

Sociology 3820
THE SOCIOLOGY OF HEALTH AND ILLNESS

Winter Semester, 2009
Grande Prairie Regional College
Wednesdays, 18:00 – 22:50 hrs.

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This course examines how health, illness, disease and healing are related to social structure and social processes. We will investigate how the social organization of Canadian society influences not only the type and distribution of disease and illness, but also how the health care system responds to these contingencies. The course covers a number of topics, where we discuss: (a) sociological perspectives on health and illness; (b) the social patterning of health and illness; (c) social meanings and the lived experience of illness (including disability); (d) the social organization of health care; and (e) the impacts of industrial activity on the environments in which people live and work, and on the health of those exposed to these impacts.

COURSE REQUIREMENTS AND GRADING

Semester Exam (25 points).....	March 11 th
Weekly Group Current Events Presentation (25 points)...	<i>starts</i> January 14 th
Weekly Book Chapter/Readings Presentation (25 points)...	<i>starts</i> January 21 st
Semester Project (total of 50 points) –	
⇒ Proposal & Annotated Biblio. (25 points).....	<i>due</i> February 11 th
⇒ Presentation & Class Handout (25 points).....	<i>starts</i> March 11 th

[Total points are 125; your total points will be converted to a percent (%) grade to determine your letter grade. For example, 98/125 = 78% = B+]

REQUIRED TEXTS

[other materials will be distributed on an as-needed basis]

Juanne N. Clarke, 2008 (5th ed.), Health, Illness, and Medicine in Canada. Oxford University Press: Toronto.

Dennis Raphael (ed.), 2009 (2nd edition), Social Determinants of Health: Canadian Perspectives. Canadian Scholar's Press Inc.: Toronto.

You are of course encouraged to read beyond the assigned course book(s). Check out popular magazines, academic books and journals and other sources for coverage of topics discussed in this course: such materials are available in the GPRC library, on the world wide web, through inter-library loans, and elsewhere.

SEMESTER EXAMS AND ASSIGNMENTS

Exams may consist of a combination of multiple choice questions, true/false + justified, glossary terms/concepts to define, and/or short answer questions -- based on all lecture and text materials.

PLEASE NOTE:

☛ A missed exam unfortunately will not be accommodated - *unless the situation is an unexpected personal or family emergency*. No make-up exams unless it's an emergency.

⇒ What the term/course work entails (100 points of your course grade) will be discussed in detail as classes get underway and as the course progresses. *You will be provided with instructions and relevant information with plenty of lead time.*

♥ For the course assignment(s), students will work in teams of 2, and both students will share the mark for their work.

The **PROPOSAL** and **ANNOTATED BIBLIOGRAPHY** should be a clear statement (2 pages) of a topic of your own choice [*suggested topics will be discussed in class*] and its related issue(s), drawing from your text. The bibliography will consist of up to 15 *current* books and/or articles that you intend to use to research your chosen topic. Many references can be obtained by searching the Web (with the usual *caveats*) and/or using full-text library subscription services.

You may follow *any* standard style format for essays, papers and articles -- in regards to layout, punctuation, referencing and source citations, footnotes, use of headings, etc.

The **PRESENTATION** and **CLASS HANDOUT** involves a 50-60 minute formal class presentation based on your chosen issue or topic. You will also be required to prepare a 1-2 page sheet summarizing your presented topic, to be distributed to your classmates. The sheet should include relevant facts, statistics (if applicable), and several 'recommended' readings.

Please note that plagiarism detection software may be used in this course, and students may be required, individually or collectively, to submit key assignments/components in electronic form.

It is your responsibility to ensure that all your work is at a level appropriate to your year in college/university studies. Always spell- and grammar-check your work; always keep a hard copy or disk copy of your work as back-up. There is writing help on campus, and if in doubt you are always welcome to ask me, your instructor, for clarification. Poor

spelling, grammar and organization always interfere with the clear communication of ideas and you *will* lose marks if your over-all communication is ineffective.

Attendance at lectures is strongly encouraged; the same applies to your participation in class discussions. ***Be an active participant in your education!***

Late assignments (or any applicable assignment/course components) will result in an automatic loss of 5 marks (of the value of the work) PER DAY, up to and including the day of a late submission, unless immediate or prior arrangements, based on exceptional circumstances, have been made. Documented personal or family emergencies, of course, will be accommodated.

WEEKLY TEXT/LECTURE SCHEDULE

Please Note: Refer to the table of contents of the **CLARKE** text for the chapter title and chapter content. Lectures will not strictly follow the book sequence – *in fact, we might change the order of the chapters as we go along* – but you will still be responsible for the contents of the chapters for each particular week. The chapters and weeks will overlap, giving you the chance to get ‘caught up’ or to read ahead, as the case may be. Also please note that lecture content will include material that does not appear in the **CLARKE** text – so this is a ‘heads up’ on why it’s important to attend class on a regular basis!

Week of:

January 7 – Introduction to the course, requirements, etc.; Clarke, Chapter 1...

January 14 – Clarke, Chapter 1 continued... **Weekly current events presentations begin**

January 21 – Clarke, Chapter 2... **Weekly book chapter presentations begin**

January 28 – Clarke, Chapter 2; Chapter 3...

February 4 – Clarke, Chapter 3; Chapter 4...

February 11 – Clarke, Chapter 4; Chapter 5; Chapter 6 ... **Project proposals and bibliographies due today**

February 18 – **Family Day and Reading Break – no classes!**

February 25 – Clarke, Chapter 6; Chapter 7...

March 4 – Clarke, Chapter 7; Chapter 8...

March 11 – Clarke, Chapter 8; Chapter 9... **Semester exam; Project presentations begin today**

March 18 – Clarke, Chapter 9; Chapter 10; Chapter 11...

March 25 – Clarke, Chapter 11; Chapter 12; Chapter 13...

April 1 – Clarke, Chapter 13; Chapter 14...

April 8 – Clarke, Chapter 14; Chapter 15...

[classes end April 14, 2009]

Six Ways To Make This Course More Valuable:

- 1. Participate, to engage your learning**
- 2. Question, to enhance your learning**
- 3. Read, to expand your learning**
- 4. Reflect, to measure your learning**
- 5. Apply, to transfer your learning**
- 6. Innovate, to adapt your learning**

GRADING SYSTEM

Letter Grade	Grade Point Value	Percentage Range	Description
A+	4.0	95 - 100	<i>Outstanding</i>
A	4.0	85 - 94	<i>Excellent</i>
A-	3.7	80 - 84	
B+	3.3	76 - 79	
B	3.0	73 - 75	<i>Good</i>
B-	2.7	70 - 72	
C+	2.3	67 - 69	
C	2.0	64 - 66	<i>Satisfactory</i>
C-	1.7	60 - 63	
D+	1.3	55 - 59	
D	1.0	50 - 54	<i>Minimal Pass</i>
F	0.0	0 - 49	<i>Fail</i>