

## Sociology of Health and Illness (K001287)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 6.0**

**Study time 180 h**

**Course offerings and teaching methods in academic year 2024-2025**

A (semester 1)

English

Gent

excursion

lecture

**Lecturers in academic year 2024-2025**

Bracke, Piet

PS04

lecturer-in-charge

Ceuterick, Melissa

PS04

co-lecturer

Delaruelle, Katrijn

PS04

co-lecturer

**Offered in the following programmes in 2024-2025**

[Master of Science in Sociology](#)

**crdts**

**offering**

6

A

[Exchange Programme in Political and Social Sciences](#)

6

A

**Teaching languages**

English

**Keywords**

sociology, health, health care, social disparities in (mental) health

**Position of the course**

This educational component is part of the Major in Social Demography within the degree program for Master of Science in Sociology. The objective of the course is to gain insights into the fundamental social causes of health and illness. Extensive attention is devoted to the repercussions of social change for health and illness. Illustrative examples particularly draw on cross-national comparative research. This course targets competences in sociology and cognate disciplines, more specifically M.1.1, M.1.2 and M.1.3. The following competences are also part of the objectives: the scientific competence M.2.3., the intellectual competence M.3.5. and the competence in cooperation and communication M.4.5.

**Contents**

The students are introduced to a number of important concepts, theories and findings from the sociology of health and illness. In doing so, light is shed on the specificity of the sociological perspective. Social processes are studied as fundamental causes of health and illness.

The topics addressed are:

- 1 Introduction: sociology of health and illness and medical sociology; defining health and illness.
- 2 Disease, illness and sickness models
- 3 Epidemiological transitions, social change and the repercussions for health
- 4 Social inequality in health
- 5 Gender and (reproductive) health
- 6 Migration and (mental) health
- 7 Health from a life course perspective
- 8 Preventive health
- 9 End of life research
- 10 Mental health and (de)stigmatization

The students who follow the course within the English-language program receive an extra assignment, related to the class on 'Health from a life course perspective'

**Initial competences**

To have successfully completed the educational component 'Sociology', or to have acquired the competences targeted in this component in another way.

**Final competences**

To have insight into the social conditions that constitute fundamental causes of health and illness.

To have knowledge about the relation between social organization and health and illness.

To be able to critically analyze tendencies in current health care.

**Conditions for credit contract**

Access to this course unit via a credit contract is determined after successful competences assessment

**Conditions for exam contract**

Access to this course unit via an exam contract is unrestricted

**Teaching methods**

Excursion, Lecture

**Extra information on the teaching methods**

Lectures, exercises and guest lectures by practical experts.

**Study material**

None

**References**

Examples of references (annually updated list):

- Barrett, R., Kuzawa, C. W., McDade, T., and Armelagos, G. J. (1998). Emerging and re-emerging infectious diseases: The third epidemiologic transition. *Annual Review of Anthropology*, 27, 247-271.
- Link, B.G. & Phelan, J.C. (2001). Conceptualizing stigma. *Annual Review of Sociology*, 27, 363-385.
- Deaton, A. (2002). Policy implications of the gradient of health and wealth. *Health Affairs*, 21, 48-59
- Parsons, T. (1964). *Social structure and personality*. Collier Macmillan, London.
- Bracke, P., Delaruelle, K., Dereuddre, R., & Van de Velde, S. (2020). Depression in women and men, cumulative disadvantage and gender inequality in 29 European countries. *Social Science & Medicine*, 267, 113354.
- De Prez, V., Jolidon, V., Willems, B., Cullati, S., Burton-Jeangros, C., & Bracke, P. (2020). Cervical cancer (over) screening in Belgium and Switzerland: trends and social inequalities. *European journal of public health*, 30(3), 552-557.
- Burton-Jeangros, C. (2020). Life Course Approaches in Global Health. In Haring, R. et al. (Ed.) *Handbook of Global Health* (pp. 1-28). Cham: Springer.

**Course content-related study coaching**

Interactive support through Ufora

By appointment

**Assessment moments**

end-of-term and continuous assessment

**Examination methods in case of periodic assessment during the first examination period**

Oral assessment, Written assessment

**Examination methods in case of periodic assessment during the second examination period**

Oral assessment, Written assessment

**Examination methods in case of permanent assessment**

Presentation

**Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible

**Extra information on the examination methods**

Written with extra oral

**Calculation of the examination mark**

Periodic assessment (90%), continuous assessment (10%)

