

## **SOCI 384-102: Sociology of Health and Illness**

University of British Columbia  
2020 Winter Term 1 (3 Credits)  
T/Th: 12:30 – 2:00PM

### **LAND ACKNOWLEDGEMENT**

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UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site. My home, from where I will be teaching this course, is located on traditional, ancestral and unceded territories of the səlliwətaʔt təməxʷ (Tsleil-Waututh), S'ólh Téméxw (Stó:lō), Qayqayt, Stz'uminus and šxʷməθkʷəyəməʔt təməxʷ (Musqueam) people. I am grateful I work and play on this land.

### **CONTACT INFORMATION**

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**Instructor:** **Lindsey Richardson, D.Phil., Associate Professor, UBC Sociology**

Email/phone: lindsey.richardson@ubc.ca; 604.827.5511

Office Hours: Thursday 2:00-3:00 via Zoom dropin or by appointment

**Course TA:** **Ryan Jamula, MA Student, Department of Sociology**

Email: ryan.jamula@alumni.ubc.ca

Office Hours: Wednesday 10:00-11:00 via Zoom dropin or by appointment

### **COVID-19 STATEMENT**

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We are learning in unprecedented times where the material in this course has direct and considerable relevance to what is going on in the world around us. The SARS-CoV-2 (COVID-19) global pandemic requires of us new approaches to learning, and I intend our virtual classroom to become a safe and brave space where the challenges we're facing and the material we're covering intertwine. As Dr. Bonnie Henry tells us regularly, these times ask us to be safe, be patient and be kind. I ask that we adopt that as a *modus operandi* in our virtual "classroom" for all of our interaction: mine with you as well as yours with me, each other, and yourself.

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). We recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information, please visit: <http://academic.ubc.ca/supportresources/freedom-expression>

### **PREREQUISITES**

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One of SOCI 100, SOCI 101, SOCI 102. This course relies on key sociological concepts introduced in introductory courses. It is therefore critical that you have successfully completed a minimum of one of the prerequisites or have a combination of relevant experience and coursework in adjacent areas.

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## COURSE OVERVIEW

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Sociological understandings of health and illness provide critical contributions to sociology as well as medicine, epidemiology, public health and population health. Perspectives derived from the sociology of health and illness (also termed “medical sociology”) increasingly inform efforts to understand and improve health in Canada and internationally. This course is a broad overview of the sociology of health and illness as a wide-ranging area of study and will 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 and in popular media. The course is organized around three broad themes:

1. **Social Identities:** Why do some groups have better health than other groups? The first segment of the course will describe and examine how socio-demographic characteristics (e.g., gender, ethnicity, class, etc.) put people at differential risk for poor health and mortality.
2. **Social Interactions and Understandings:** How do the dynamics of social relationships and social forces shape how we understand and experience “health” and “illness”? We will consider how different actors construct and define norms around illness, how norms are challenged and influenced, and how social organization and social contexts are related to health.
3. **Social Structures and institutions:** How do social structures and institutions affect health? Why are these important? We will critically explore the social structures and institutions that shape health contexts and how these institutions impact health outcomes.

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## LEARNING OUTCOMES

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By the end of the course, I expect you to be able to:

1. Engage with theories of health and illness that explain us to explain health inequities, social constructions of illness and medical authority, among others; including their basic assumptions, limitations, and implications for health interventions and institutional responses.
2. Understand social processes across lines of race/ethnicity, gender, socio-economic status, age and sexual orientation and how these are implicated in the social production of health and illness.
3. Identify and examine individual, social, and structural dimensions that influence definitions, cultural understandings, and distributions of health and illness in the population.
4. Demonstrate knowledge of how social organization in the form of institutions, legal frameworks and socio-political processes impact the prevention and treatment of health and illness.
5. Critically engage with and write about how theoretical frameworks in the field of medical sociology are relevant to and help explain contemporary health issues and debates.

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## COURSE STRUCTURE AND LEARNING ACTIVITIES

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This online course has a 300-level designation and will consist of a mixture of synchronous and asynchronous lectures, online and small group discussion and varied learning activities, with a strong focus on student participation. Note that all synchronous lectures will be recorded and available for viewing afterwards. Each class meeting pairs a theoretical or conceptual reading in sociology with an application to a particular illness, disease, risk, health condition, or current health debate. 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 issues and debates that they encounter outside the classroom and beyond the course.

**Please come to our online “classroom” having read the course materials and prepared to offer thoughts, raise questions and participate in discussion and debates.** The participation of students as active learners will make our time together more enjoyable for everyone. In-class activities based on the readings (e.g. reading checks) will partially comprise the “participation” component of the final grade.

In light of the specific and particular demands of on-line learning, as well as the relationship between the ongoing pandemic and the themes and concepts in SOCI 384, we will be benchmarking each of the three sections of this course with a “COVID-19 Sandbox” where we will revisit the themes from that section, explore their relevance to the global pandemic, and provide a space for discussion, debate and applied learning. These sandbox sessions are intended to integrate pandemic-related materials and debates into the classroom without bombarding all of us with a steady stream of COVID-19 centric materials in every class. I welcome contributions to these three “sandbox” classes from students and strongly encourage synchronous participation in these classes where possible.

Many of our activities will be taking place on Zoom. I strongly encourage students to familiarize themselves with UBC’s Zoom guide for students, found [here](#) and on the course canvas website. The zoom link, meeting ID and password for both course lectures as well as drop in zoom office hours for both the instructor and TA are posted on the SOCI 384 canvas home page. For students who cannot participate in synchronous meetings due to time zone issues – please email me no later than September 20 so that we can make alternate arrangements. Synchronous meetings will be recorded as possible (but this will NOT include breakout group sessions).

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## LEARNING MATERIALS

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There is no required textbook for this course. Course readings and materials will be retrievable at no cost through UBC Library holdings, or, where not available, materials will be made available on the course canvas website. Note that there may be adjustments to course readings throughout the term.

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## SOCI 384 ON UBC CANVAS

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All students enrolled in the course will have access to the UBC Canvas course for SOCI 384. If you are new to the UBC Canvas system please register at [canvas.ubc.ca](https://canvas.ubc.ca). All on-line course information, including the syllabus, course readings, recorded lectures, lecture materials, announcements, supplementary materials, assignments, and other course-related matters, will be on the SOCI 384 Canvas course.

There is a Canvas guide for students located here: <https://community.canvaslms.com/docs/DOC-10701>, and I have added a link to “Canvas Basics for UBC Students” on the SOCI 384 homepage. Also, on Canvas sidebar there is a ‘Help’ icon that will link you to Canvas user guides, the Canvas support hotline, chat support and other resources. Note that many of these resources are available 24/7.

**Most course assessment materials will be submitted via Canvas so please make sure that you are familiar with how to use it.** Barring technical problems with the UBC Canvas system, trouble using the platform will not be considered a justifiable reason for late submission.

If you encounter any issues using UBC Canvas, 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 regarding Canvas issues unless the course Canvas site is malfunctioning and requires attention.

## ASSESSMENTS OF LEARNING

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The assessment of student learning in this course will consist of several components: (1) participation/in-class activities, (2) a take home mid-term exam due on November 10<sup>th</sup> covering the first two thirds of the course, and (3) a Research Essay due December 8th. Both the course instructor and the course TA will mark your course materials. Here's a breakdown of marks allocated to each of these components:

Participation	30%
Take home midterm exam	30%
<u>Critical Research Essay</u>	<u>40%</u>

**Total 100%**

### 1. Participation (30%)

Class participation will not be assessed by attendance, as students may be “attending” classes from many time zones and in a global pandemic it is foreseeable that there will be extenuating circumstances for many students. Nevertheless, it is expected that you will attend or view recordings of all lectures. Class participation will be assessed based on the completion of some synchronous in-class activities, occasional reading checks, contributions to the class learning environment and experience, and self-assessments of your participation. For in-class activities and reading checks, I will usually give advance notice for these activities. If you are not present during that day you will not receive credit for these activities, though I will accommodate justified absences.

Be sure to read the assigned readings *prior* to each class so you are prepared to discuss the materials and subject matter. You are welcome and encouraged to bring forward interesting anecdotes, case studies, news items, or materials that may complement the class materials and discussion.

Remember is that discussion is never a waste of time. The more we talk about an issue, the deeper we think. However, I understand that people have a wide range of comfort levels speaking up during class lectures. It will be possible to get full participation marks without having the speak during synchronous lectures. There are many ways to make contributions and encourage you to be creative in this regard.

### 2. Take home Midterm Exam (30%) Due Tuesday November 10<sup>th</sup>, before the start of class.

There will only be one exam for this course. This exam will test you on material covered from beginning of the term through November 5<sup>th</sup>, including required reading, lectures, as well as discussions, activities, and multimedia covered in-class. The exam will be available at the end of November 5<sup>th</sup>'s review class.

### 3. Research Paper (40%)

Each student will write a research paper on a topic that fits within the scope of the course. The research paper can be selected from a list of provided topics, but students are encouraged to develop and pursue their own topic. For this paper, you will select one *current* issue in health/medicine and analyze it from a sociological perspective. It can be any topic but should generally fall in one of the following categories:

- A specific disease or illness, established or contested (e.g. Alzheimer's; chronic fatigue)
- A health risk or health promoting behaviour (e.g. healthy eating; mask wearing)
- A medical treatment, procedure, or prevention technology (e.g. genetic screening)
- Medical care or providers (e.g. telemedicine; medical tourism)
- A health policy issue (domestic or international) (e.g. infectious disease outbreaks)
- Comparison of two health issues, or one issue in two different contexts or time periods

The paper must be at least 10 and no more than 15 pages, excluding references and title page. More detail on this assignment will be provided but start thinking about your topic as we move through the course, as you will be asked to clear your topic with me several weeks prior to the final paper deadline.

**Submission Date: Thursday December 8<sup>th</sup>, by 11:59 pm, on Canvas and Turnitin. Students are welcome to submit the paper earlier in the term. All papers must be submitted using standard formatting (no smaller than 12 point Times New Roman or 11 point Arial/Helvetica font, double spaced, 2.54 cm margins).**

Importantly, in light of the challenge of balancing significant end of term deadlines, the week of November 23<sup>rd</sup> will be a dedicated research paper writing week where we suspend regular course activities, reading requirements and synchronous course lectures. Instead, there will be the possibility to use scheduled course time to discuss questions related to the research paper as a group or individually with me or the course TA. This week is intended to give you dedicated time to work on your research papers without the pressures of regular course activities and the expectation is that you will use it as such.

Students are encouraged to submit work to the Journal of Political Studies (JPS) and Sojourners: Undergraduate Journal of Sociology. The JPS and Sojourners are student-led, blind peer-reviewed journals that publish undergraduate work. Students can submit up to two papers that have not yet been published elsewhere. Submissions are due on December 23, 2020 (JPS) and December 19, 2020 (Sojourners), and can be sent to [ubcjps@gmail.com](mailto:ubcjps@gmail.com) and [sojourners.eic@gmail.com](mailto:sojourners.eic@gmail.com), respectively. When in doubt, submit your work.

### 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 Canvas website (attached to the assignment in question). These seek to help clear the expectations around the content and quality of your written work.

### 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 on your previous track record. 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.

### Late or Missed Assignments

No assignments handed in late without a justifiable reason will be accepted without penalty. Extensions of the due date for the written assignments will be considered on a case-by-case basis **in advance of the deadline** and pending extenuating circumstances. Extenuating circumstance include documented medical issues, serious illness/death of a loved one, unreasonable exam schedules, etc. In general, accommodations of this nature will require a letter from Arts Advising. If advance notice is not possible for late assignments (e.g. sudden illness), then I urge you to get in touch with Arts Advising and me as soon as possible. Unless otherwise specified in class, one point of the total score for each assignment (i.e. one percent of your final grade) will be deducted for each day an assignment is late.

Make up or additional assignments to compensate for missed work are not possible in this course.

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**SUBMISSION OF COURSE MATERIALS**

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All written class materials (with the exception of in-class or small homework assignments and the public engagement project) must be submitted ***ELECTRONICALLY on UBC Canvas and on turnitin.com by the deadline provided***. Please ensure that your name, student number, course and the instructor are included on all submitted assignments.

To deter and detect plagiarism, this course will make use of UBC's subscription to TurnItIn.com for all written assignments, which checks textual material for originality. 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 are described on the TurnItIn.com website.

**\*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).

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

- TurnItIn.com Class ID: 26256488
- Class Name: SOCI 384 Sociology of Health and Illness W2020
- Enrolment Key: SHI20@UBC

## SCHEDULE OF TOPICS AND READINGS

NOTE: It is expected that readings be completed prior to the start of the class. Readings with an asterisk (\*) are provided on the course canvas website. All others are available from the university's electronic holdings via [library.ubc.ca](http://library.ubc.ca). Course schedule and readings are subject to change.

### WEEK 1

#### **10 September – (1) Introduction to the course**

- Course Syllabus

### WEEK 2

#### **15 September – (2) Sociological approaches to health, illness and medicine**

- Cockerham, W. C. and Scambler, G. (2010). Medical Sociology and Sociological Theory. In Cockerham, W.C. (Ed.) *The New Blackwell Companion to Medical Sociology*, (pp. 1-26). Blackwell Publishing Ltd.

### **SOCIAL IDENTITY:**

#### **Why do some groups have better health than other groups?**

#### **17 September – (3) Socioeconomic status as a fundamental cause of health and illness**

- Phelan, J. & Link, B. (2013). Fundamental Cause Theory. In W.C. Cockerham (Ed.), *Medical Sociology on the Move*. Dordrecht: Springer Press. pp. 105-125.

### WEEK 3

#### **22 September – (4) Ethnicity, race and health**

- Wylie, L., McConkey, S., Corrado, A.M. (2019) Colonial Legacies And Collaborative Action: Improving Indigenous Peoples' Health Care in Canada. *International Indigenous Policy Journal*, 10(5) doi: <https://10.18584/iipj.2019.10.5.9340>
- **Optional** readings:
  - Gee, G.C. and Ford, C.L. (2011) Structural Racism and Health Inequities: Old Issues, New Directions. *Du Bois Review* 8(10), 115-132.
  - Paradies, Y. (2016). Colonisation, racism and Indigenous Health *Journal of Population Research*, 33 (2) 83-96.

#### **24 September – (5) Gender and health**

- Bird, C.E. and Rieker, P. (1999). Gender Matters: an integrated model for understanding men's and women's health. *Social Science & Medicine*, 48, 745-755.
- **Optional** reading: Davis, Georgiann, Jodie M Dewey and Erin L Murphy. 2016. "Giving Sex: Deconstructing Intersex and Trans Medicalization Practices." *Gender & Society* 30(3):490-514.

### WEEK 4

#### **29 September – (6) Intersectionality and comorbidities**

- Hankivsky, O. and Christoffersen, A. (2008). Intersectionality and the determinants of health: a Canadian perspective. *Critical Public Health*, 18(3), 271-283.

#### **1 October – (7) Social Identities "Sandbox"**

- Readings TBD

**SOCIAL INTERACTIONS AND UNDERSTANDINGS: How do the dynamics of social relationships and forces shape how we understand and experience “health” and illness?**

**WEEK 5**

**6 October – (8) The sick role and patient-provider interactions**

- Shim, J. (2010). Cultural Health Capital: A Theoretical Approach to Understanding Health Care Interactions and the Dynamics of Unequal Treatment. *Journal of Health and Social Behavior*, 51, 1-15.
  - *Optional reading:* Parsons, T. (1975). The Sick Role and the Role of the Physician Reconsidered. *Millbank Memorial Fund Quarterly. Health and Society*, 53(3), 257-278.

**8 October – (9) Social constructions of health and illness**

- Conrad, P. & Barker, K. (2010). The social construction of illness: Key insights and policy implications. *Journal of Health and Social Behavior*, 51, S67-S79.

**WEEK 6**

**13 October – (10) Medicalization**

- Conrad, P. (1992). Medicalization and Social Control. *Annual Review of Sociology*, 18, 209-232.

**15 October – (11) Contested and Chronic Illness**

- Barker, K. (2008). Electronic Support Groups, Patient-Consumers, and Medicalization: The Case of Contested Illness. *Journal of Health and Social Behavior*, 49, 20-36.
- Charmaz, K. (2000). Experiencing Chronic Illness. In Albrecht, G. L., Fitzpatrick, R., and Scrimshaw, S.C. (Eds.) *Handbook of Social Studies in Health and Medicine* (pp. 277-292). SAGE Publications Ltd.

**WEEK 7**

**20 October – (12) Stigma and mental health**

- Pescosolido, B., The Public Stigma of Mental Illness: What Do We Think; What Do We Know; What Can We Prove? *Journal of Health and Social Behavior*, 54(1), 1-21.

**22 October – (13) The role of social movements in health**

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

**WEEK 8**

**27 October – (14) Social networks and health**

- Klovdahl, A.S, Graviss, E.A., Yaganehdooost, 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.
  - *Optional reading:* Smith, K.P. and Christakis, N.A. (2008). *Social Networks and Health. Annual Review of Sociology*, 34, 405-429.

**29 October – (15) Health, place and environment**

- Klinenberg, E. (2001). Dying alone: The Social Production of Urban Isolation. *Ethnography*, 2(4), 501-531.



**WEEK 9****3 November – (16) Social interactions and understandings “sandbox”**

- Readings TBD

**5 October – (17) Mid-term review**

- The take home mid-term examination will be made available at the end of this class and is due prior to the start of class on Tuesday November 10th

**SOCIAL STRUCTURES AND INSTITUTIONS:  
How do social institutions and structures affect health?**

**WEEK 10****10 November – (18) The health care system and its paradoxes****\*\*\*TAKE HOME MID TERM EXAM DUE\*\*\***

- **Optional Reading:** \*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. 230-247.

**12 November – (19) Big pharma and health**

- Fishman, J. (2004). Manufacturing Desire: The Commodification of Female Sexual Dysfunction. *Social Studies of Science*, 34(2), 187-218.

**WEEK 11****17 November – (20) Health, law and society**

- Burris, Scott. (2002) Introduction: Merging Law, Human Rights, and Social Epidemiology. *Journal of Law, Medicine & Ethics*. 30: 498-509

**19 November – (21) Institutions and iatrogenesis**

- 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.

**WEEK 12 – RESEARCH PAPER WEEK****26 November – (22) Optional Group Research Paper Discussion Session****28 November – (23) Optional Individual Research Paper Meetings****WEEK 13****26 November – (24) Social Structures and Institutions “sandbox”**

- Readings TBD

**28 November – (25) Course review and wrap up**

- No readings

**EXAM PERIOD****8 December – Research Papers Due**

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## UNIVERSITY POLICIES

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UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise. In these cases there are additional resources to access, including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

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## ADDITIONAL COURSE INFORMATION AND POLICIES

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1. **Respect.** The highest standards of respect will be upheld inside the classroom. This includes respect for each other, respect for me, respect for you by me, and respect for those outside the classroom. The inappropriate use of language (e.g., ageist, gendered, racist, homophobic, transphobic, ableist) is not acceptable and will not be tolerated.
2. **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 request to connect with me during office hours or by appointment. I generally will not respond to substantive questions or engage in substantive debates over email but will make myself available to answer your questions or discuss content-related issues on an one-on-one basis.
3. **Quality of Written Work:** This course is designed to develop your ability to write concise, insightful, critical and high quality work. The quality of your writing will be evaluated for all written work (e.g., grammar, style, clarity) and it is crucial that you proofread your work thoroughly. Good writing takes several revisions to produce, and it is often very helpful to ask friends or colleagues to proof-read your work. Fun tips to improve your writing can be found at: <http://tinyurl.com/mqqaot>.
4. **Email policy.** I ask that you try to use the resources available to you before sending me an email. Please use the following decision logic when you think you need to email me: (1) Is this question answered in the syllabus? (2) Is there a classmate or peer who could answer this question? (3) Could the course TA answer this question? Or (4) Did the professor request I send an email? If the answer to questions 1, 2 or 3 is yes, I am unlikely to respond to your message.
5. **Missed classes.** Attendance will not be taken for the course because attendance is expected. If you miss a synchronous class, please connect with a classmate to see if you missed anything. Presentations and other materials will be made available, but these are not comprehensive of everything we cover. Your colleagues 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 want to engage further around course content.

You do not need to send me emails about why you are missing a class unless you feel it is critical that I am aware (note that your sister's wedding, while exciting, is not critical for me to be aware of). While I do my best to accommodate justified absences, students who plan to be absent for varsity athletics, family obligations, or other personal or professional commitments cannot assume that they will be accommodated. I am sympathetic to illness and do not think it is a good use of your or our medical personnel's time to require you to go fetch a note from a doctor if you are ill. However, if you miss a key component of the course (e.g. the final paper) I will require a letter from Arts Advising in order for you to make up the missed assessment. If you are experiencing circumstances that require that you be away from multiple classes and would like to discuss this, please get in touch.

6. **Disability.** The University accommodates individuals living with disability or ongoing conditions that may affect their academic success. I encourage students living with disability or ongoing medical conditions to register with Access & Diversity and to access university resources for academic accommodation here: <http://students.ubc.ca/success/student-supports/academic-accommodations>.
7. **Academic Concession.** UBC supports students' academic pursuits, including circumstances that may require academic concession. Arts Students must contact Arts Advising as soon as you are aware you may need an [in term concession](#), including information on policies to enable students and members of faculty and staff to observe the holy days of their religions. Please review [their website](#) for concession criteria as well as process to follow. Students in other Faculties should contact their Faculty advising office for direction.

If you encounter medical, emotional or personal problems that affect your attendance or academic performance, please contact the Faculty of Arts Academic Advising Office, in Buchanan D111, phone 604-822-4028, <http://students.arts.ubc.ca/advising/contact-us/> as soon as possible. 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.

8. **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 a 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).

9. **Laptop and handheld device use.** I do not want to see or hear cell phones, cameras, or other electronic equipment in our "classroom." This is more relevant to in-person classes, but I consider common courtesy related to laptop and handheld device use to be a key component of respect in 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. If you choose to use electronic equipment for purposes other than those related to class activities, I may ask you to leave the classroom.
10. **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>
11. **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. The Academic Misconduct section of the 2019-2020 UBC Calendar 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..”

- 12. 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 feedback forms at the mid-point of the course in addition to regular course evaluations at the end of term.

## LEARNING ANALYTICS

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Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: Canvas. Learning technologies capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to view overall class progress, track your progress in order to provide you with personalized feedback, review statistics on course content being accessed to support improvements in the course, track participation in discussion forums, and assess your participation in the course.

## COPYRIGHT

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All materials of this course (course handouts, lecture slides, assessments, course reading, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Recording of class lectures is not permitted.

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**\*Finally, to demonstrate that you have read the course syllabus (and for your first participation grade!) please find a meme related to some aspect of health and illness. Copy the image or take a screen shot and send it via email with the subject line “SOCI 384 Meme” to our exceptional TA Ryan Jamula before class on Tuesday, September 15<sup>th</sup>.**