

**SOCI 484: Sociology of Health and Illness**

2015-2016 Winter Term 1 (3 Credits)

Mon/Wed: 3:30 - 5:00 PM BUCH-D222

University of British Columbia

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**Prerequisite:** SOCI 100 or equivalent (please be sure to confirm that you meet this requirement)

**Instructor:** **Lindsey Richardson, D.Phil, Assistant Professor of Sociology**

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Phone: 604.827.5511

Office Hours: Friday 12:00-1:00 and by appointment

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**A: COURSE OVERVIEW**

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Sociological understandings of health and illness represent critical contributions not only to the broader field of sociology but also in the fields of medicine, epidemiology, public health and population health. Sociological perspectives increasingly inform efforts to understand and improve health in Canada and internationally. This course is designed to serve as an broad overview of the sociology of health and illness (also termed “medical sociology”) as a wide-ranging area of study and to provide background on key issues and critical debates in the field relevant to both Canadian and international contexts. The course is also designed to develop students’ critical thinking via reading and reflecting on these topics and their engagement in articles reporting empirical research.

The course is organized around four overlapping themes:

1. ***Social Constructions of Health and Illness:*** The first part of the course will focus on how social meanings and understandings of health and illness constructed, challenged and modified through individual experiences; individual, social and institutional beliefs; and health practices. This perspective allows us to critically examine how experiences, beliefs and practices influence how health, illness and disease are socially understood and managed as well as the consequences of these understandings and management approaches.
2. ***Social Determinants of Health:*** The second part of the course will describe and examine how socio-demographic characteristics (e.g., gender, ethnicity, age, class) put people at differential risk for poor health and mortality. We will consider in particular health-related and health risk behaviours such as health eating and drug use.
3. ***Social Organization and Health:*** In the third part of the course we will consider how we are organized physically and socially in public places, neighbourhoods, through relationships, and in as well as outside of institutional contexts, and how these play a role in health exposures and health outcomes. During this portion of the course will engage in issues related to health and place, the role of social networks in the dissemination of disease, and how social movements influence how health conditions are understood as well as the development of medical treatment.
4. ***Public Institutions, Political Economy and Health:*** The last part of the course will focus on sociological perspectives related to health care systems, the pharmaceutical industry, health and human rights, global public health and public health (and health-influencing) policy.

### **Class Time & Location:**

Mondays and Wednesdays, 3:30-5:00pm, BUCH D222

Classes commence on 9<sup>th</sup> of September and the final class will be held on the 2<sup>nd</sup> of December. There will no class on Monday October 12<sup>th</sup> (Thanksgiving) or Wednesday November 11<sup>th</sup> (Remembrance Day).

### **Format**

The course has a 400-level designation and will consist of a mixture of lectures, discussion, and small group activities, with a strong focus on student participation. Each class meeting pairs a theoretical or conceptual reading with an empirical application of that concept to a particular illness, disease, risk behaviour or health condition. The rationale for this approach is to ensure that students are exposed to a balance of theoretical and empirical work in the field of medical sociology, and to encourage students to apply a health sociology lens to health issues and debates that they encounter outside the classroom and beyond the course.

Many of the empirical readings may use methodological approaches that are unfamiliar for students or seem complex. It is NOT expected that students have mastery of all of the methods used in readings for the course. Time will be taken to provide a high-level overview of the methods employed and how to interpret the results of the studies. This approach is designed to assist students in the development of their methodological literacy and to develop a critical understanding of what different methods do and do not allow us to infer about research findings.

Given the level and format of the course, it will be **expected and incumbent upon the students to come prepared to each class having read the course materials BEFORE CLASS and being prepared to offer thoughts, raise questions and participate in discussion and debates**. The participation of students as active learners will make the class more enjoyable for everyone, and engagement with the readings prior to the start of class as preparation for class participation comprises a portion of the assessment for the course as the “class participation” and “critical commentaries” components of the final grade.

### **SOCI 484 on UBC Connect**

All students enrolled in the course will have access to the UBC Connect site for SOCI 484 (login at: <http://elearning.ubc.ca/connect/> using your CWL login) where you will find course materials, readings that are unavailable through the UBC online resources, supplementary materials, spaces for course discussions, announcements and other course-related matters. **You will submit all written course materials on the Connect website so please make sure that you are familiar with how to use Connect.** Student resources for using connect can be found on the UBC website at <http://elearning.ubc.ca/connect/student-resources/>.

If you encounter any issues in using UBC connect, please contact Arts ISIT support staff in Buchanan A105, at [arts.helpdesk@ubc.ca](mailto:arts.helpdesk@ubc.ca), or at 604-827-2787. Please do not contact the course instructor with UBC Connect issues unless it appears that the course Connect site is malfunctioning and requires their attention.

## **B: CLASS SCHEDULE AND READINGS**

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\*Please note: The course outline and readings are subject to change

\*Please also note: Readings marked with an asterisk (\*) will be available on the SOCI 484

Connect website. All others are available through the library and students are required to seek out and find these readings on their own.

### **WEEK 1**

#### **September 9<sup>th</sup> - Introduction to the course; Sociological approaches to health illness and medicine**

Readings:

- \*Cockerham, W. C. (2013). *Theorizing about Health and Disease*. In *Social Causes of Health and Disease*, 2nd Ed. Cambridge: Polity. pp. 27-54.

### **WEEK 2**

#### **September 14<sup>th</sup> - Methods in the Sociology of Health and Illness: Quantitative and Qualitative Approaches**

Readings: No readings assigned

#### **1. SOCIAL CONSTRUCTIONS OF HEALTH AND ILLNESS**

#### **September 16<sup>th</sup> – The Sick Role and the Medical Encounter**

Readings:

- Parsons, T. (1975). The Sick Role and the Role of the Physician Reconsidered. *Millbank Memorial Fund Quarterly. Health and Society*, 53(3), 257-278.
- Steward, D. and Sullivan, T. (1982). Illness Behavior and the sick role in Chronic Disease: The Case of Multiple Sclerosis. *Social Science & Medicine*, 16, 1397-2404.

### **WEEK 3**

#### **September 21<sup>st</sup> – Social Constructions of Health, Illness and Risk**

Readings:

- Brown, P. (1995). Naming and Framing: The Social Construction of Diagnosis and Illness. *Journal of Health and Social Behavior*, 33, 267-281.
- Maddon, S. and Sim, J. (2006). Cultural meaning in fibromyalgia syndrome. *Social Science and Medicine*, 63: 2962-2973.

#### **September 23<sup>rd</sup> – Medicalization**

Readings:

- Conrad, P. (1992). Medicalization and Social Control. *Ann Rev Sociology* 18, 209-232.
- Rafalovich, A. (2013). Attention Deficit-Hyperactivity Disorder as the Medicalization of Childhood: Challenges from and for Sociology. *Sociology Compass*, 7(5), 343-354.

## **WEEK 4**

### **September 28<sup>th</sup> – Stigma and Health**

#### **\*GROUP PROJECT PROPOSALS DUE TODAY\***

##### Readings:

- \*Link, B.G., and Phelan, J.C. (2013). Labeling and Stigma, in Aneshensel, C.S., Phelan, J.C. and Bierman, A. (eds) *Handbook of the Sociology of Mental Health*. New York: Springer. pp. 525-541.
- Moses, T. (2010) Being treated differently: Stigma experiences with family, peers, and school staff among adolescents with mental health disorders. *Social Science & Medicine*, 70, 985-993.

## **2. SOCIAL DETERMINANTS OF HEALTH**

### **September 30<sup>th</sup> – Social Determinants of Health: Age, Gender, Ethnicity**

##### Readings:

- \*Clarke, J.N. (2012). Social Inequity, Disease and death in Canada: Age, Gender, Racialization and Ethnicity. *Health, Illness and Medicine in Canada* (6th ed.) pp. 120-158.
- Gough, B and Conner, M. (2006). Barriers to healthy eating amongst men: A qualitative analysis. *Social Science & Medicine*, 62, 387-395.

## **WEEK 5**

### **October 5<sup>th</sup> – Social Determinants of Health: Socio-economic Inequality**

##### Readings:

- Phelan, J.C., Link, B.G. and Tehranifar, P. (2010). Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence and Policy Implications. *Journal of Health and Social Behavior*, 51, S28.
- Polonijo, A.N. and Carpiano, R.M. (2013). Social inequalities in adolescent human papillomavirus (HPV) vaccination: A test of fundamental cause theory. *Social Science & Medicine*. 82, 115-125.

### **October 7<sup>th</sup> – Intersectionality and Health**

##### Readings:

- Hankivsky, O. and Christoffersen, A. (2008). Intersectionality and the determinants of health: a Canadian perspective. *Critical Public Health*, 18(3) 271-283.
- Veenstra, G. (2013). Race, gender, class, sexuality (RGCS) and hypertension. *Social Science & Medicine*. 89: 16-24.

## **WEEK 6**

### **October 12<sup>th</sup> – No class due to Thanksgiving Break**

### **October 14<sup>th</sup> – Lifecourse Perspectives on Health and Illness**

Readings:

- Elder, G.H., Johnson, M.K. & Crosnoe, R. (2003). The emergence and development of life course theory, in JT Mortimer & MJ Shanahan (eds). *Handbook of the Life Course*, New York: Springer. pp. 3-19.
- Pampel, F.C., Mollborn, S. & Lawrence, E.M. (2014). Life course transitions in early adulthood and SES disparities in tobacco use. *Social Science Research* 43: 45-59.

## **WEEK 7**

### **3. SOCIAL ORGANIZATION AND HEALTH**

#### **October 19<sup>th</sup> – Social Networks and Health**

Readings:

- Smith, K.P. and Christakis, N.A. (2008). Social Networks and Health. *Annual Review of Sociology*, 34, 405-429.
- Klovdahl, A.S, Graviss, E.A., Yaganehdoost, A. Ross, M.W., Wanger, A., Adams, G.J., and Musster, J.M. (2001). Networks and tuberculosis: an undetected community outbreak involving public places. *Social Science & Medicine*, 52, 681-694.

#### **October 21<sup>st</sup> – Social Capital and Health**

Readings:

- \*Song, L. (2013) Social Capital and Health. In W. Cockerham (Ed.) *Medical Sociology on the Move: New Directions in Theory*. Dordrecht: Springer. pp. 233-259.
- Aida, J., Kawachi, I., Subramanian, S.V. & Kondo, K. (2013). Disaster, Social Capital and Health. In: I. Kawachi et al. (eds), *Global Perspectives on Social Capital and Health*. New York: Springer. pp. 167-187.

## **WEEK 8**

#### **October 26<sup>th</sup> – Social Movements and Health**

Readings:

- Brown, P., Zavestoski, S. (2004). Social Movements and Health: An introduction. *Sociology of Health and Illness*, 26(6), 679-694.

Movie: Note: we will watch this in class

- How to Survive a Plague (2013)

#### **October 28<sup>th</sup> – Health and Place**

Readings:

- Cummins, S., Curtis, S. Diez-Roux, A.V. and MacIntyre, S. (2007). Understanding and representing 'place' in health research: A relational approach. *Social Science & Medicine*, 65, 1825-1838.
- Klinenberg, E. (2001) Dying alone: The Social Production of Urban Isolation. *Ethnography*, 2(4), 501-531.

## WEEK 9

### **4. PUBLIC INSTITUTIONS, POLITICAL ECONOMY AND HEALTH**

#### **November 2<sup>nd</sup> – Health Care Systems and their Paradoxes**

##### **\*Guest Lecture by Dr. Ryan McNeil\***

##### Readings:

- \*Strohschein, L. and Weitz, R. (2013). History of Health Care in Canada. In: *The Sociology of Health, Illness, and Health Care in Canada: A Critical Approach*. Scarborough: Nelson Education. pp. 230-257.
- \*Bradley, E. and Taylor, L. (2013). The Paradox. In: *The American Health Care Paradox: Why spending more is getting us less*. New York: Public Affairs. pp.1-20.
- McNeil, R. Small, W., Wood, E. and Kerr, T. (2014). Hospitals as a 'risk environment': An ethno-epidemiological study of voluntary and involuntary discharge from hospital against medical advice among people who inject drugs. *Social Science & Medicine*, 105, 59-66.

#### **November 4<sup>th</sup> – The Pharmaceutical Industry**

##### Readings:

- \*Lexchin, J. (2012). The Pharmaceutical Industry and Health Canada: Values in Conflict? In: *Second Opinion: An Introduction to Health Sociology*, Canadian Edition. Don Mills, ON: Oxford University Press. pp.277-295.
- \*Hartley, H. The 'Pinking' of Viagra Culture: Drug Industry Efforts to Create and Repackage Sex Drugs for Women. In: P. Conrad and V. Leiter (eds), *The Sociology of Health & Illness: Critical Perspectives*. pp.312-321.

## WEEK 10

#### **November 9<sup>th</sup> – Health, Law and Society**

##### **\*Guest Lecture by Dr. M-J Milloy**

##### Readings:

- Burris, Scott. (2002) Introduction: Merging Law, Human Rights, and Social Epidemiology. *The Journal of Law, Medicine & Ethics*. 30: 498-509
- \*Alexander, Michelle. (2010) The New Jim Crow, Chapter 5 in *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press, pp. 173-208.

#### **November 11<sup>th</sup> – No class due to Remembrance Day**

## WEEK 11

### **November 16th – Global Public Health**

#### **\*\*\*GROUP CONTENT ANALYSIS PROJECTS DUE TODAY\*\*\***

##### Readings:

- \*Crouse Quinn, S. and Kumar, S. (2014) Health Inequalities and Infectious Disease Epidemics: A Challenge for Global Health Security. *Biosecurity and Bioterrorism: Biodefense Strategy, Practice, and Science*. 12(5): 263-273. doi:10.1089/bsp.2014.0032.
- Koch, Tom. (2014). Hubris: The recurring pandemic. *Disaster Medicine and Public Health Preparedness*. (ePub ahead of print) DOI: <http://dx.doi.org/10.1017/dmp.2014.107>

##### Additional Optional readings:

- \*Preston, R. The Ebola Wars. *New Yorker*, 27 October 2014.
- \*Farmer, P. Diary: Ebola. *London Review of Books* 23 October 2014.

### **November 18<sup>th</sup> – Iatrogenesis and Social Iatrogenesis**

##### Readings:

- Allen-Scott, L. K., Hatfield, J.M., McIntyre, L. (2014). A scoping review of unintended harm associated with public health interventions: towards a typology and an understanding of underlying factors. *International Journal of Public Health*, 59, 3–14.
- Zlotorzynska, M., Milloy, M.J., Richardson, L., Montaner, J, Wood, E., Kerr, T. (2014). Timing of social assistance payment and overdose patterns at a Canadian supervised injection facility. *International Journal of Drug Policy*, 25(4), 736-739.

## WEEK 12

### **November 23<sup>rd</sup> – Group Presentations (Day 1)**

\*Note that attendance is expected for the group presentations, and students will be asked to provide feedback on and ask questions about their colleagues' presentations.

### **November 25<sup>th</sup> – Group Presentations (Day 2)**

## WEEK 13

### **November 30<sup>th</sup> – Group Presentations (Day 3)**

### **December 2<sup>nd</sup> – Final course review and Distribution of the take home final exam**

#### **\*\*\*STUDENT REFLECTIONS ON CONTENT ANALYSIS PROJECTS DUE TODAY\*\*\***

## **C: COURSE EVALUATION**

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The evaluation for the course will consist of four components. The emphasis for this course is on critical analysis and writing skills and is writing intensive. The components of your final grade are:

Participation	18%
Critical commentaries	32%
Content Analysis Group Project	25%
Take-Home Final Examination	25%

### **1. Participation (18%)**

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Class participation will not be assessed by attendance, as it is expected that you will attend all classes. As this is a seminar course, much of our time together will be spent discussing key topics and critically engaging with the empirical studies included as readings (and other examples presented by the instructor and your classmates). It is expected that everyone will come to class having engaged with the assigned readings PRIOR to class and will be prepared to discuss the materials and subject matter during each class. You are welcome and encouraged to bring interesting anecdotes or case studies relevant to the materials we will be covering or other materials that you feel will complement the class materials and discussion.

Class participation will be assessed emphasizing the following criteria:

- Critical engagement with the content of class, i.e., providing thoughtful commentary, questions, and feedback; and
- Contributions to the class learning environment and experience.

I understand that people have a wide range of comfort levels contributing in class. I also know that there are many ways in which to make contributions and encourage you to be creative in this regard. I also assume, by virtue of your written work, that you are already critically and thoughtfully engaging with the class materials, and will include as a base mark for class participation the average of your critical commentary grades. You can improve this grade through exemplary contributions, or reduce it by not participating, not taking participation seriously or by participating in ways that are less thoughtful (e.g., by aiming for “quantity” rather than “quality”).

### **2. Critical Commentaries (32%)**

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Critical commentaries are short, written reflections on the assigned reading materials that you will be required to complete throughout the term. The regular submission of critical commentaries will promote engagement with the assigned readings PRIOR to class and is also intended to prepare students to participate in class discussions and critically engage with the concepts and empirical application of the concepts we will cover during class sessions. The classroom is a much richer learning space when everyone is engaged and participating, and this is also very good preparation for graduate school or the working world, whichever path you might pursue following the completion of your undergraduate studies.

The purpose of these critical commentaries is not simply to demonstrate that you have read and understood the readings (i.e. they should NOT be summaries). The aim is to help you develop your critical thinking and writing skills. These commentaries may serve as the basis for discussion in class and will contribute to the learning environment throughout the term.

For approximately half of the classes where a reading is assigned, you will be expected to submit a 750 word (maximum) critical commentary prior to the start of class that is based on the readings for that class. These commentaries may include (but are not limited to):

- Critical reflections on the concepts covered by the readings;
- Questions that are raised by the concepts in the readings or studies that you would like to raise for discussion in class;
- The degree to which the empirical reading illuminates (or falls short of illuminating) the theoretical/conceptual material that informs the study;
- Whether and how the empirical reading builds on the concept on which it is based; Critical analyses of or commentary on the design, methods or related components of the approaches taken by empirical components of the readings;
- Questions or comments related to clarity (or lack thereof) or robustness (or lack thereof) of the concepts or empirical studies covered; or
- Potential areas for future research that would build upon the studies covered.

There are a total of 17 classes (other than the first class) in which readings are assigned. It is expected that you will **submit critical commentaries for a minimum of 8 of these classes** and that two critical commentaries will be submitted for each of the four sections of the course (social constructions, social determinants, social organization, public institutions/political economy) This means you cannot submit 8 commentaries in the first 8 classes of term and then nothing for the rest of term. You are welcome to submit more than 8 commentaries, and the best 8 scores on your commentaries will be taken for your final commentary grade. While the UBC Connect site may allow you to submit critical commentaries after the start of class, these will be considered late, I will not mark them and late commentaries will not be considered as one of your 8 commentaries in the calculation of the final grade.

Each critical commentary will be out of 4 and will be graded according to its quality and originality as well as the quality of the prose. If you submit fewer than 6 commentaries, you will be given a grade of zero for the unsubmitted commentaries, as well as an additional 3 points (of the total 32) off of your final commentary grade. Exceptional commentaries may also receive bonus points where applicable – these will be awarded at the discretion of the instructor.

If the critical commentary format is challenging or unfamiliar for you, please do not hesitate to reach out after class, during office hours, or by setting up an appointment with me. I am here to help you and am happy to support the development of this important skill.

### **3. Content Analysis Group Project (30%)**

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This project seeks to provide students with an opportunity to conduct original, empirical sociological research and to present this research in both a written academic manuscript and oral presentation.

For the project, groups of 3-4 students will collaborate on a content analysis of media representations of a particular health issue – i.e. how a particular health issue is portrayed in the media. It is up to each group to decide which issue they focus on, but the issue must fall into one of the following categories:

- A specific disease or illness
- A health risk or health promoting behaviour
- A medical treatment or procedure
- Medical care
- A health policy issue (domestic or international)

The content analyses may also be comparative in nature. For example, you might compare two issues in the same category (e.g., infectious vs. chronic disease), how an issue is treated differently by media in different places (e.g., comparing Canada and another country) or how the coverage of an issue is different during different time periods (e.g., 1980s vs. now).

Your content analysis may rely upon one or more of the following publicly-available sources:

- Newspapers, magazines or online news sources (e.g., articles, columns, and/or advertisements; note there are databases containing such information, e.g., Canadian Newsstand, etc.)
- Online specific content (e.g., well known blogs, aggregators or other sources)
- Television shows or commercials
- Trade publications

The content analysis project will include three separate components: a study proposal, a manuscript, and a project presentation. Each of these are described in more detail below:

### **Study Proposal**

**\*\*\*All projects must be approved by me prior to being conducted\*\*\***

By the beginning of class on September 28th, each group must submit to me a written proposal (1 page single spaced maximum) that includes the following headings and information:

- **Justification** for the study;
- **Research question(s)** and relevant hypotheses that will be tested, if any;
- **Data Collection**, including the source of data (e.g. archive), the type of data, how you will select the data that you will use, including any “inclusion” or “exclusion” criteria; and
- **Analytic method**, i.e. how you will code and analyse your data (quantitatively, qualitatively or both)

These proposals will not be graded. I will provide prompt feedback on the proposals, will give suggestions (where applicable) for the project and will make myself available to answer any questions students may have about my feedback.

### **Project Manuscript**

Each group will be expected to write-up their study and findings in the manuscript style of an academic research journal article. The requirements for this paper will be discussed further in class and examples of published articles and other instructive guides will be provided to students in class and on the course Connect website to facilitate their conduct of the project. Overall, the manuscript will be expected to contain the following sections/content:

**Abstract:** This is a 200-word (maximum) summary of the study that provides a general overview of the study and includes information on the study aims/objectives, methodological approach, results, and conclusions.

**Introduction:** Provide a brief background on the issue (e.g., scope of the problem) and research question (as well as any hypotheses if you have them). The background should not only provide context for the issue being explored, but also review/summarize any prior studies that may have looked at this issue and what their findings were (using proper citation practices—see References section below). Discussion of prior studies may instead be detailed in a separate “Literature Review” section that follows the Introduction section.

**Methodology:** Describe the method(s) used. This section should cover the following issues:

- What source or sources were used for acquiring your sample and over what time period?
- How were articles, ads, etc. sampled and selected for inclusion in your analyses?
- Coding/Analysis: How were the sampled articles coded and analyzed? What was the degree of agreement or reliability among the people who coded the same material? How were differences or discrepancies in coding between the authors resolved to reach consensus? What analytical strategy was used and why?
- Any other pertinent details that the authors feel are necessary for helping a reader evaluate the validity of the study findings.

**Results:** Report your study findings and explain the key outcomes or themes that were found (and, for each outcome or theme, be sure to use examples from your data in your explanation). If you found subthemes or categories within these key outcomes or themes, then be sure to discuss them as well and provide examples from your data. The use of tables and figures are encouraged to assist in describing the findings.

**Discussion Section:** This section is for discussing what your findings mean in terms of prior research and theory as well as the strengths and weaknesses of the study and the implications for future research and/or policy. For example, what are the impacts of portraying mental illness as “dangerous” among people who commit and/or are convicted of crimes? How might television advertising for a particular medication influence social understandings of the illness or disorder that these medications are designed to treat? In discussing their findings, groups are expected to draw upon concepts and ideas covered in the course. This should be the longest part of the paper. The purpose here is to think through what your findings mean for theory, future research, and practice/policy.

**References Section:** Using American Psychological Association (APA) format, properly document any reference materials used in conducting your study. Proper citations must appear in the text itself. Any failure to properly reference cited or referred to materials used in the References Section constitutes plagiarism. Wikipedia or similar online resources are not considered appropriate references for this (or any other assignment) and you will be penalized for the use of such references in your grades.

**\*\*The manuscript will be due to be submitted to the course Connect website by the beginning of class (i.e. 3:30pm) on November 16<sup>th</sup>.** No extensions will be granted, except with a letter from Arts Advising. Fifteen percentage points will be deducted from the assigned grade for each day late, including weekend days and holidays.

### **Manuscript Formatting Requirements:**

- 20 page maximum, exclusive of abstract, tables, figures and references
- 12-point font, double spaced, minimum 2.54cm/ 1 inch margin
- Follows APA publication manual style and reference guidelines
- Include the names and student ID of all group members, course name, number and course instructor on a title page
- Please submit in Word, Word compatible or PDF file format

### **Project Presentation**

Each group will conduct a 10-15 minute presentation of their project during one of the three classes set aside for this purpose near the end of term. It is up to each group to decide how they present their materials, but it is encouraged that groups consider styling their presentations as “academic presentations” similar to what they would present at a conference, where the structure would mirror that of the academic paper (i.e. including the sections that are needed for the manuscript). Following each presentations there will be a short Q & A period where students can ask questions and provide feedback or comments on their colleagues projects. It is expected that students will attend and participate in project presentations sessions. Extra marks for participation may be provided for students providing exceptional feedback or questions at the discretion of the instructor.

### **Student Reflection**

Group work is often characterized by the dynamics and challenges of different understandings of the substantive content of the paper, differences of opinion about how to approach the assignment, different levels of contribution to the work and other interpersonal dynamics. To address these challenges, following the completion of the student presentation, each member of the group will be required to submit a short, 2 page (double spaced) reflection on the strengths and weaknesses of their group’s approach, their experience of the project, and how effectively they felt they were able to address the substantive challenges of doing primary research in a group setting. This reflection will be due on the last day of class, December 2<sup>nd</sup>.

**\*\*NOTE:** This is not an invitation to insult or point fingers at fellow group members. It is a reflection on the group’s investigative process and the benefits and challenges of doing this kind of work, as well as an opportunity for professional and thoughtful self and group evaluation.

**\*\*ALSO NOTE:** Each member of each group may receive a different grade on the group project and these differences will be largely based on the student reflections. The collective work will serve as the basis for this grade and may be adjusted accordingly. As such, it is crucial that these be submitted, and that they be submitted on time.

### **4. Final Take Home Exam (25%)**

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The final exam for the course will be an essay format/long answer take home exam distributed in the final class. The exam is required to be the student’s own, individual, original work and will assess the student’s understanding of the course content, critical thinking and writing skills, and ability to use examples, supplementary evidence or case studies to support their arguments. The exam will be designed to allow students to demonstrate their understanding and ability to apply to course material, and will be cumulative (i.e. will cover the whole course).

The exam will be distributed on the last day of classes (2 December) and will be due to be submitted on the course Connect website by 11:59pm on Friday of the following week (11 December). Exams will be submitted on Connect and through TurnItIn.com.

No extensions or make-ups will be granted, except with a letter from Arts Advising. Three of the total 25 points allocated to the final exam will be deducted from the assigned grade for each day late, including weekend days and holidays.

### **Final Exam Submission**

To deter and detect plagiarism, this course will make use of UBC's subscription to TurnItIn.com for the Final Exam. This is a service that checks textual material for originality. In addition to submitting a your final exam on the course Connect website, you will be required to upload the final exam to TurnItIn.com. By taking this course, you agree that your assignment may be subject to submission for textual similarity review by TurnItIn.com. All submitted assignments will be included as source documents in the TurnItIn.com reference database solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the TurnItIn.com service are described on the TurnItIn.com website.

To access the course on TurnItIn.com, you will need this information:

- Class ID: 10250126
- Class Name: SOCI 484, 2015W
- Enrolment Password: SDoH

\* UBC asks that you **do not use your real name in your TurnItIn.com account**. However, to allow me to identify you, for this class you should create an account that consists of the first three letters of your last name followed by the first three letters of your first name (e.g., RicLin).

### **D: SUBMISSION OF COURSE MATERIALS**

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All written class materials must be submitted ELECTRONICALLY on the UBC Connect website for the course by the deadline provided. Please ensure that your name, student number and the name of the course and the instructor are included on all submitted assignments. Directions on submitting assignments on UBC Connect are located here:

<http://elearning.ubc.ca/connect/student-resources/submit-assignments-how-to/>

Barring technical problems with the UBC Connect system (which have been known to happen occasionally in the past), trouble using the connect site will not be considered a justifiable reason for late submission. Please familiarize yourself with UBC Connect if you have not already done so and make sure that you are able to submit course materials. A "test" assignment has been set up on the Connect site for you to verify your ability to submit materials.

### **Late Assignments**

No late assignments will be accepted without penalty. Penalties associated with late assignments are described in each assignment section. Extensions of the due date for the written assignments will be considered on a case-by-case basis in advance of the deadline pending extenuating circumstances. Extenuating circumstance include documented medical issues, deaths of loved ones, unreasonable exam schedules, etc. No extenuating circumstance will be considered without a letter of consideration from Arts Advising.

### **Quality of Written Work**

This course is writing intensive and is designed to develop your ability to write concise, insightful, critical and high quality work. Quality of writing will be evaluated and scored for all written work (e.g., grammar, style, clarity) and it is crucial that you proofread your work thoroughly. Good writing generally takes several revisions to produce, and it is often very helpful to ask friends or colleagues to proof-read your work, which I strongly encourage you to do. Also, The inappropriate use of language (e.g., ageist, gendered, racist, homophobic, ableist or otherwise) is not acceptable.

A fun set of tips to improve your writing can be found here: <http://tinyurl.com/mqqaot>.

## **D: ADDITIONAL COURSE INFORMATION AND POLICIES**

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1. **I am here to support you and your academic development.** If you are having a hard time understanding course content or have questions related to the materials we cover in class, please do not hesitate to come speak to me after class, during office hours or by appointment. I generally will not respond to substantive questions or engage in substantive debates over email but endeavour to make myself available to answer your questions or discuss content-related issues regularly on an in-person basis.

2. **Missed classes.** Attendance will not be taken for the course because attendance at each class session is expected of all students. If you miss a class, please get the notes from a classmate. The powerpoint slides and lecture notes used for each class will NOT be made available, though the material included in this material WILL be covered on the final exam and it WILL be expected that you consider this material for your written assignments/projects. Your colleagues in the class are exceptional resources and I STRONGLY encourage you to get the contact information of multiple classmates and to turn to your colleagues to discuss any issues you find unclear, confusing or would like to engage further with.

Please do not send me emails about why you are missing a given class unless you feel it is critical that I am aware (note that your sister's wedding or a family vacation, while exciting, are not critical for me to be aware of). If you are experiencing circumstances that will require that you be away from class for a period of time and would like to discuss this with me, please do not hesitate to get in touch.

3. **Respect.** The highest standards of respect will be upheld inside the SOCI 484 classroom. This includes respect for each other, respect for me, respect for you by me, and respect for those outside the classroom.

4. **Laptop and handheld device use.** I do not want to see or hear cell phones, cameras, or other electronic equipment in the classroom. I consider common courtesy related to laptop and handheld device use to be a key component of respect for your colleagues and the classroom environment. While I understand that common practice for many students now involves the use of laptops for the purposes of taking notes, the use of laptops and handheld devices can be distracting for other students. While laptops will be allowed in the classroom, please refrain from using laptops for purposes unrelated to the class. Please also refrain from using your handheld devices during class time entirely and remember to put these devices on silent mode and store them out of sight prior to the start of class.

5. **Academic Honesty.** Academic dishonesty will not be tolerated. This includes lying, cheating and plagiarism. I strongly recommend students retain copies of drafts and final versions of all assignments. All students should be familiar with UBC's policies on academic honesty and academic misconduct, which can be found on the university website here:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0>

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>

6. **Plagiarism.** Students are expected to know what constitutes plagiarism, that plagiarism is a form of academic misconduct, and that such misconduct is subject to penalty. Please review the Student Discipline section of the 2015-2016 UBC Academic Calendar (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>), which includes the following:

“Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when another person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else's work as one's own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.”

7. **Grading Guidelines** - The UBC guidelines for grading and reporting grades attempt to ensure that all students are assessed fairly in relation to other students in the same class, students in other sections of the same course and students in other courses. The guidelines for grading practices are as follows:

Percent	Grade	Level	Grading Criteria
90-100	A+	exceptional	Exceptional performance: strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject with sound critical evaluations; evidence of extensive knowledge base.
85-89	A		
80-84	A-		
76-79	B+	competent	Competent performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
72-75	B		
68-71	B-		
64-67	C+	adequate	Adequate performance: understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking style and vigour.
60-63	C		
55-59	C-		
50-54	D		
00-49	F	inadequate	Inadequate performance: little or no evidence of understanding of the subject matter; weakness in critical and analytic skills; limited or irrelevant use of the literature.

8. **Marking Rubrics.** For all assessed work I will make use of marking rubrics to outline the grading criteria for each assignment. For some assignments these will be distributed in advance of the due dates and will be posted on the course connect website (attached to the assignment in question). These are designed to help make clear the expectations around the content and quality of your written work.

9. **Review of grades.** If you disagree with a mark you have been assigned in this course, you may contact me to discuss this further. Please keep in mind that I base my grades on your performance in the course and not your previous track record, and that I make every effort to be clear about performance expectations for the course (See “Marking Rubrics” above). If following our discussion you remain dissatisfied you may apply for a Review of Assigned Standing. Please refer to the UBC calendar for additional information.
10. **Disability.** The University accommodates those individuals living with disability or ongoing medical conditions that may affect their academic success. I strongly encourage students living with disability or ongoing medical conditions to register with Access & Diversity and to access the university resources around academic accommodation found here: <http://students.ubc.ca/success/student-supports/academic-accommodations>.
11. **Academic Concession.** UBC strives to support students in their academic pursuits, including circumstances that may require academic concession. Students are invited to familiarize themselves with the university documentation around academic concession, which includes information on policies in place to enable students and members of faculty and staff to observe the holy days of their religions. Further information on the academic concession can be found here: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,48,0,0>.

If you encounter medical, emotional or personal problems that affect your attendance or academic performance, please contact the Faculty of Arts Academic Advising Office, located in Buchanan D111, phone 822-4028, <http://students.arts.ubc.ca/advising/contact-us/> as soon as possible. **I will not incorporate leniency for late assignments or missed exams without a letter from the Arts Advising Office.** There are a wide range of university resources available to support individuals who face challenges inside and outside the classroom. If you are in need of help and unsure of what resources are available to you, please come and see me and I will be happy to connect you with available resources.

12. **Early Alert.** During the term, I will do my best to reach out and offer support if I am concerned about your academic performance or wellbeing. I also encourage you to come and speak with me if you need assistance.

In addition, I may identify my concerns using Early Alert. The program allows academic, financial, or mental health concerns to be identified sooner and responded to in a more coordinated way. This provides you with the earliest possible connection to resources like academic advising, financial advising, counselling, or other resources and support to help you get back on track. The information is treated confidentially and is sent because I care about your academic success and wellbeing. For more information, please visit [earlyalert.ubc.ca](http://earlyalert.ubc.ca).

13. **Feedback.** I aim to make this class engaging, challenging and informative. I value any feedback you have for me to improve the class throughout the term, and will solicit your feedback with anonymous mid-term feedback forms at the mid-point of the course in addition to regular course evaluations at the end of term.