Soc 3450

Sociological Perspectives on the Determinants of Health

3 Credit Hours

Instructor: Sheryl Peters
Time: Mondays, Wednesdays, & Fridays 10:30 – 11:20 am
Location: 308 Tier
Email: sheryl.peters@umanitoba.ca
Office: 307 Isbister
Office Hours: after class and by appointment

Course Summary

University of Manitoba Calendar Description: This course will apply a sociological perspective to a critical and theoretically informed study of the social structures influencing personal and population health, including intersections of class, gender, ethnicity, and aging as sources of health inequities.

Course Description: Did you know that there are social factors that have more of an effect on our health than medicine or lifestyle factors such as diet and exercise? In this course we will explore what social factors shape our own health and why some groups of people are healthier than others. The social determinants of health are ‘non-medical’ determinants of health that intersect and interact with us biologically. They include social, political, and economic forces and factors that influence how health is distributed among entire groups and populations. The social determinants of health is an interdisciplinary field of study that draws on research and scholarship from many areas including sociology, political science, political economy, Indigenous studies, policy studies, and critical gender and race studies. The course will examine fundamental determinants of health, including income and social class, gender and sexism, colonization and racism, and will focus on selected specific determinants (e.g. labour, housing, food security, etc.) as they intersect with health issues. This course will provide an opportunity to explore social determinants of health in the contexts of Winnipeg, Canada and internationally.

Course Objectives

The time in the classes will be organized so that students will:
- understand the role of inequity in the distribution of health and its fundamental social causes;
- learn about key social determinants of health and their relevance in Winnipeg, Canadian and global contexts;
- understand how health varies systematically in relation to social, economic and political factors;
• understand the ways in which health is political - that is, how health is affected by dominant political discourses and social and economic policies;
• engage in thinking about and viewing health in relation to social, political and economic forces, and in terms of the principles of equity and social justice;
• learn basic terms, concepts and measurements related to health, population health and health inequalities;
• and develop their skills in reading, writing, studying and critical thinking.

REQUIRED TEXTBOOKS

The course texts will be available at the University of Manitoba bookstore.


• Coursepack

COURSE EVALUATION

1. Written work

Six small-steps writing assignments (which become the final paper)

- Week 3 ………………Paper topic with relevant social determinants…………Value 2.5%
- Week 5 ………………Source list assignment ……………………………………Value 2.5%
- Week 6 ………………Notetaking assignment……………………………………Value 2.5%
- Week 7 ………………Outline or Freewriting assignment……………………Value 2.5%
- Week 9 ………………First complete draft of paper……………………………..Value 5%
- Week 10 ………………Peer editing assignment………………………………Value 5%

Total Value: 20%

Final paper  Week 12  Value: 30%

In this class, students will improve their skills in writing a social science research paper in a gradual, step-by-step process. *More detailed information about the written assignments will be given out in class.*

The assignments are designed to be cumulative towards the final paper: students are encouraged to focus all the assignments on the same topic, and are encourage to reuse material (including the actual written work) from earlier assignments in later ones. However, students may also change topics at any point in the process if they so desire.

Students will have the choice to select a topic from a list developed by the instructor or to develop their own topic, as long as they first check it with the instructor. A list of pre-approved topics will be developed in class early in the first term; students who wish to research a topic not on this list must contact the instructor individually.
The assignments will culminate in a final paper. The paper will be about 1500 words (approximately six pages long, double-spaced) that makes an argument using existing academic research about a topic in the social determinants of health. The paper is relatively short so that students can focus on quality – a well-organized and well-written paper with a clear thesis statement and strong arguments that are well supported by sources from the literature on social determinants of health. More details on writing this paper will be given in class.

COURSE EVALUATION (CONTINUED)

2. Reading Responses
   Dates: January 13 & two other dates of student’s choice
   Value: 24%
Students will hand in 3 reading responses over the course of the term. More detailed information about the requirements of reading responses will be given out in class.

3. Attendance
   Dates: all classes
   Value: 11%

4. Participation
   Dates: TBA
   Value: 15%
Participation grades will be based on student submissions to in-class exercises that will not be announced ahead of time. There will be three of these throughout the term. For assignments that are carried out collaboratively in small groups, the group will submit one finished product and evaluation will be a mix of peer evaluation and instructor evaluation.
# List of Reading and Lecture Topics

## Week 1  
**Social Structure, Living Conditions and Health**  
*January 6-10*  
*(Disease as a Social and Political Event)*

January 6: Syllabus scavenger hunt and textbook walkabout. Quiz on current knowledge. Overview of the course.

**Required reading and viewing for January 8:**
- Textbook: Ch 4 (pgs. 43-53) *Disease as a Political Event.*
- Video: *Dr. Gabor Maté on the Stress-Disease Connection, Addiction, Attention Deficit Disorder and the Destruction of American Childhood* (59 minutes)  
  [http://www.democracynow.org/2012/12/25/dr_gabor_mat_on_the_stress](http://www.democracynow.org/2012/12/25/dr_gabor_mat_on_the_stress)

**Required reading for January 10:**
- Textbook: Ch. 2. (Pgs 7-24) “Overview of the Social Determinants of Health”, by Dennis Raphael

## Week 2  
**Social Determinants of Health (SDOH)**  
*January 13-17*  
*Intersectional Structures of Inequality*

**Required reading for January 13:**
- Re-read textbook for main ideas, questions and criticisms as outlined in the coursepack: Textbook: Ch. 2. Pgs 7-24. Overview of the Social Determinants of Health

- **Reading Response: due January 13.** Working with readings, finding main ideas, asking questions and criticizing. More details about this assignment will be handed out on the first day of class.

**Required reading for January 15:**
- Reminder: Think this week about your paper topic and the social determinants of health that are related to it – due next week

- *January 17 – Last date for full refund withdrawal*

## Week 3  
**Linking Study and Practice:**  
*January 27*  
**Finding and evaluating information on SDOH**

- **class on Monday, January 27 is in 202 Isbister (computer room)**
  January 27: Locating academic sources and appropriate grey literature

- **Due January 27 - Rough paper topic with related social determinants.**

**Required reading:**
- Review the social determinants of health (textbook pg 10) as part of preparing your assignment.
WEEK 3 - CONTINUED ON NEXT PAGE

WEEK 3  MENTAL HEALTH & INEQUALITY  JAN 29

Required reading:

WEEK 3  SEX, GENDER AND SEXUALITY MATTERS  JAN 31

Required reading:

WEEK 4  ANALYZING GENDERED HEALTH DISPARITIES  & HOMOPHOBIA/TRANSPHOBIA IN HEALTH  Feb 3-7

Required reading:
- Textbook: Ch. 8. Pp. 91-102, “Women and Health in Manitoba” by Margaret Haworth-Brockman (11 pgs)

• Begin finding sources for your paper

WEEK 5  ENDURING EFFECTS OF COLONIZATION  ON INDIGENOUS PEOPLE IN CANADA  Feb 10-14

✔ Due Feb 10. – Source List Assignment

Required reading:

## LOUIS RIEL DAY AND READING WEEK  
**FEB 17-21**

No classes. Read. Or take notes. Or go on vacation.

### WEEK 6  
HEALTH, RACISM, AND PLACE  
**FEB 24-28**

- **Due Feb 24 – Notetaking Assignment**

  **Required reading:**
  - Coursepack: “White Privilege: Unpacking the Invisible Knapsack”, by Peggy McIntosh. (4 pgs)
  - Textbook: Ch. 15 Pp. 173-182, “Listening to Newcomers in Winnipeg’s Inner City: Unpacking the Health Needs of Immigrants and Refugees” by Parvin Ghorayshi (9 pgs)

### WEEK 7  
EDUCATION AND WORK  
**MAR 3-7**

- **Due Mar. 3 - Outline or Freewriting Assignment**

  **Required reading:**

### WEEK 8  
FOOD SECURITY & SHELTER  
**MAR 10-14**

- Work on your paper. Nothing due this week.

  **Required reading:**

WEEK 9  
FOCUS ON POLITICAL & ECONOMIC 
BARRIERS TO HEALTH EQUITY  
MAR 17-21

✓ Due March 17 – First Complete Draft of Paper

Required reading:
➢ Coursepack: What is Neoliberalism, CorpWatch http://www.corpwatch.org/article.php?id=376&printsafe=1

* March 19 – Last day for voluntary withdrawal

WEEK 10  
FOCUS ON PUBLIC POLICY  
MAR 24-28

✓ Due March 24 – Peer Editing Assignment

Required reading:
➢ Additional readings to be announced.

WEEK 11  
WHAT ELSE CAN WE DO  
ABOUT HEALTH INEQUALITIES?  
MAR 31-APR 4

Required reading:
➢ Website: Canadian Doctors for Refugee Care http://www.doctorsforrefugeecare.ca/
➢ Website: Idle No More http://www.idlenomore.ca/
WEEK 12

No required reading.
April 7: Discussion: We have only just begun.

✓ Due April 9 – Final Paper
CULTURAL CEREMONIES AND RELIGIOUS HOLIDAYS

The University of Manitoba acknowledges the right of all students to observe recognized holy days of their faith and important Indigenous ceremonies. You will need to inform the instructor in writing of your intended absence(s) at least two weeks in advance of the test date.

SPECIAL NEEDS

Students with special learning needs (who, for legitimate reasons, require extra time to write an exam, or who require aids or other supports) should introduce themselves to the instructor during the first week of the course in order to organize suitable testing arrangements. Student Accessibility Services (204-474-6213) is a resource to help students with accessibility needs. If you are uncertain whether you can or should avail yourself of this opportunity, please feel free to consult me.

LATE ASSIGNMENTS

Written assignments handed in late will be penalized 2% per day, including days on weekends and holidays. Medical documentation will normally be required to waive this penalty. However, if you know before the due date that a paper will be late for any reason, you should contact me immediately. In some cases, entirely at the instructor’s discretion, it may be possible to arrange an extension. Again, it is the student’s responsibility to contact the instructor to make arrangements for an extension. Although extensions may be given at the instructor’s discretion before the due date, no extension will be given for any assignment after its due date, except for documented medical reasons. No extension will be given under any conditions more than two weeks after the due date.

LETTER GRADES

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STUDENT AND INSTRUCTOR RESPONSIBILITY

My responsibility as instructor begins with the University’s ROASS Policy and extends to creating a safe, cooperative and stimulating learning environment for students. I encourage a participatory and dialogic classroom environment. As instructor, I have selected texts and
organized classroom time to meet the objectives of this course. Lectures are designed to help you understand and extend the concepts and ideas discussed in your texts and in the films. I comply fully with all University of Manitoba policies regarding teaching. Students have responsibilities also:

(1) Students are responsible for their own learning. You are expected to do readings in advance of class and are required to come prepared. You will often need to independently cover material in the textbooks (since not everything in the textbooks will be addressed in class). You will be tested on all aspects of assigned readings – including theory and empirical facts – as well as on lectures, films and other classroom activities.

(2) It is in your best interest to attend class regularly. There are graded in-class assignments that are not announced ahead of time and could occur in any class. Missed in-class assignments will be given a grade of zero for that assignment. If you have a valid personal emergency or medical reason for your absence, it is your responsibility to contact the instructor immediately and before the following week to arrange a make-up assignment.

(3) If you are unclear about material or have academic concerns or questions, it is your responsibility to ask for help. I will be pleased to schedule extra time with you outside of class to help you succeed in this course, but you must make the request. It is also your responsibility to track your success in the course, and to take action if you discover you are failing tests or assignments.

(4) If you miss a film, you will need to arrange to view it at an alternate time. Making this arrangement is a student’s responsibility, and must be undertaken in ways that do not inconvenience Educational Support Services or the instructor. To view a missed film, you will need a form which is available from 123 Fletcher Argue and which requires my signature. It is your job to bring the form to me for signing.

(5) You are responsible for complying with the policies on grades and tests, including policies on missed tests. You will find all course policies listed in this syllabus – please review it regularly.

(6) You must be considerate and respectful of the needs and rights of other students in the class. Whispering and talking is especially inappropriate, since it bothers other students. Students who talk in class will be asked to leave the classroom. Other disruptions include late arrivals, early departures, and other behaviour deemed inappropriate by the instructor or other students. You should be aware that such disruptions may result in you being asked to leave a lecture or being barred from the course (which results in course failure). Any student who has a legitimate reason for leaving class early should inform the instructor at the beginning of the class and sit in a seat near the door to minimize disruption.

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**Academic Integrity - University Policy**

Academic dishonesty is a serious offense, with grave consequences. Students should acquaint themselves with the University’s policy on plagiarism, cheating, exam personation, (“Personation at Examinations” (Section 5.2.9) and “Plagiarism and cheating” (Section 8.1)) and duplicate submission by reading documentation provided at the Arts Student Resources web site.
at http://www.umanitoba.ca/faculties/arts/student/index.html. Ignorance of the regulations and policies regarding academic integrity is not a valid excuse for violating them.

Penalties for plagiarism and academic dishonesty are severe. The common penalty in Arts for plagiarism in a written assignment, test or examination is “F” on the paper and “F-DISC (Discipline)” for the course. For the most serious acts of plagiarism, such as the purchase of an essay or cheating on a test or examination, the penalty can also include suspension for a period of one to five years from registration in courses taught in a particular department in Arts or from all courses taught in the Faculty. The Faculty of Arts also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism. Group projects are also subject to the rules of academic dishonesty and group members must ensure that a group project adheres to the principles of academic integrity.

Avoiding Plagiarism

Plagiarism can be defined as passing off someone else’s work as your own. Plagiarism involves taking another person’s words (written or spoken), ideas, theories, facts (that are not considered general knowledge), statistics, artwork, etc. and presenting them as your own. Simply changing the wording of the information you are using still constitutes plagiarism if you do not acknowledge your source.

It is acceptable, and usually necessary, to present other people’s ideas in your work. However, to avoid plagiarizing, you must cite your sources diligently. You should provide an in-text citation in each of the following cases:

- any direct quotation of someone other than yourself
- any close paraphrases of statements by someone other than yourself
- any important ideas or points taken from another author’s work

If you copy the exact words of another author you must place these words in quotation marks and provide their source. But note that you do not have to quote someone directly in order to cite them! Your papers should be littered with citations even if they do not contain a single direct quotation.

GUIDELINES FOR WRITTEN WORK

1. All written work is to be typed in 12-point print, in Times New Roman or an equivalent font. Please do not use sans serif fonts such as Helvetica or Arial for the main body text of your written assignments; these fonts are for titles and headings only.

2. Your work should have one-inch margins and be double-spaced.

3. Each assignment should have a title page that includes your name, your student number, my name, and the number of the course. No binders or assignment covers please.
4. Please use in-text citations, e.g. (Weber 1978: 83) or (SOC 3450: 26 Jan 2014), to cite your work.

5. Each assignment must include a bibliography that lists your references alphabetically by author. Full bibliographic information must still be provided for sources in the course pack. Your bibliography should follow the American Sociological Association (ASA) format:


5. The maximum lengths recommended for each assignment do not include the title page or the bibliography.

6. Please use gender-inclusive language in your written assignments, even if your sources do not. However, please note that when quoting directly from other authors, you should not ‘correct’ their language to make it gender-inclusive.

Any term work that has not been claimed by students will be held for four (4) months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will become property of the Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures for disposal.

**Voluntary Withdrawal**

Last day for voluntary withdrawal from the course without academic penalty is **March 19th, 2014**. Students will have received grades amounting to at least 60% of their final grade by this date (except for late assignments).

**Student Support Services**

The University of Manitoba provides a number of support services to students that can help you to write your term papers, develop your study skills, or get through a stressful situation. Many of these services are described online at: http://www.umanitoba.ca/student
If you’re not already familiar with these services, I encourage you to spend some time getting to know about them; they can help you to improve your academic performance and to get the most out of your time at university. Some key resources include:

- **Student Counseling and Career Centre**  
  474 University Centre  
  (204) 474-8592  
  http://umanitoba.ca/student/counselling

- **Student Accessibility Services**  
  155 University Centre  
  (204) 474-6213  
  TTY: (204) 474-9790  
  Fax: (204) 261-7732  
  Email: student_accessibility@umanitoba.ca  
  http://umanitoba.ca/student/saa/accessibility/

- **Academic Learning Centre**  
  201 Tier Building  
  (204) 480-1481  
  http://umanitoba.ca/student/academiclearning/