/ross/accomodated-learning-centre/. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least two weeks in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

FOR STUDENTS WHO HAVE EXPERIENCED PERSONAL TRAUMA: If you experience a personal trauma during the course of the semester, you can receive support and accommodations through the University. You can contact the U of L counselling department at http://www.uleth.ca/counselling/contact or 403-317-2845. If you have experienced sexual violence, you can
contact our Sexual Violence Support and Education Coordinator, Whitney Balog, at sexualviolenceinfo@uleth.ca. More information about her services is available here: https://www.uleth.ca/sexual-violence/sexual-violence-support-education-coordinator.

COPYRIGHT STATEMENT:

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University’s Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the FAQs),
- guidance on whether you need permission or a license to copy a particular work (see the Copyright Permissions Flow Chart),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the Guidelines for Copying under Fair Dealing), and
- a permissions look-up tool to help you determine the kinds of copying and other uses permitted by the Library’s license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.
COURSE SCHEDULE (subject to change):

<table>
<thead>
<tr>
<th>Class &amp; Date</th>
<th>Topic(s)</th>
<th>Required Reading</th>
<th>Activity or Additional Materials</th>
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<tbody>
<tr>
<td>Week 1 – Jan 11</td>
<td>• Introduction and course overview</td>
<td>• Syllabus</td>
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<tr>
<td>Week 2 – Jan 18</td>
<td>• Sociological perspectives</td>
<td>• Chapter 1: The Sociology of Health, Illness, and Health Care</td>
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<tr>
<td>Week 3 – Jan 25</td>
<td>• A social history of thinking about illness</td>
<td>• Chapter 2: Social Sources of Disease and Death</td>
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| Week 4 – Feb 1 | • Social determinants of health | • Chapter 3: Social Determinants of Health and Illness: Age, Sex & Gender, and Race/Ethnicity  
• Colour Code Podcast Episode 4: The Angel Complex  
| Week 5 – Feb 8 | • Socioeconomic inequalities and health | • Chapter 4: Socioeconomic Inequalities in Health | • Video: Unnatural Causes: In Sickness and in Wealth  
• Reflection 1 due |
| Week 6 – Feb 15 | • Work and family life | • Chapter 5: Work and Family Life  
• Chapter 1: “Conceptualizing Care” (pp. 1-8) from Making care count: A century of gender, race, and paid care work (Duffy, 2011). – PDF available on Moodle |  |
| Week 7 – Feb 22 | READING WEEK | NONE | NO CLASS |
| Week 8 – March 1 | • Medicalization | • Chapter 7: The Social Meaning of Illness |  |
| Week 9 – March 8 | • Social models of disability | • Chapter 8: The Experience of Disability, Chronic Pain, and Chronic Illness  
• TED Talk video: “I am not your inspiration, thank you very much” - link available on Moodle | • Guest lecture from Devan McNeill |
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<th>Required Reading</th>
<th>Activity or Additional Materials</th>
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<tbody>
<tr>
<td>Week 10 – March 15</td>
<td>• Bodies, enhancement, and the pursuit of health and wellness</td>
<td>• Chapter 9: The Body and the Pursuit of Health</td>
<td>• Reflection 2 due</td>
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<td>• Introduction (pp. 1-8) &amp; Conclusion (pp. 128-135) to <em>The Wellness Syndrome</em> (Cederstrom &amp; Spicer, 2015) - PDF available on Moodle.</td>
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<tr>
<td>Week 11 – March 22</td>
<td>• Bioethics</td>
<td>• Chapter 14: Issues in bioethics</td>
<td>• In-class case study activity</td>
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<td>Week 12 – March 29</td>
<td>• The commodification of human bodies and their parts</td>
<td>• Preface (pp. vii – ix) and Chapter 1: “Body Shopping at Both Ends of Life: Babies and Bones for Sale” (pp. 1-21) from <em>Body Shopping: Converting Body Parts to Profit</em> (Dickenson, 2008).</td>
<td>• Full paper due</td>
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<td></td>
<td>• “Bodies for Sale: Whole or in Parts” (pp. 1-8) from <em>Commodifying Bodies</em> (Scheppe-Hughes, 2002).</td>
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<tr>
<td>Week 13 – April 5</td>
<td>• Course wrap-up</td>
<td>NONE</td>
<td>EXAM REVIEW</td>
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