

Subject Description Form

Subject Code	APSS6402														
Subject Title	Issues in Health Sociology														
Credit Value	3														
Level	6														
Pre-requisite/ Co-requisite/ Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>Class participation/discussion</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Presentation</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Final paper</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject; and Student must pass the specific component(s) (standard of passing) if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	Class participation/discussion	10%	0%	Presentation	30%	0%	Final paper	60%	0%
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Objectives	<p>The subject aims to deepen students' understanding of the relationship between health, culture, and society and how they impact each other. Special attention is given to the application of sociological concepts and theories to the critical analysis of current trends and issues of health beliefs, health practices, and health policies. This subject also facilitates students' development of a global outlook and a critical mind, helps students to understand and analyze health issues at macro-level from different aspects, and trains students for advancing analytical and communicative skills that are essential for understanding health issues critically.</p>														

<p>Intended Learning Outcomes</p> <p><i>(Note 1)</i></p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. understand the relationships between health, culture, and society b. critically analyze and evaluate current trends in health-related issues both locally and globally c. apply sociological concepts and theories to analyse and reflect on various health-related conditions, beliefs, behaviours, and systems
<p>Subject Synopsis/ Indicative Syllabus</p> <p><i>(Note 2)</i></p>	<ol style="list-style-type: none"> 1. Choice of remedies and medical systems 2. Sick role 3. The social construction of health, medical knowledge, and illness 4. Health inequality: health and disease in relation to social class and race 5. Health and disease in relation to gender: the diseased body and regulation of bodies 6. Disease-associated stigma and discrimination 7. Mass media and health representation 8. Health care provider-patient interaction and communication 9. The social construction of health care as professionals 10. McDonalidization of health care
<p>Teaching/Learning Methodology</p> <p><i>(Note 3)</i></p>	<p><u>Lecture</u> Lectures are used to provide students with the basic and necessary knowledge on topics listed in the syllabus. To overcome the didactical nature of traditional ways of lecturing, the lectures in this subject are conducted in a more dialogical and interactive manner, and students are encouraged to raise questions or initiate discussion during the lectures. Time will be allotted in each class for a class discussion, in which students should be prepared to analyze and critique course concepts, and relate the lecture materials and readings with their daily clinical practice.</p> <p><u>Presentation</u> Presentations will be given by each student in the last two classes. Topics of presentation are based on the final paper of students. Students will be expected to participate in the discussion after each presentation.</p> <p><u>Class participation/discussion</u> Students will be expected to participate in weekly discussions on course material.</p>

<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p><i>(Note 4)</i></p>	<p>Specific assessment methods/tasks</p>	<p>% weighting</p>	<p>Intended subject learning outcomes to be assessed (Please tick as appropriate)</p>				
		<p>a</p>	<p>b</p>	<p>c</p>			
<p>1. Class participation</p>	<p>10%</p>	<p>√</p>	<p>√</p>	<p>√</p>			
<p>2. Presentation</p>	<p>30%</p>	<p>√</p>	<p>√</p>	<p>√</p>			
<p>3. Final paper</p>	<p>60%</p>	<p>√</p>	<p>√</p>	<p>√</p>			
<p>Total</p>	<p>100 %</p>						
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p>							
<p>Class participation and presentations are essential to developing students' analytical ability, verbal communication, and presentation skills. The topic of presentation can be related to their final papers.</p>							
<p>In their final papers, students will be expected to choose a health-related topic and conduct a critical analysis by using sociological concepts that they have learnt in class. Students will need to elaborate their arguments in written form, to deepen their analysis, to demonstrate their critical and analytical thinking, and to organize different materials in a systematic and logical manner.</p>							
<p>Class contact:</p>							
<ul style="list-style-type: none"> ▪ Lecture 							<p>33 Hrs.</p>

Student Study Effort Required	▪ Presentation	6 Hrs.
	Other student study effort:	
	▪ Pre-lecture reading	15 Hrs.
	▪ Post-lecture revision	20 Hrs.
	▪ Preparation for presentation	30 Hrs.
	▪ Preparation for final paper	45 Hrs.
	Total student study effort	149 Hrs.
Reading List and References	<p><u>Essential</u> Cockerham W.C. (2017). <i>Medical Sociology</i>, 14th Edition. London: Routledge.</p> <p><u>Additional</u> Adler, N. E., Glymour, M. M., & Fielding, J. (2016). Addressing social determinants of health and health inequalities. <i>Jama</i>, 316(16), 1641-1642. Au, A. (2023). Reassessing the Econometric Measurement of Inequality and Poverty: Toward a Cost-of-Living Approach. <i>Humanities and Social Sciences Communications</i> 10, Article 228. DOI: 10.1057/s41599-023-01738-3 Au, A. (2023). How Professionals Cooperate through Conflicts: Networks and Social Face in the Workplace. <i>Cultural Sociology</i> (Online First). DOI: 10.1177/17499755221147073 Au, A. (2023). <i>Mental Health in East Asia: Cultural Beliefs, Social Networks, and Mental Health Experiences</i>. New York, NY: Routledge. Baer, H. A. (2001). <i>Biomedicine and alternative healing systems in America: Issues of class, race, ethnicity, & gender</i>. Madison, WI: The University of Wisconsin Press. Braveman, P., Egerter, S., & Williams, D. R. (2011). The social determinants of health: coming of age. <i>Annual review of public health</i>, 32, 381-398. Burton, R. Nettleton S., and Burrows, R. (eds.) (1995) <i>The Sociology of Health Promotion</i>. London: Routledge. Carpiano, R. M. (2007). Neighborhood social capital and adult health: An empirical test of a Bourdieu-based model. <i>Health & place</i>, 13(3), 639-655. Dent, M. & Whitehead, S. (eds.) (2002) <i>Managing Professional Identities: Knowledge, Performativity and the 'New' Professional</i>. London: Routledge.</p>	

	<p>Eyal, G. (2013). For a sociology of expertise: The social origins of the autism epidemic. <i>American Journal of Sociology</i>, 118(4), 863-907.</p> <p>Feldman, R., & Frondorf, E. (2017). <i>Drug wars: How big pharma raises prices and keeps generics off the market</i>. Cambridge University Press.</p> <p>Fort, M., Mercer, M.A. and Gish, O. (eds.) (2004) <i>Sickness and Wealth: The Corporate Assault on Health</i>. Cambridge, Mass: South End Press.</p> <p>Gabe, J. (ed.) (1995) <i>Medicine, Health and Risk</i>. Oxford: Blackwell.</p> <p>Gale, N. (2014). The sociology of traditional, complementary and alternative medicine. <i>Sociology compass</i>, 8(6), 805-822.</p> <p>Guttman, N. (2000) <i>Public Health Communication Interventions: Values and Ethical Dilemmas</i>. London: Sage.</p> <p>Harper, C. L. (2001) <i>Environment and Society: Human Perspectives on Environmental Issues</i>. Upper Saddle River, NJ: Prentice Hall.</p> <p>Higginbotham, N., Albrecht, G. & Connor, L. (2001) <i>Health Social Science: A Transdisciplinary and Complexity Perspective</i>. Oxford: Oxford University Press.</p> <p>Katz, S. (2005). <i>Cultural Aging: Life Course, Lifestyle, and Senior Worlds</i>. Peterborough, Ont.: Broadview Press.</p> <p>Kawachi, I. & Kennedy, B. P. (2006) <i>The Health of Nations: Why Inequality is Harmful to Your Health</i>. New York: The New Press.</p> <p>Lemelle, A.L., Harrington, C. and LeBlanc, A.J. (eds.) (2000) <i>Readings in the Sociology of AIDS</i>. Upper Saddle River, NJ: Prentice Hall.</p> <p>Liu, S. (2018). Boundaries and professions: Toward a processual theory of action. <i>Journal of Professions and Organization</i>, 5(1), 45-57.</p> <p>Louie, P., & Wilkes, R. (2018). Representations of race and skin tone in medical textbook imagery. <i>Social Science & Medicine</i>, 202, 38-42.</p> <p>Moynihan, R. & Cassels, A. (2005) <i>Selling Sickness: How the World's Biggest Pharmaceutical Companies are Turning Us All into Patients</i>. NY: Nation Books.</p> <p>Obermeyer, Z., Powers, B., Vogeli, C., & Mullainathan, S. (2019). Dissecting racial bias in an algorithm used to manage the health of populations. <i>Science</i>, 366(6464), 447-453.</p> <p>Petryna, A., Lakoff, A. & Kleinman, A. (eds.) (2006). <i>Global Pharmaceuticals: Ethics, Markets, Practices</i>. Durham: Duke University Press.</p> <p>Piketty, T. (2022). <i>A brief history of equality</i>. Harvard University Press.</p>
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	<p>Rosenhan, D. L. (1973). On being sane in insane places. <i>Science</i>, 179(4070), 250-258.</p> <p>Turner, R. J., Wheaton, B., & Lloyd, D. A. (1995). The epidemiology of social stress. <i>American sociological review</i>, 104-125.</p> <p>United Nations Development Programme (UNDP). (2020). <i>China National Human Development Report Special Edition: In Pursuit of a More Sustainable Future for All: China's Historic Transformation over Four Decades of Human Development</i>. New York and Beijing: United Nations Development Programme (UNDP), China Institute for Development Planning at Tsinghua University, and China State Information Center.</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.