**UNIVERSITY OF NORTH TEXAS**

**COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES–DEPARTMENT OF SOCIOLOGY**

**SOCI 3120: SOCIOLOGY OF HEALTH & ILLNESS**

**Fall 2020**

**Professor:** Gül Seçkin, M.S.G., Ph.D.

**TA:** Jennifer Knudsen, M.A.

**Class Date/Location/Time**: Remote Delivery (MW 3:30-4:50 PM)

**Emails:** gul.seckin@unt.edu & jenniferknudsen@my.unt.edu

**Office Hours:** Individual virtual meetings are scheduled as needed.

**COURSE OVERVIEW**

As you know, this is a remove delivery course. UNT Office of the registrar defines it as a class “offered 100% remote. There are no on-site meetings. There **may** be set times for online participation. These classes were transitioned to an online format.” (<https://registrar.unt.edu/instruction-and-section-info>).

In this course, you will be introduced to a broad spectrum of topics and issues throughout this course, which will entail a substantial amount of reading. This is a course that draws on the rich contributions of several disciplines (e.g. sociology, psychology, demography, public health, economic, and public policy) as they shed light on the origins, scope, and dynamics of the social issues shaping individuals’ health and well-being. Key concepts, current research findings, and important policies will be discussed while taking socio-historical contexts into account. The course will also challenge students to consider complex issues and their unique impact on diverse populations.

I often use the question/answer format to draw students into the discussion and to get the points across. Students are expected to attend and participate in Zoom sessions, which are essential components of your success in this class. In addition to these meetings, I encourage you to make an appointment with me or with my TA whenever you have questions about any of the topics and assignments. Please note the schedule listed below, such as day/time and the number of Zoom meetings is subject to change as needed. For example, additional meetings on Zoom might be needed in addition to the one listed on the schedule. Changes may also be necessary to meet unforeseen needs and events.

In this course, we will not only examine how health-related experiences unfold, but we will also consider how health is a product of a social context. The reciprocal dynamics between biomedical science and society is exposed and debated. Students will learn about how diverse factors affect health in multitude of ways, including health disparities, cumulative advantage and disadvantage across the life course. By the end of the semester, students will be able to:

1. Identify the pathways and mechanisms through which social context impacts individual health and illness.

2. Identify the ways in which changing social demographics, emerging social trends and scientific and technological advancements influence the current the field of medical sociology, such as development of health policies.

3. Consider the distinct challenges facing individuals of minority backgrounds (e.g., racial and ethnic, sexual identity, gender, religious, non-traditional, family, etc.).

**COURSE READINGS**

(1) Cockerham, W. C. (2017). Medical Sociology. Taylor & Francis. ISBN: 9781138668324

(2) Online articles will be available each week on Canvas.

**COURSE SCHEDULE**

Course schedule specified below is subject to revision as deemed necessary by the professor. Make sure that you are aware of any announcements made on canvas.

**Week 1: Aug. 24-26: Sociology of Health & Illness Part 1**

*Articles on Canvas*

* Cockerham, William C. (2013c) “Sociological theory in medical sociology in the early twenty-first century.” Social Theory & Health 3: 241–255.
* Pescosolido, Bernice A. and Jennie J. Kronenfeld (1995) “Health, illness, and healing in an uncertain era: Challenges from and for medical sociology.” Journal of Health and Social Behavior 36(Extra issue): 5–35.
* Watch the video assigned (The link will be available on Canvas).
* **Zoom meeting #1** is at 3:30-4:50 pm on Wednesday, Aug. 26 2020.

**Week 2: Aug. 31-Sept. 2: Sociology of Health & Illness Part 2**

*Articles on Canvas*

* Bradby, Hannah. (2016). “Research agenda in medical sociology.” Frontiers in Sociology 1: Article 14.
* Spitler, Hugh D. (2001). “Medical sociology and public health: Problems and prospects for collaboration”. Sociological Spectrum 21: 247-263.
* Horwitz, A. D. (2017). Social Context, Biology, and the Definition of Disorder. Journal of Health and Social Behavior. 58, 2, 131-145.

*Readings from Medical Sociology by Cockerham*

* Preface
* Chapter 1: Medical Sociology
* **Zoom meeting #2** is at 3:30-4:50 pm on Wednesday, Sept. 2, 2020.
* **Article Analysis, Synthesis & Reaction #1**-due on Sunday, Sept. 6, 2020, 11:59 pm.

**Week 3: Sept. 7**(Labor Day**)-9:** **The Unequal Social Distribution of Disease**

*Articles on Canvas*

* Link, Bruce G. and Jo Phelan (1995) “Social conditions as fundamental causes of disease.” Journal of Health and Social Behavior 36(Extra issue): 80–94.
* Phelan, J.C., Link, B.G., & Tehranifar, P. (2010) “Social conditions as fundamental causes of health inequalities: Theory, Evidence, and Policy Implications.” Journal of Health and Social Behavior 51 (s) S28-S40.
* Phelan, Jo C., Bruce G. Link, Ana Diez-Rouz, Ichiro Kawachi, and Bruce Levin (2004) “‘Fundamental causes’ of social inequalities in mortality: A test of the theory.” Journal of Health and Social Behavior 45: 265–285.
* **Video Analysis #1** isdue on Wednesday Sept. 9, 2020, 5 pm.
* **Article Analysis, Synthesis & Reaction #2** is due on Sunday Sept. 13, 2020, 11:59 pm.

**Week 4: Sept. 14-16: Social Epidemiology, Pandemics, & Coronavirus-Part 1**

*Articles on Canvas*

* Galea, Sandro & Link, G. Bruce. (2013). “Six paths for the future of social epidemiology” American Journal of Epidemiology. 178: 6.
* Honjo, Kaori. (2004). “Social epidemiology: Definition, History, and Research Examples”. Environmental Health and Preventive Medicine 9: 193-199.
* Von dem Knesebeck, Olaf. (2015). “Concepts of social epidemiology in health services research”. BMC Health Services Research 15: 357
* Alley, Dawn & Crimmins, Eileen. (2010). “Epidemiology of aging”. In Dannefer, D. & Phillipson, C. The Sage Handbook of Gerontology. Chapter 6: 75-91. Sage.
* Spitler, H.D. (2001). Medical sociology and public health: Problems and prospects for collaboration in the new millennium. Sociological Spectrum, 21, 247-263.

*Reading from Medical Sociology by Cockerham*

* Chapter 2: Epidemiology
* **Online Exercise & Discussion #1** is due on Monday, Sept. 14, 202011:59 pm.
* **Zoom meeting #3** is at 3:30-4:50 pm on Wednesday, Sept. 16, 2020.

**Week 5: Sept. 21-23: Social Epidemiology, Pandemics, & Coronavirus-Part 2**

*Articles on Canvas*

* Chiu NC, Chi H, Tai YL, Peng CC, Tseng CY, Chen CC, Tan BF, Lin CY. (2020). Impact of Wearing Masks, Hand Hygiene, and Social Distancing on Influenza, Enterovirus, and All-Cause Pneumonia During the Coronavirus Pandemic: Retrospective National Epidemiological Surveillance Study. Journal of Medical Internet Research, 22, 8, e21257.
* Hou Z, Du F, Zhou X, Jiang H, Martin S, Larson H, Lin L (2020). Cross-Country Comparison of Public Awareness, Rumors, and Behavioral Responses to the COVID-19 Epidemic: Infodemiology Study. Journal of Medical Internet Research. 22, 8, e21143.
* Farooq A, Laato S, Islam AKMN. (2020). Impact of Online Information on Self-Isolation Intention During the COVID-19 Pandemic: Cross-Sectional Study. Journal of Medical Internet Research. 22, 5, e19128.
* **Current Event Paper** is due on Wednesday, Sept. 23, 2020 by 11:59 pm.

**Week 6: Sept. 28- 30: The Social Demography of Health-Social Class**

*Articles on Canvas*

* Crawford A, Serhal E. (2020). Digital Health Equity and COVID-19: The Innovation Curve Cannot Reinforce the Social Gradient of Health. Journal of Medical Internet Research 22, 6, 19361.
* van Deursen AJAM. (2020), Digital Inequality During a Pandemic: Quantitative Study of Differences in COVID-19–Related Internet Uses and Outcomes Among the General Population. Journal of Medical Internet Research 22, 8, 20073.
* Boen, C., Keister, L. & Aronson, B. (2020). Beyond Net Worth: Racial Differences in Wealth Portfolios and Black–White Health Inequality across the Life Course. Journal of Health and Social Behavior, 61, 2, 153-169.
* Owens, J. (2020). Social Class, Diagnosis of Attention-Deficit/Hyperactivity Disorder, and Child Well-Being. Journal of Health and Social Behavior, 61, 2, 134-152.

*Readings from Medical Sociology by Cockerham*

* Chapter 3 : The Social Demography of Health-Social Class
* Chapter 7 : Illness Behavior
* **Video Analysis #2** isdue on Monday, Sept. 28, 2020 by 5 pm.
* **Zoom meeting #4** is at 3:30-4:50 pm on Wednesday, Sept. 30, 2020.
* **Article Analysis, Synthesis & Reaction #3** is due by 11:59 pm on Sunday, Oct. 4, 2020

**Week 7: Oct. 5-7: The Social Demography of Health-Sex & Gender**

*Articles on Canvas*

* Frank, E. (2015). More than Boobs and Ovaries: BRCA Positive Young Women and the Negotiation of Medicalization in an Online Message Board" In Issues in Health and Health Care Related to Race/Ethnicity, Immigration, SES and Gender. 181-199.
* Shuster, S. M. (2016). Uncertain Expertise and the Limitations of Clinical Guidelines in Transgender Healthcare. Journal of Health and Social Behavior, 57, 3, 319-332.
* Carpiano, R. (2001). Passive medicalization: The case of Viagra and erectile dysfunction. 21, 3, 441-450,

*Reading from Medical Sociology by Cockerham*

* Chapter 4: The Social Demography of Health-Gender, Age, and Race
* **Online Exercise & Discussion #2** is due on Monday, Oct. 5, 2020, 11:59 pm.
* **Article Analysis, Synthesis & Reaction #4** is due by 11:59 pm on Sunday, Oct. 11, 2020

**Week 8: Oct. 12-14: The Social Demography of Health-Race & Ethnicity**

*Articles on Canvas*

* Jones J, Sullivan PS, Sanchez TH. (2020). Similarities and Differences in COVID-19 Awareness, Concern, and Symptoms by Race and Ethnicity in the United States: Cross-Sectional Survey. Journal of Medical Internet Research, 22, 7, e20001
* Campos-Castillo C, Laestadius LI. (2020). Racial and Ethnic Digital Divides in Posting COVID-19 Content on Social Media Among US Adults: Secondary Survey Analysis. Journal of Medical Internet Research. 22, 7, e20472.
* Hamidian Jahromi A, Hamidianjahromi A. (2020). Why African Americans Are a Potential Target for COVID-19 Infection in the United States. Journal of Medical Internet Research. 22, 6, e19934.
* Budhwani H, Sun R. (2020). Creating COVID-19 Stigma by Referencing the Novel Coronavirus as the “Chinese virus” on Twitter: Quantitative Analysis of Social Media Data. Journal of Medical Internet Research. 22, 5, e19301.
* **Zoom meeting #5** is at 3:30-4:50 pm on Wednesday, Oct. 14, 2020
* **Article Analysis, Synthesis & Reaction #5** is due by 11:59 pm on Sunday**,** Oct. 18, 2020

**Week 9: Oct. 19- 21: The Social Demography of Health-Age**

*Articles on Canvas*

* Binstock, R.H. & Fishman, J. R. (2010). Social Dimensions of Anti-Aging Science and Medicine. In The Sage Handbook of Social Gerontology. 472-481. Sage.
* Smirnova, M.A. (2012). A will to youth: The woman’s anti-aging elixir. Social Science and Medicine, 75, 1235-1243.
* Loe, M. (2010). Doing it my way: old women, technology and wellbeing. Sociology of Health and Illness, 32, 2, 319-334.
* McLeod, J.D., Uemura, R., Rohrman, S. (2012). Adolescent Mental Health, Behavior Problems, and Academic Achievement. Sociology of Health and Illness, 53, 4, 482-497.
* De Bruin, Wandi Bruine. (2020). Age differences in COVID-19 risk perceptions and mental health: Evidence from a national U.S. survey conducted in March 2020. Journals of Gerontology: Psychological and Social Sciences.
* Katz, S. (2010). Sociocultural Perspectives on Ageing Bodies. In The Sage Handbook of Social Gerontology. 357-364. Sage.
* **Video Analysis #3** is due on Wednesday, Oct. 21, 2020, 5 pm.
* **Article Analysis, Synthesis & Reaction #6** is due by 11:59 pm on Sunday, Oct. 25, 2020

**Week 10: Oct. 26-28: The Sick Role and Medicalization of Society -Part 1**

*Articles on Canvas*

* Hartley, H. (2006). The Pinking of Viagra Culture: Drug Industry Efforts to Create and Repackage Sex Drugs for Women. Sexualities, 9, 3, 363-378.Conrad, P. (1999). A mirage of genes. Sociology of Health and Illness, 21, 2, 228-241.
* Conrad, P. & Leiter, V. (2008). From Lydia Pinkham to Queen Levitra: Direct-to-consumer advertising and medicalization. Sociology of Health and Illness, 20, 6, 825-838.
* Conrad, P. (2013). The shifting engines of medicalization, Sociological Review, 20, 487-504.
* Riessman, C. K. (1983). Women and medicalization: A new perspective. Social Policy, 14, 3-18.
* Conrad, P. & Barker, C. (2010). The Social Construction of Illness: Key Insights and Policy Implications. Journal of Health and Social Behavior. 51(S), S67-S79.

*Reading from Medical Sociology by Cockerham*

* Chapter 8: The Sick Role
* **Online Exercise & Discussion #3** is due on Monday, Oct. 26, 2020, 11:59 pm
* **Zoom meeting #6** is at 3:30-4:50 pm on Wednesday, Oct. 28, 2020.
* **Article Analysis, Synthesis & Reaction #7** is due on Sunday, Nov. 1, 2020 by 11:59 pm.

**Week 11: Nov. 2-4: The Sick Role and Medicalization of Society-Part 2**

*Articles on Canvas*

* Li S, Feng B, Liao W, Pan W. (2020). Internet Use, Risk Awareness, and Demographic Characteristics Associated With Engagement in Preventive Behaviors and Testing: Cross-Sectional Survey on COVID-19 in the United States. Journal of Medical Internet Research. 22, 6, e19782.
* Barker, K. K. (2008). Electronic support groups, patient-consumers, and medicalization: The case of contested illness. Journal of Health and Social Behavior, 49, 1, 20-36.
* Conrad, P. & Schneider, J. W. (1992). Medicalization of Deviance. Deviance and Medicalization from badness to sickness. Temple University.
* McLeod, J. D., Pescosolido, B. A., (2004). Public Attitudes toward the Use of Psychiatric Medications for Children. Journal of Health and Social Behavior. 45, 1. 53-67.

*Reading from Medical Sociology by Cockerham*

* Chapter 9 : Doctor-Patient Interaction
* **Video Analysis #4** is on due on Wednesday, Nov. 4, 2020, 5 pm.
* **Movie Paper** due on Sunday, November 8, 2020 by 11:59 pm

**Week 12: Nov. 9- 11: Technology, Genetics, and Doctor-Patient Relations**

*Articles on Canvas*

* Morley, J. (2020). Public Health in the Information Age: Recognizing the Infosphere as a Social Determinant of Health. Journal of Medical Internet Research, 22. 8, e19311/
* Fagherazzi G, Goetzinger C, Rashid MA, Aguayo GA. (2020). Digital Health Strategies to Fight COVID-19 Worldwide: Challenges, Recommendations, and a Call for Papers. Journal of Medical Internet Research, 22. 6. E19284.
* Seckin, G. (2020). Expansion of Parson's sick role into cyberspace: Patient information consumerism and subjective health in a representative sample of U.S. Social Science and Medicine. 247, 112733.
* Kreiner, M.J. & Hunt, L. M. (2014). The pursuit of preventive care for chronic illness: turning healthy people into chronic patients. Sociology of Health & Illness 36, 6, 870–884
* **Zoom meeting #7** is at 3:30-4:50 pm on Wednesday, November 11, 2020.
* **Article Analysis, Synthesis & Reaction #8** is due by 11:59 pm on Sunday, Nov. 15, 2020

**Week 13: Nov. 16- 18: Technology, Genetics, and Doctor-Patient Relations**

*Articles on Canvas*

* Cuan-Baltazar JY, Muñoz-Perez MJ, Robledo-Vega C, Pérez-Zepeda MF, Soto-Vega E . (2020). Misinformation of COVID-19 on the Internet: Infodemiology Study. Journal of Medical Internet Research, 6, 2, e18444.
* Cotten, S. (2010). Implications of Internet technology for medical sociology in the new millennium. Sociological Spectrum. 21, 3, 319-340.
* Lyman, K.A. (1989). Bringing the social back in: A critique of the biomedicalization of dementia. The Gerontologist, 29, 5, 597-614.

*Reading from Medical Sociology by Cockerham*

* Chapter 11: The Physician in a Changing Society
* **Article Analysis, Synthesis & Reaction #9** is due by 11:59 pm on Sunday, Nov. 22, 2020

**Week 14: Nov. 23-25** (Thanksgiving Break on Nov. 26 & 27): **The Social Nature of Health & Disease-Part 1**

*Articles on Canvas*

* Thoits, Peggy A. (2011) “Mechanisms linking social ties and support to physical and mental health.” *Journal of Health and Social Behavior* 52: 145–161.
* Joyce, K.A. (2008). MRI as cultural icon. Cornell University Press.

*Reading from Medical Sociology by Cockerham*

* Chapter 5: Social Stress and Health
* No assignments

**Week 15: Nov. 30-Dec. 2** (Last class day is Thursday, Dec. 3, 2020): **The Social Nature of Health & Disease-Part 2**

*Articles on Canvas*

* Carrotte ER, Vella AM, Lim MSC. (2015). Predictors of “Liking” Three Types of Health and Fitness-Related Content on Social Media. Journal of Medical Internet Research 17, 8, e205.
* Aronson, B. (2016). Peer influence as a potential magnifier of ADHD diagnosis. Social Science and Medicine. 168, 111-119.
* Pescosolido, B. A. (2013). 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.
* **Video Analysis #5** is due on Wednesday, Dec. 2, 2020 by 5 pm.
* **Final Exam** is due on Thursday, Dec.10, 2020 by 11:59 pm.

**COURSE GRADE COMPONENTS**

**(1) *Video Analysis*:** You will critically reflect on the course content of the videos. Each will be 20 points. This means that you will have a chance to earn 100 points (5x20=100).

**(2) *Online Exercise & Discussion****:* You will participate in online discussion on Canvas. Each student will post and respond to two of their classmates. Each participation will be 40 points (3x 40=120 points). Detailed instructions will be available on Canvas*.*

***(3) Article*** ***Analysis, Synthesis & Reaction***: The purpose of this assignment is to provide you with a practice in critical evaluation of a published research. Detailed instructions will be provided on Canvas. Each will count 50 points towards your course grade (9x50=450 points).

These papers are expected to show thought and critical engagement with the readings. Essentially, students will be asked to critically reflect on the course content. These papers are to be two to three pages in length. Below is a potential list of talking points for you. Further details will be provided on Canvas.

1. What are the important points discussed in the chapter?
2. Can these points be generalized to individuals of diverse backgrounds with respect to gender, ethnicity, culture, spirituality, or sexual orientation? If so, how? If not, why not?
3. What questions do you feel the reading should have addressed, but did not? What do you believe are the implications?
4. What are the primary findings of the article and how did the author(s) come to these conclusions? Given the data and methods, do you agree with the conclusions drawn by the author(s)? What actions are now called for?
5. What contributions (if any) does this reading provide that the other required readings did not cover? If you were to complete a follow-up research project that built on the findings of this article, what would you study and how would you study it?
6. Propose two questions based on your readings for class discussion.

**(4) *Current Event Paper:*** The issues addressed in this class relate to contemporary problems, and often appear as headlines in the local and national media. This course requires you to look critically at the ways in which issues impacting health and well-being are conceptualized, represented and addressed by society. To assist you in this process, you are required to write a current event paper in which you locate an article that relates to the course content. News articles (*not* op-ed articles) may be selected from one of many state or national newspapers (e.g. New York Times, Washington Post, Chicago Tribune, LA Times) or one of the following news magazines: Time Magazine, U.S. News & World Report, The Economist or Newsweek). You may use the online searchable archives of these publications to locate an article; however, your news article must be dated from January 1, 2015 up to the present day. This paper is to be not less than two and not more than three pages in length (title and reference notincluded in page length). It will count 50 points towards your grade, which will be graded as follows:

1. Briefsummary of article. (No longer than one paragraph)

2. How is the issue under consideration portrayed by the author of this news article?

3. Thinking back to what you have learned so far in course readings and lecture, what do you feel are the strengths of this article? Weaknesses?

4. How accurate is the author’s portrayal of the issue and why?

5. How does this article contribute to your understanding of the social context in which health and disease factors are situated?

**(5) *Movie Paper*:** My goal in assigning this paper is to engage the student in thinking sociologically beyond the text and the classroom. I believe it makes sociology more meaningful when students recognize that it is everywhere and appreciate that learning extends well beyond the academic environment. The paper should be 2-3 pages (title and reference notincluded in page length). Cite from your class materials where appropriate. Make it evident that you identified themes/content from the movie that reflects key concepts from the course. Keep in mind that many of these films may reinforce, as well as question stereotypes or biases. This assignment will also count 50 points towards your grade. Please use the following as your outline:

1. Summarize the movie. (This should be one paragraph. Be succinct.)

2. What is the main theme?

3. How is the particular sociological theme or conceptaddressed in the movie?

4. Conclude with an evaluation of the movie. Did you enjoy it? Why or why not

(**6) *Final Exam:***You will implement your analytical and critical thinking skills, and/or provide answers/solutions to the questions provided. It will count 150 points towards your course grade

**(7) *Attendance @ Zoom Meetings and Participation:***Zoom meetings will be an opportunity for you to earn your attendance/participation points and serve as foundation for your assignments. Each attendance will add 10 points towards your total grade (7x 10=70 points).

**COURSE POLICIES**

**Missed/Late Assignments**

All course assignments are to be submitted no later than due date specified on the course syllabus. Students who have a legitimate reason for submitting a late assignment should contact the instructor PRIOR to due date. The instructor reserves the right to determine whether a late assignment can be submitted without point penalty and/or whether you can make-up a missed in-class assignment. Unapproved late assignments will be marked down three points for each day they are late. The University attorney advises faculty members to notify students that the syllabus is not a contract and is therefore subject to change. We will try to adhere to the schedule provided, but it is important to note that changes may be necessary to meet unforeseen needs and events.

**Netiquette for Student Attendance and Participation during Zoom Lectures/Discussions**

(1) Generally, the expectations for a Zoom session lecture/discussion are the same as if we were meeting face to face. If it’s not appropriate for a face to face lecture, then it’s not appropriate for an online session either.

(2) If you decide to login to the Zoom session, be prepared to stay for the entire session.

(3) I prefer to see you during Zoom meetings. When you disable your camera, it just feels like talking to a computer screen, and even like a monologue.

(4) You shouldn’t be distracted and/or interrupted by external factors during the meeting.

**Grade Distribution**

A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: 59 or below.

**UNT Policies**

**Class Recordings**. Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

**Academic Integrity Standards and Consequences.** According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**ADA Accommodation Statement.** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at [disability.unt.edu.](http://disability.unt.edu/)

**Prohibition of Discrimination, Harassment, and Retaliation** (Policy 16.004). The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

**Emergency Notification & Procedures.** UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

**Course Safety Procedures.** Students enrolled in SOCI 3220 are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

**Retention of Student Records.** Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

**Acceptable Student Behavior.** Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom (when offered in-person) and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [deanofstudents.unt.edu/conduct.](https://deanofstudents.unt.edu/conduct)

**Access to Information – Eagle Connect.** Students’ access point for business and academic services at UNT is located at: [my.unt.edu.](http://www.my.unt.edu/) All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: [eagleconnect.unt.edu/](http://eagleconnect.unt.edu/)

**Student Evaluation Administration Dates.** Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at [www.spot.unt.edu](http://www.spot.unt.edu/) or email spot@unt.edu.

**Sexual Assault Prevention.** UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-5652648.

**References and Cross References**.

UNT Policy 04.008, Records Management and Retention

UNT Policy 06.035, Academic Freedom & Academic Responsibility

UNT Policy 06.038, Safety in Instructional Activities

UNT Policy 06.039, Student Attendance and Authorized Absences

UNT Policy 06.003, Student Academic Integrity

UNT Policy 16.001, Disability Accommodation for Students and Academic Units

UNT Policy 16.005, Sexual Harassment

I also recommend you to refer to UNT Policies (regarding withdrawals, student accommodation with health challenges, absence due to athletic events, student misconduct, academic dishonesty and the services). Pertinent Information can be found at the following websites:

<https://disability.unt.edu/>;

<http://deanofstudents.unt.edu/conduct>;

<http://deanofstudents.unt.edu/withdrawals>