Faculty of Education and Arts
School of Humanities & Social Science
http://www.newcastle.edu.au/school/hss/

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Soca1200: Health Sociology 1
Semester 1, 2009
Course Outline

Co-ordinator:

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Consultation hours: Thursday 11-12, or by appointment

SOCA1200: Health Sociology 1

Brief Course Description
This course will introduce students to the sociological study and understanding of health and illness, focusing predominantly on Australian society. The course will examine the causes, nature and consequences of major health inequalities, the ways they are culturally understood, and some of the most important attempts to address them. Substantive topics may be drawn from a range of areas including the social distribution of health and illness; health promotion and illness prevention; access to health care; the state and health care system; the division of labour in the health workforce; ideologies of health, illness and inequality; and health, politics and social change.

Contact Hours
Lecture for 1 Hour per Week for the Full Term
Seminar for 2 Hours per Week for the Full Term

Learning Materials/Texts

Course Objectives
On successful completion of this course students will be able to demonstrate:
1. An understanding of sociological approaches to the study of health and illness.
2. An understanding of some of the social, economic, political and cultural factors involved in the reproduction or transformation of inequalities in health and health care in Australian society.
3. Skills in critically reading, analysing and evaluating health sociology literature.
4. Skills in researching, constructing and presenting well-supported arguments in written and verbal form.

Course Content
1. Sociological approaches to the study and understanding of health and illness.
2. The social distribution of health and illness in Australian society.
3. Health promotion and illness prevention.
4. Access to health care.
5. The Australian health care system.
6. Health, politics and social change.

Assessment Items

Essays / Written Assignments	Essay 1,200 words worth 40% due week 8.
Examination: Formal	(50%) A two and a half hour multiple choice exam due end of semester based on lecture and tutorial readings.
Group/tutorial participation and contribution	Tutorial Participation worth 10%

Assumed Knowledge
Not applicable.

Callaghan Campus Timetable
SOCA1200
HEALTH SOCIOLOGY I
Enquiries: School of Humanities and Social Science
Semester 1 - 2009

Lecture	Thursday	10:00 - 11:00	[HB15]
and Seminar	Thursday	12:00 - 14:00	[RW230]
or	Thursday	14:00 - 16:00	[HC02]

Further details on assessment items

1. Tutorial participation*:*

Weight*:* 10%
Due: Throughout the Semester

2. Essay

Words: 1200
Weight: 40%
Due: Week 8, Monday 27th April, 2009 (Place in Student Hub by 5.00pm)

The essay questions will be provided early in the course.

Criteria:
The essay will require the student to display a sophisticated understanding of theories, concepts and data explored in the lectures and course readings.

The essay is intended to provide an opportunity for students to critically examine and evaluate the reading material provided through this course, as well as readings students have found themselves. There are two primary aims informing this task:

1. To ascertain whether students have a clear and sophisticated understanding of some of the key themes, concepts, theories and perspectives introduced in the readings from this course;

2. To assess whether students can clearly and accurately express this understanding in the form of a scholarly essay.

Students' work will be evaluated in terms of their ability to research, analyse, evaluate and synthesize relevant knowledge. Credit will also be given to work that demonstrates imagination, style and clear and persuasive expression.

3. Formal Examination*:*

Description: Two and a half hour multiple choice formal exam based on lecture and tutorial readings.

Weight: 50%
Due: To be held at the end of semester during the exam period.

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

<div align="center">**IMPORTANT UNIVERSITY INFORMATION**</div>

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

Academic fraud is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;

b) using a substitute person to undertake, in full or part, an examination or other assessment item;

c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);

d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;

e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and

f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

Plagiarism is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person's ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

Turnitin is an electronic text matching system .During assessing any assessment item the University may -

·   Reproduce this assessment item and provide a copy to another member of the University; and/or

·   Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).

·   Submit the assessment item to other forms of plagiarism checking

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<div align="center">School of Humanities and Social Science</div>

RE-MARKS AND MODERATIONS

Students can access the University's policy at:
http://www.newcastle.edu.au/policylibrary/000769.html

MARKS AND GRADES RELEASED DURING TERM

All marks and grades released during term are indicative only until formally approved by the Head of School.

SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in **Late Penalty** above.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

· applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

· whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at:
http://www.newcastle.edu.au/policylibrary/000641.html

***Note:** different procedures apply for minor and major assessment tasks.*

Students should be aware of the following important deadlines:

· Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.

· Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive in the first instance.

CHANGING YOUR ENROLMENT

Students enrolled after the census dates listed below are liable for the full cost of their student contribution or fees for that term.

For Semester 1 courses: 31 March 2009 For Semester 2 courses: 31 August 2009 For Trimester 1 courses: 18 February 2009 For Trimester 2 courses: 9 June 2009 For Trimester 2 courses: 9 June 2009 For Trimester 3 courses: 22 September 2009 **Singapore Census Dates** For Trimester 1 Singapore courses: 27 January 2009 For Trimester 2 Singapore courses: 26 May 2009	**Block Census Dates** Block 1: 16 January 2009 Block 2: 13 March 2009 Block 3: 15 May 2009 Block 4: 10 July 2009 Block 5: 11 September 2009 Block 6: 16 November 2009

| For Trimester 3 Singapore courses: 22 September 2009 | |

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade. **Students cannot enrol in a new course after the second week of term**, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.
To check or change your enrolment online go to myHub:
https://myhub.newcastle.edu.au

Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin   for marker's comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University   coversheet available at**:** http://www.newcastle.edu.au/study/forms/
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah

- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

NB: Not all of these services may apply to the Port Macquarie Campus.

- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments:** It is the student's responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

Online copy submission to Turnitin

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ www.blackboard.newcastle.edu.au/

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time will be penalised by the **reduction of 5% of the possible maximum mark** for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted **more than ten days** after the due date will be awarded **zero marks**.

Refer - *'Guide to the Assessment Policies and Procedures of the University of Newcastle - Guideline 000779'* available @ http://www.newcastle.edu.au/policylibrary/000779.html (section 6.8.2.ix)

Refer - *'Rules Governing the Administration of Assessment Items - Rule 000113'* available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

Special Circumstances

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - *'Special Circumstances Affecting Assessment Items - Procedure 000641'* available @ http://www.newcastle.edu.au/policylibrary/000641.html

No Assignment Re-submission

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under '*Procedures for Appeal Against a Final Result'* (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student's final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,

    a) whether there was a single marker, or
    b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - *'Re-marks and Moderations - Procedure 000769'* available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments

Students can collect assignments from a **nominated** Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.

Refer - *'Guide to the Assessment Policies and Procedures of the University of Newcastle - Guideline 000779'* available @ http://www.newcastle.edu.au/policylibrary/000779.html (section 6.8.2.viii)

Preferred Referencing Style

In this course, it is recommended that you use the use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors). For further information on referencing and general study skills refer - *'Infoskills'* available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html

Student Representatives

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - *'Information for Student Representatives on Committees'* available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html

Grading guide		
49% or less	**Fail (FF)**	An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.
50% to 64%	**Pass (P)**	The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.
65% to 74%	**Credit (C)**	The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.
75% to 84%	**Distinction (D)**	Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.
85% upwards	**High Distinction (HD)**	All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.

Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

·   copying or paraphrasing material from any source without due acknowledgment;

·   using another's ideas without due acknowledgment;

·   working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -

http://www.newcastle.edu.au/policylibrary/000608.html

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

· Reproduce this assessment item and provide a copy to another member of the University; and/or

· Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).

· Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Soca1200: Health Sociology 1 (2009)
Course overview

Week	Date	Lecture Topic & Assessment at a Glance
1	March 5	*Course Introduction and Overview*
2	March 12	*Theoretical perspectives in health sociology*
3	March 19	*Class, Health Inequality and Social Justice*
4	March 26	*Gender and Health*
5	April 2	*Media and health*
6	April 9	*Medicalisation and social control*
Mid-Semester Recess: Monday 13 April to Friday 17 April 2009		
7	April 23	*Complementary and alternative medicine* **NB: Essay due: Monday 27th April, 2009**
8	April 30	*Chronic Illness and disability*
9	May 7	*Indigenous health: Ethnicity and multiculturalism*
10	May 14	*Health Promotion Dilemmas*
11	May 21	*The New Genetics*
12	May 28	*Ageing, dying and death*
13	June 4	*Restructuring health: Competition, Rationalisation & Privatisation*
14		Exam preparation time and individual consultations (if required) [No lecture, tutorials or tutorial readings] **NB: Formal exam to be held during the exam period.**
Examination period: Tuesday 09 June to Friday 26 June 2009		

SOCA1200: Health Sociology 1 (2009)

Tutorial Program and Readings

The **required reading** for this course is:

Germov, John (ed.) (2005) *Second Opinion: An Introduction to Health Sociology* (3rd edn) Oxford University Press: South Melbourne.

Week 1 (March 5th)

Course Introduction and Overview

This week provides an overview of the course and assessment and introduces the broad area of sociology of health and illness. Drawing on the reading, we examine how sociology can help us better understand ourselves in relation to societal structures and influences, and the importance of social forces in shaping health problems.

Required reading:

Germov, J. (2005) 'Imagining Health Problems and Social Issues', in *Second Opinion: An Introduction to Health Sociology* (3rd ed.), J. Germov (ed.) Oxford University Press: South Melbourne. [Chapter 1]

Further readings:

Eckersley, R., Dixon, J., and Douglas, J. (eds) (2001) *The Social Origins of Health and Well-being*. Melbourne: Cambridge University Press.

George, J. and Davis, A. (1998) *States of Health: Health and Illness In Australia*. (3rd edn), Addison Wesley Longman: Melbourne.

Gray, D.E. (2006) *Health Sociology: An Australian Perspective*. Pearson Education Australia: Frenchs Forest, N.S.W.

Grbich, C. (ed.) (2004) *Health in Australia: Sociological Concepts and Issues* (3rd edn). Pearson Education: Sydney.

Hupalo, P. and Herden, K. (1999) *Health Policy and Inequality*. Department of Health and Aged Care: Canberra.

Keleher, H. and Murphy, B. (eds) (2004) *Understanding Health: A Determinants Approach*. Oxford University Press: Oxford.

Lawson, J.S. & Bauman, A.E. (2001) *Public Health Australia: An Introduction.* 2nd edn, McGraw-Hill: Sydney.

Liamputtong, P. and Gardner, H. (eds) (2003) *Health, Social Change & Communities*. Oxford University Press: Melbourne.

Marmot, M. and Wilkinson, R.G. (eds) (1999) *Social Determinants of Health*. Oxford: Oxford University Press.

Petersen, A. and Waddell, C. (eds) (1998) *Health Matters: A Sociology Of Illness, Prevention And Care.* Allen & Unwin: St Leonards, N.S.W.

White, K. (2002) *An Introduction to the Sociology of Health and Illness.* Sage Publications: London

Willis, E. (1996) 'The Australian health care system', in *Social Self, Global Culture*, A. Kellehear (ed.), Oxford University Press: Melbourne. [pp 179-187]

Week 2 (March 12th)

Theoretical perspectives in health sociology

This week we look at the major theoretical ideas developing in sociology as they have been applied to health and illness. We look at the ways in which sociologists have developed theories that can be applied to contemporary health issues including: suicide, mental illness, drug use, sexuality, gender and dying.

Required reading:

Germov, J. (2005) 'Theorising Health: Major Theoretical Perspectives in Health Sociology', in *Second Opinion: An Introduction to Health Sociology* (3rd ed.), J. Germov (ed.) Oxford University Press: South Melbourne. [Chapter 4]

Further readings:

Albrecht, G. (2004) *The handbook of social studies in health & medicine.* London: Sage.

Butler, J. (2004) *Undoing gender.* New York: Routledge.

Butler, J. (1999). *Gender Trouble: Feminism and the Subversion of Identity.* New York: Routledge.

Durkheim, E. (1897) *Suicide: A Study in Sociology* [Spaulding and Simpson trans.] London: Routledge [2002].

Foucault, Michel. (1975) *The Birth of the Clinic.* [A. M. Sheridan Smith, trans.] New York: Vintage Books.

Goffman, Erving (1963) *Stigma: Notes on the Management of Spoiled Identity.* New York: Simon and Schuster.

Giddens, A. (1991) *Modernity and Self-identity.* Polity Press: Cambridge.

Haraway, D. (1991) *Simians, Cyborgs and Women: The Reinvention of Nature.* New York: Routledge.

Jameson, F. (1998) *The Cultural Turn: Selected Writings on the Postmodern*, *1983-1998.* London & New York: Verso.

Latour, B. (2005) *Reassembling the Social: An Introduction to Actor-Network-Theory*. Oxford University Press: New York.

Parsons, T. (1951) *The social system*. London: Routledge & K. Paul.

Petersen, A. & Lupton, D. (1996) *The New Public Health.* Allen & Unwin: St Leonards.

Petersen, A. & Bunton, R. (eds). (1997) *Foucault, Health and Medicine.* Routledge: London.

Portes, A. (1998) Social capital: Its origins and applications in modern sociology. *Annual Review of Sociology* 24, pp1-24

Tulloch, J., & Lupton, D. (2003) *Risk and Everyday Life.* London: Sage

Turner, B. (1995) *Medical Power and Social Knowledge.* London: Sage

Turner, B. (1996) *The Body and society*. London: Sage

Turner, B. (2004) *The New Medical Sociology.* New York: Norton.

Week 3 (March 19th)

Class, Health Inequality and Social Justice

This week we examine the relationship between social inequalities and health outcomes, with a particular focus on class.

Required reading:

Germov, J. (2005) "Class, Health Inequality, and Social Justice", in *Second Opinion: An Introduction to Health Sociology* (3rd ed.), J. Germov (ed.) Oxford University Press: South Melbourne. [Chapter 4]

Further readings:
Burdess, N. (2004) "Class and Health", in *Health in Australia: Sociological Concepts and Issues* (3rd edn), C. Grbich (ed.), Pearson Education: Sydney.

Hall, S., Holman, C. D'Arcy, Sheiner, H., and Hendrie, D. '2004, 'The influence of socio-economic and locational disadvantage on survival after diagnosis of lung or breast cancer in Western Australia', *Journal of Health Services Research and Policy*, 9 (10), 10-16.

Harman, C. (1997) *Economics of the Madhouse: Capitalism and the Market Today*, Bookmarks: London.

Harriss, E., Sainsbury, P. & Nutbeam, D. (eds) (1999) *Perspectives on Health Inequity*, Australia Centre for Health Promotion, University of Sydney: Sydney.

Turrell, G. 2001, 'Income inequality and health: in search of fundamental causes', in *The Social Origins of Health and Well Being,* eds R. Eckersley, J. Dixon and B. Douglas, Cambridge University Press,

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Melbourne.

Week 4 (March 26th)

Gender and Health

This week we examine the relationships between gender and health and consider why there are differences in morbidity (rates of disease) and mortality (deaths) between males and females. We focus on the adverse effects of gender stereotypes for women and men's health and wellbeing.

Required reading:

Broom, D. (2005) 'Gender and Health', in *Second Opinion: An Introduction to Health Sociology* (3rd ed.), J. Germov (ed.) Oxford University Press: South Melbourne. [Chapter 5]

Further readings:

Annandale, E. & Hunt, K. (eds) (2000) *Gender Inequalities and Health*. Open University Press: Buckingham.

Broom, A. (2004) Prostate cancer and masculinity in Australian society: A case of stolen identity? *International Journal of Men's Health*, 3, 2, pp 73-91.

Burdess, N. (2004) 'Class and Health', in *Health in Australia: Sociological Concepts and Issues* (3rd edn), C. Grbich (ed.), Pearson Education: Sydney.

Butler, J. (1999) *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge.

Connell, R.W. (2005). *Masculinities*. Crows Nest, N.S.W. : Allen & Unwin.

Courtenay, W. (2000). Constructions of masculinity and their influence on men's well-being: A theory of gender and health. *Social Science and Medicine, 50*, pp1385-1401.

Gilchrist, P. et al. (1998) Eating disorders revisited. *Medical Journal of Australia* 169, 8, pp438-441

Grigg, M. et al. (1996) Disordered eating and unhealthy weight reduction practices among adolescent females. *Preventive Medicine* 25, 6, pp748-56

Hall, S., Holman, C. D'Arcy, Sheiner, H., & Hendrie, D. (2004) The influence of socio-economic and locational disadvantage on survival after diagnosis of lung or breast cancer in Western Australia. *Journal of Health Services Research and Policy* 9,10, pp10-16.

Harriss, E., Sainsbury, P. & Nutbeam, D. (eds) (1999) *Perspectives on Health Inequity*. University of Sydney: Sydney.

Headey, B., Scott, D. & Vaus, D. (1999) Domestic violence in Australia: are men and women equally violent? *Australian Social Monitor* 2, pp57-62.

Lorber, J. (1997) *Gender and the Social Construction of Illness*. California: Sage.

Miles, A. (1991) *Women, Health and Medicine*. Open University Press: Milton Keynes.

Pringle, R. (1998) *Sex and Medicine: Gender, Power and Authority in the Medical Profession*. Cambridge: Cambridge University Press.

Riska, E. (2002) From type A man to the hardy man: Masculinity and health. *Sociology of Health and Illness*, 24, 3, pp347-358.

Turrell, G. (2001) Income inequality and health: in search of fundamental causes, in R. Eckersley, J. Dixon and B. Douglas (eds.) *The Social Origins of Health and Well Being*. Cambridge University Press: Melbourne.

Walby, S. (1990) *Theorizing Patriarchy*. Cambridge: Blackwell.

Wertheim, E. et al. (1992) Psychosocial predictors of weight loss behaviours and binge eating in adolescents. *International Journal of Eating Disorders.* 12, pp151–160.

White, R. (2002). Social and political aspects of men's health. *Health*, 6, 3, pp267-285.

Week 5 (April 2nd)

The Media and Health

The week we explore the role of the media in health, examining the significance of more traditional forms of media such as newspapers and television as well as the emerging role of the Internet in shaping experiences of health and illness. From eating disorders to virtual communication, this week we look at the complex intersections between mass media and new media and the health of individuals and the wider population.

Required readings:

Broom, A. (2005) Virtually He@lthy: A study into the impact of Internet use on disease experience and the doctor/patient relationship. *Qualitative Health Research* 15, 3, pp325-345.*

This is available via blackboard under 'course documents'

Further readings:

Broom, A. (2005) Medical specialists' accounts of the impact of the Internet on the doctor/patient relationship. *Health* 9, 3, pp319-338.

Broom, A. (2005) The eMale: Prostate cancer, masculinity and online support as a challenge to medical expertise. *Journal of Sociology* 41, 1, pp 87-104.

Nelkin, D. (1996) Medicine and the media. *Lancet* 347, pp1600-1603.

Saukko, P. (2006) Rereading media and eating disorders: Karen Carpenter, Princess Diana and the healthy female self. *Critical Studies in Media Communication,* 23, 2, pp.152-169.

Seale, C. (2001) Sporting cancer: Struggle language in news reports of people with cancer. *Sociology of Health and Illness* 23, 3, pp308–29.

Seale, C. (2002) Cancer heroics: A study of news reports with particular reference to gender. *Sociology* 36, 1, pp107-26.

Seale, C. (2003) *Media and health.* London: Sage.

Stallings et al (1990) Media discourse and the social construction of risk. *Social Problems* 37, 1, pp80-96.

Week 6 (April 9th)

Medicalisation and social control

This week we look at the process of medicalisation and the ways in which certain types of people, personalities and behaviours have come to be viewed as 'abnormal', and furthermore, how they have been medicalised over time. We look at childhood behaviour (ADHD), 'madness', depression and suicide as key sites of medicalisation and social control.

Required reading:

Roach Anleu, S. L. (2005) 'The Medicalisation of Deviance', in *Second Opinion: An Introduction to Health Sociology* (3rd ed.), J. Germov (ed.) Oxford University Press: South Melbourne. [Chapter 9]

Further readings:

Armstrong, E. & Abel, E. (2000) Fetal alcohol syndrome: the origins of a moral panic. *Alcohol and Alcoholism* 35, 3, pp276-282.

Bell, G. (2005) *The Worried Well: The Depression Epidemic And The Medicalisation Of Our Sorrows.* Black Inc: Melbourne, Vic.

Blech, J. (2006) *Inventing Disease and Pushing Pills: Pharmaceutical Companies and the Medicalisation of Normal Life.* Routledge: London.

Broom, D. & Woodward, R. (1996) Medicalisation reconsidered: toward a collaborative approach to care. *Sociology of Health & Illness* 18, 3, pp357–378.

Conrad, P. (1992) Medicalization and social control. *Annual Review of Sociology* 18, pp209-232

Conrad, P. & Schneider, J. (1992) *Deviance and Medicalization: From Badness to Sickness* (2nd edn). Temple University Press: Philadelphia.

Jacoby A. (1994) Felt versus enacted stigma: a concept revisited. *Social Science and Medicine* 38, 2, pp269-74.

Johanson, R., Newburn, M. & Macfarlane, A. (2002) *Has The Medicalisation Of Childbirth Gone Too Far?* British Medical Association: London.

Lantz, P. & Booth, K. (1998) The social construction of the breast cancer epidemic. *Social Science and Medicine* 46, pp907-18.

MacDonald, M. (1989) The medicalization of suicide in England: Laymen, physicians, and cultural change, 1500-1870 *Milbank Quarterly* 67, Suppl 1, pp69-91.

Malacrida, C. (2004) Medicalization, ambivalence and social control: mothers' descriptions of educators and ADD/ADHD. *Health* 8, 1, pp61-80.

Petersen, A. & Bunton, R. (eds) (1997) *Foucault, Health and Medicine.* Routledge: London.

Pilgrim, D. & Bental, R. (1999) The medicalisation of misery: A critical realist analysis of the concept of depression. *Journal of Mental Health* 8, 3, pp261-274.

Saguy, A. & Almeling, R. (2008). Fat in the fire? Science, the news media, and the 'obesity crisis'. *Sociological Forum* 23, 1, [available online].

Scambler G. (2003) Deviance, sick role and stigma. In G. Scambler (ed) *Sociology as applied to medicine*, WB Saunders, 5th ed. 2003 (Chapter 13).

Mid-Semester Recess: Friday 10th April to Friday 17th April 2009

Week 7 (April 23rd)

Complementary and alternative medicine: Beyond the mainstream

This week we examine the recent rise in popularity of complementary and alternative medicines and the different ways in which sociologists have sought to explain this. A key focus is on the philosophical and ideological differences between and within CAM and biomedicine, and the models of care they espouse.

Required reading:

Easthope, G. (2005) 'Alternative medicine', in *Second Opinion: An Introduction to Health Sociology* (3rd ed.), J. Germov (ed.) Oxford University Press: South Melbourne. [Chapter 17]

Further readings:

Broom, A. & Tovey, P. (2007) The dialectical tension between individuation and depersonalisation in cancer patients' mediation of complementary, alternative and biomedical cancer treatments. *Sociology* 41, 6, pp1021–1039.

Coulter, I. & Willis, E. (2004). The rise and rise of complementary and alternative medicine: A sociological perspective. *Medical Journal of Australia* 180, 11, pp587-589

Dew, K. (2000) Deviant insiders: Medical acupuncturists in New Zealand. *Social Science and Medicine* 50, 12, pp1785-1795.

Eastwood, H. (2000) Postmodernisation, consumerism and the shift towards holistic Health. *Journal of Sociology* 36, pp133-55

McClean, S. (2005) 'The illness is part of the person': Discourses of blame, individual responsibility and individuation at a centre for spiritual healing in the north of England. *Sociology of Health & Illness* 27, 5, pp628-48.

Siapush, M. (1998) Postmodern values, dissatisfaction with conventional medicine and popularity of alternative therapies. *Journal of Sociology* 34, pp58-70.

Tovey, P. & Adams, J. (2003) Nostalgic and nostophobic referencing and the authentication of nurses' use of complementary therapies. *Social Science and Medicine*, 56, pp1469–80.

Tovey, P. & Broom, A. (2007) Oncologists' and specialist cancer nurses' approaches to complementary and alternative medicine use and their impact on patient action. *Social Science and Medicine* 64, pp2550-2564.

Tovey, P., Chatwin, J., & Broom, A. (2007) *Traditional, complementary and alternative medicine and cancer care: An international analysis of grassroots integration.* Routledge: London and New York.

Tovey, P., Easthope, G. & Adams, J. (eds) (2004) *The Mainstreaming Of Complementary And Alternative Medicine: Studies In Social Context*, Routledge: London.

REMINDER: Essay due April 27th, 5pm

Week 8 (April 30th)

Chronic illness and disability

This week we explore chronic illness and disability from a sociological perspective. While chronic illness can be perceived by some as less important that other forms of illness (e.g. cancer), with an ageing population, chronic conditions (e.g. asthma, arthritis, back pain, coronary heart disease) are having a major impact on people's lives and are a major cause of pain and suffering. It is argued that a sociological perspective in necessary to provide insight into the lived experiences of people with chronic conditions and disabilities.

Required reading:

Kelly, M. & Field, D. (1996) Medical sociology, chronic illness and the body. *Sociology of Health & Illness* 18, 2, pp241–257.*

This is available via blackboard under 'course documents'

Further reading:

Australian Institute of Health and Welfare (AIHW) (2002) *Chronic diseases and associated risk factors in Australia, 2001.* Canberra: AIHW.

Bury, M. (1991) The sociology of chronic illness: a review of research and prospects. *Sociology of Health & Illness* 13, 4, pp451–468.

Bury, M. (2001) Illness narratives: fact or fiction, *Sociology of Health and Illness*, 23, 3, pp263–85.

Charmaz, K. (1991) *Good Days, Bad Days: The Self in Chronic Illness.* New Brunswick, NJ: Rutgers University Press.

Field, D. & Kelly, M. (2007) Chapter 7 in 'Chronic Illness and Physical Disability' in S. Taylor and D. Field, *Sociology of Health and Healthcare*. Oxford: Blackwell. pp135-158

Gooberman-Hill, R., Ayis, S. and Ebrahim, S. (2003) Understanding long-standing illness among older people, *Social Science and Medicine*, 56, pp2555–64.

Glover, J., Hetzel, D. & Tennant, S. (2004) The socioeconomic gradient and chronic illness and associated risk factors in Australia. *Australia and New Zealand Health Policy* 1, pp8.

Locker, D. (2003) Living with chronic illness. Chapter 6 In G. Scambler (Ed) *Sociology as Applied to Medicine* (5th edition).

Taylor, D. & Bury, M. (2007) Chronic illness, expert patients and care transition. *Sociology of Health & Illness* 29, 1, pp27–45.

Thompson, S. & Gifford, S. (2000) Trying to keep the balance: the meaning of health and diabetes in an urban Aboriginal community. *Social Science and Medicine* 51, 1457-1472.

Week 9 (May 7th)

Indigenous Health: Ethnicity and multiculturalism

This week we explore indigenous health in the Australian context, examining the health differences between Indigenous and non-Indigenous Australians. We then consider some of the broader structural factors that have influenced Indigenous health and the historical factors that have produced them. We look at the social, political and cultural factors underpinning ongoing issues including to alcohol abuse, chronic illness, mental health problems, and low life expectancy amongst the Australian aboriginal community.

Required reading:

Gray, D. & Saggers, S. (2005) 'Indigenous Health: The Perpetuation of Inequality', in *Second Opinion: An Introduction to Health Sociology* (3rd ed.), J. Germov (ed.) Oxford University Press: South Melbourne. [Chapter 6]

Further readings:

Aldrich, R., Zwi, A. and Short, A. (2007) Advance Australia fair: Social democratic and conservative politicians' discourses concerning Aboriginal and Torres Strait Islander Peoples and their health 1972–2001. *Social Science & Medicine* 64, 1, pp125-137.

Australian Institute of Health and Welfare (2004) *National summary of the 2001 and 2002 jurisdictional reports against the Aboriginal and Torres Strait Islander health performance indicators.* Australian Institute of Health and Welfare: Canberra, A.C.T.

Chesterman, J. & Galligan, B. (1997) *Citizens Without Rights: Aborigines and Australian Citizenship*, Melbourne: Cambridge University Press.

Hunter, E. (1993) *Aboriginal Health and History*. Cambridge University Press: Melbourne.

Julian, R. (2005) 'Ethnicity, Health, and Multiculturalism', in *Second Opinion: An Introduction to Health Sociology* (3rd ed.), J. Germov (ed.) Oxford University Press: South Melbourne. [Chapter 8]

McLennan, W. & Madden, R. (1999) *The Health and Welfare of Australia's Aboriginal and Torres Strait Islander Peoples*. ABS & Australian Institute of Health and Welfare, Canberra.

Ring, I. & Brown, N. (2002) Indigenous health: chronically inadequate responses to damning statistics. *Medical Journal of Australia* 177, 11-12, pp629-31.

Saggers, S. & Gray, D. (1998) *Dealing with Alcohol: Indigenous Usage in Australia, Canada and New Zealand*. Melbourne: Cambridge University Press.

Thompson, S. & Gifford, S. (2000) Trying to keep the balance: the meaning of health and diabetes in an urban Aboriginal community. *Social Science and Medicine* 51, pp1457-1472.

Week 10 (May 14th)

Health Promotion Dilemmas

This week we examine the issues and problems associated with public health promotion. A particular focus is on the provision of health information to individuals and groups, and the limitation of such a strategy. It is argued that an individualistic health promotion model does not address structural influences and inequalities, therefore a broader approach, one based on a 'structuralist-collective model' of health, is needed if significant changes to public health are to be achieved.

Required reading:

Richmond, K. & Germov, J. (2005) "Health Promotion Dilemmas", in *Second Opinion: An Introduction to Health Sociology* (3rd ed.), J. Germov (ed.) Oxford University Press: South Melbourne.

Further readings:

Lawson, J.S. & Bauman, A.E. (2001) *Public Health in Australia: An Introduction*, (2nd edn), McGraw-Hill: Sydney.

Peterson, A. & Lupton, D. (1996) *The New Public Health: Health and Self in the Age of Risk*, Allen & Unwin: Sydney.

Taylor, S. and Field, D. 2003, *Sociology of Health and Health Care*, 3rd edition, Blackwell Publishing, Cambridge.

Week 11 (May 21st)

The New Genetics: A focus on the Human Genome Project

This week we look at the Human Genome Project (HGP) and its implications for society. The reading provides an example of how a sociological analysis can be used to broaden our understanding of the influence of emerging biotechnologies on contemporary society, as well as the influence of contemporary society on these new biotechnologies. We consider the historical, cultural, structural and critical elements associated with the HGP, and the tensions that exist between individual and collective uses of contemporary biotechnologies.

Required reading:

Willis, E. (2005) 'The human genome project', in *Second Opinion: An Introduction to Health Sociology* (3rd ed.), J. Germov (ed.) Oxford University Press: South Melbourne. [Chapter 9]

Further readings:

Conrad, P. (1999) A mirage of genes. *Sociology of Health and Illness* 21, 2, pp228-241.

Conrad, P. (1997) Public eyes and private genes: historical frames, new constructions and social problems. *Social Problems* 44, pp139-54.

Cox, S. & McKellin, W. (1999) There's this thing in our family: predictive testing and the construction of risk for Huntingdon Disease. *Sociology of Health and Illness* 21, 5, pp622-646.

Cunningham-Burley, S. & Kerr, A. (1999) Defining the 'social': towards an understanding of scientific and medical discourses on the social aspects of the new human genetics. *Sociology of Health & Illness* 21, 5, pp647-668.

Ettorre, E. (1999) Experts as 'storytellers' in reproductive genetics. *Sociology of Health & Illness* 21, 5, pp539-559.

Hallowell, N. (1999) Doing the right thing: genetic risk and responsibility. *Sociology of Health & Illness* 21, 5, pp597-621.

Jallinoja, P. (2001) Genetic screening in maternity care: preventive aims and voluntary choices *Sociology of Health and Illness* 23, 3, pp286-307.

Parsons, E. & Atkinson, P. (1992) Lay constructions of genetic risk. *Sociology of Health and Illness* 14, 4, pp438-455.

Pilnick, A. (2002) 'There are no rights and wrongs in these situations': identifying interactional difficulties in genetic counselling. *Sociology of Health and Illness* 24, 1, pp66-88.

Stockdale, A. (1999) Waiting for the cure: mapping the social relations of human gene therapy research. *Sociology of Health & Illness* 21, 5, pp579-596.

Week 12 (May 28th)

Ageing, dying and death

> This week introduces the sociology of aging, dying and death. Of particular concern is how our understanding of aging, death and dying is socially constructed. As Strazzari (2005:245) points out in this weeks reading, it wasn't that long ago that the 'premature' death of an infant or child was considered 'normal' and unpreventable, and the achievement of old age extraordinary. These days 'old age' is considered somewhat commonplace and the premature death of an infant or child is seen as unacceptable and preventable. We also consider some key debates around aging, dying and death, in particular, ageism, the effects of economic rationalism, the notion that the elderly are a burden on our limited health resources, and euthanasia.

Required reading:

Strazzari, M. (2005) 'Aging, Dying and Death in the Twenty-first Century', in *Second Opinion: An Introduction to Health Sociology* (3rd ed.), J. Germov (ed.) Oxford University Press: South Melbourne. [Chapter 13]

Further readings:

Australian Institute of Health and Welfare (2002) *Older Australia at a Glance*, (3rd edn), Australian Institute of Health and Welfare and the Department of Health and Ageing: Canberra.

Banerjee A. (2008) Disciplining death: hypertension management and the production of mortal subjectivities. *Health* 12, 1, pp25-42.

Bevan, C. & Jeeawody, B. (1998) *Successful Ageing: Perspectives on Health and Social Construction.* Mosby Publishers: Artarmon, N.S.W.

Chapple, A., Ziebland, S. & McPherson, A. (2004) Stigma, shame and blame experienced by patients with lung cancer: qualitative study. *British Medical Journal* 324, pp1470-4.

Cook, J. & Wimberley, G. (1983) If I should die before I wake: Religious commitment and adjustment to the death of a child. *Journal for the Scientific Study of Religion* 22, 3, pp222-238.

Frost, J. et al (2007) The loss of possibility: scientisation of death and the special case of early miscarriage. *Sociology of Health & Illness*, 29, 7, pp1003-1022

James, N. & Field, D. (1992) The routinisation of hospice: charisma and bureaucratisation. *Social Science and Medicine*, 34, pp1363-75.

Kellehear, A. (ed.) (2000) *Death and Dying in Australia*. Oxford University Press: Melbourne.

Lawton J (1998) Contemporary hospice care: the sequestration of the unbounded body and 'dirty dying'. *Sociology of Health and Illness*, 20, 2, pp121-143.

Lawton, J. (2002) *The Dying Process: Patients' experiences of Palliative Care*. London: Routledge.

Lovell, A. (1983) Some questions of identity: late miscarriage, stillbirth and perinatal loss. *Social Science and Medicine*, 17, 11, pp755-61.

McCreight, B. (2004) A grief ignored: Narratives of pregnancy loss from a male perspective. *Sociology of Health and Illness* 26, pp326 - 350.

McNamara, B. (2001) *Fragile Lives: Death, Dying and Care*. Allen & Unwin: Sydney.

Seale, C., Addington-Hall, J. & McCarthy, M. (1997) Awareness of dying: prevalence, causes and consequences. *Social Science and Medicine* 45, 3, pp477-84.

Seale, C. (2001) Sporting cancer: struggle language in news reports of people with cancer. *Sociology of Health and Illness* 23, 1, pp308-329.

Seale, C. & Cartwright, A. (1994) *The Year Before Death*. London: Avebury.

Seale C & Addington-Hall J (1994) Euthanasia: Why people want to die earlier. *Social Science and Medicine* 39, 5, pp647-654.

Seale C. (1998) *Constructing Death: The Sociology of Dying and Bereavement*. Cambridge University Press

Week 13 (June 4th)

Restructuring health:
Competition, Rationalisation and Privatisation

This week we examine the influence political ideologies on health policy in Australia. The ideological differences between Australian political parties and important 'stake-holders' (e.g. politicians, doctors, hospitals, insurance industry are delineated, and their influences on Australia's health care system and national health insurance arrangements are examined. Following Belcher (2005), it is argued that the current health care arrangements are not so much a rationalised response to Australia's health needs, but more the historical product of ideological struggles and compromises, vested interests and market manoeuvrings.

Required reading:

Belcher, H. (2005) 'Power, politics and healthcare', in *Second Opinion: An Introduction to Health Sociology* (3rd ed.), J. Germov (ed.) Oxford University Press: South Melbourne. [Chapter 14]

Further readings:

Bendelow, G. (ed.) *Gender, Health, and Healing: The Public/Private Divide.* Routledge: London.

Buam, F. (2002) *The New Public Health*, (2nd edn). Oxford University Press: Melbourne.

Duckett, S.J. (2004) *The Australian Health Care System.* (2nd edn), Oxford University Press: Melbourne.

Germov, J. (2005) Managerialism in the Australian public health sector: towards the hyper-rationalisation of professional bureaucracies. *Sociology of Health & Illness*, 27, 6, pp738-758.

Hofrichter, R. (ed.) (2003) *Health and Social Justice: Politics, Ideology, and Inequity in the Distribution of Disease.* Jossey-Bass: San Francisco.

Leeder, S. (2003) Achieving equity in the Australian health care system. *Medical Journal of Australia*, 179, 3, pp475-478.

Navarro, V. (ed.) (2002) *The Political Economy Of Social Inequalities: Consequences For Health And Quality Of Life*, Baywood Pub. Co: Amityville, NY.

Week 14

Exam preparation time and individual consultations (if required)

[No lecture, tutorials or tutorial readings]

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Recommended Web Sites

- Australian Institute of Health & Welfare: <www.aihw.gov.au>
- Australian Department of Health and Ageing: <www.health.gov.au>
- The Australian Indigenous HealthInfoNet: <www.healthinfonet.ecu.edu.au>
- eSocHealth - Health Section of The Australian Sociological Association: <www.latrobe.edu.au/telehealth/esochealth/>
- Office for Aboriginal and Torres Strait Islander Health: <www.health.gov.au/oatsih/cont.htm>
- A Social Health Atlas of Australia: <www.publichealth.gov.au/atlas.htm>
- Social Determinants of Health – The Solid Facts: <www.who.dk/healthy-cities/determ.htm>
- Women's Health Australia: Australian Longitudinal Study on Women's Health: <http://www.newcastle.edu.au/centre/wha/>

Recommended Journals

- *Australian Health Review*
- *Australian & New Zealand Journal of Public Health*
- *Australian Journal of Social Issues*
- *Critical Public Health*
- *Health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine*
- *Health Issues*
- *Health Policy and Planning*
- *Health Promotion Journal of Australia*
- *Health Sociology Review (formerly Annual Review of Health Social Sciences)*
- *International Journal of Health Services*
- *Journal of Sociology*
- *Milbank Quarterly*
- *New Doctor*
- *Psychology and Health*
- *Sociology of Health & Illness*
- *Social Science & Medicine*

Faculty Information

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:

Callaghan campus

• Shortland Hub: Level 3, Shortland Union Building

• Hunter Hub: Student Services Centre, Hunter side of campus

City Precinct

• City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

Ourimbah campus

• Ourimbah Hub: Administration Building

Faculty websites

Faculty of Business and Law

http://www.newcastle.edu.au/faculty/business-law/

Faculty of Education and Arts

http://www.newcastle.edu.au/faculty/education-arts/

Faculty of Engineering and Built Environment
http://www.newcastle.edu.au/faculty/engineering/

Faculty of Health

http://www.newcastle.edu.au/faculty/health/

Faculty of Science and Information Technology

http://www.newcastle.edu.au/faculty/science-it/

Contact details

Callaghan, City and Port Macquarie

Phone: 02 4921 5000

Email: EnquiryCentre@newcastle.edu.au

The Dean of Students
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Phone: 02 4348 4123
Fax: 02 4348 4145
Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:
http://www.newcastle.edu.au/study/studentsupport/index.html

Alteration of this Course Outline
No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards
http://www.newcastle.edu.au/policylibrary/000311.html

Web Address for Rules Governing Postgraduate Academic Awards
http://www.newcastle.edu.au/policylibrary/000306.html

Web Address for Rules Governing Professional Doctorate Awards
http://www.newcastle.edu.au/policylibrary/000580.html

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STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: **student-disability@newcastle.edu.au** .

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information on confidentiality and documentation visit the Student Support Service (Disability) website: **www.newcastle.edu.au/services/disability** .