

SOC 3450 A01 Sociological Perspectives on the Social Determinants of Health (3.0 credit hours)

Monday, Wednesday, Friday, 9:30-10:20 a.m.

Tier 214

On Treaty One territory, Anishinaabe traditional territory and homeland of the Metis Nation

Instructor: Dr. Laura Funk: Laura.Funk@umanitoba.ca

Office hours (307 Isbister) 10:30-11:30 Mondays

Prerequisite: A grade of "C" or better in SOC 1200

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.

General Course Information. Formal health care systems, though important, are not the primary determinant of the health of populations. Applying a sociological and a global perspective, in this course you will explore how “the circumstances in[to] which people are born, grow up, live, work and age” as well as broader institutional and social structural forces shape personal and population health, as well as disparities in health outcomes (World Health Organization, 2008). You will be prompted to challenge your assumptions about individual responsibility for health and illness, as you discover the importance of the social context for health and wellness. Through actively participating in this course, **you will be able to:**

- Demonstrate mastery of knowledge related to social and structural sources of inequity in the distribution of population health;
- Identify and apply basic terms, concepts and measures related to health, SDoH, population health and health inequalities;
- Explicate the importance of sociological knowledge and theories for understanding SDoH,¹ with examples;
- Appreciate the contributions of both quantitative and qualitative research to our knowledge about SDoH;
- Demonstrate the ability to apply sociologically-informed, theoretical thinking to understand how and why social determinants operate
- Drawing on examples and in your own words, explain how and why health-related issues are connected to social, political and economic forces, and can be understood in terms of equity and social justice;
- Discuss the implications of SDoH knowledge for attempts to improve population health and reducing health disparities between groups.

¹ Social Determinants of Health

Required Readings and Course Structure

The following table outlines the course structure, schedule and required readings. Readings are available online in D2L or through the university library e-journals. For those desiring a general textbook, the following is *recommended*: Raphael, D. (Ed.) (2016) *Social Determinants of Health: Canadian Perspectives* (3rd Ed.). Toronto, ON: Canadian Scholars Press².

Date	Module and Content	Required Readings (full references below)	Evaluation
Jan 3/5	Course expectations and introduction to core terms and concepts	Raphael (2006)	--
Jan 8/10/12	Introduction to SDoH theory and research Unnatural Causes Episode 1 (56m)	Cockerham (2005)	Summary1
Jan 15/17/19	Poverty and income inequality (neoliberalism, welfare state policy, globalization) Unnatural Causes Episode 6 (29min)	Coburn (2000)	Summary2
Jan 22/24	Gender (patriarchy, gendered norms)	Connell (2012)	Summary3
Jan 26	Test #1 (15%)		
Jan 29/31, Feb 2	Ethnicity, indigeneity and immigration (racism, colonialism, immigration policy) Unnatural Causes Episode 4 (29min)	Czyzewski (2011)	Summary4
Feb 5/7/9	Food security (policy, colonialism, sovereignty, corporations/globalization)	Dixon et al. (2007)	Summary5 (Test 1 back)
Feb 12/14/16	Employment and work (neoliberalism, policy, globalization, workplaces) Unnatural Causes Episode 7 (30min)	Benach et al. (2014)	Summary6
<i>*** Reading Break (no class Feb 19-23)***</i>			
Feb 26/28	Housing and place (policy, urbanization) Unnatural causes Episode 5 (29 min)	Bernard et al. (2007)	Summary7
March 2	Test #2 (15%)		
Mar 5/7/9	Education, early life, and literacy	Mirowsky & Ross (2005)	Summary8
March 12/14/16	The life course and aging	Dannefer (2003)	Summary9 (Test 2 back)
<i>Last date for voluntary withdrawal: March 16</i>			
March 19/21/23	Social environments, support and inclusion	Berkman et al. (2000)	Summary10
March 26/28,	Future directions and change	Hankivsky & Christoffersen (2008)	Summary11

² See also: Fernandez, L., MacKinnon, S., and Silver, J. (Eds.), (2015). *The Social Determinants of Health in Manitoba* (2nd Edition). Canadian Centre for Policy Alternatives: Winnipeg, MB.

April 2			
April 4			Test #3 (15%)
April 6			Participatory activity Final paper due (25%) Test 3 back

Required readings:

- Benach, J., Vives, A., Amable, M., Vanroelen, C., Tarafa, G., and Muntaner, C. (2014). Precarious employment: understanding an emerging social determinant of health. *Annual Review of Public Health*, 35, 229-53.
- Berkman, L.F., Glass, T., Brissette, I., & Seeman, T.E. (2000). From social integration to health: Durkheim in the new millennium. *Social Science and Medicine*, 51(6), 843-857.
- Bernard, P., Charafeddine, R., Frohlich, K.L., Daniel, M., Kestens, Y., & Potvin, L. (2007). Health inequalities and place: A theoretical conception of neighbourhood. *Social Science and Medicine*, 65, 1839-1852.
- Coburn, D. (2000). Income inequality, social cohesion and the health status of populations: the role of neoliberalism. *Social Science and Medicine*, 51, 135-146.
- Cockerham, W.C. (2005). Health lifestyle theory and the convergence of agency and structure. *Journal of Health and Social Behavior*, 46, 51-67.
- Connell, R. (2012). Gender, health and theory: Conceptualizing the issue in local and world perspective. *Social Science and Medicine*, 74(11), 1675-1683.
- Czyzewski, K. (2011). Colonialism as a broader social determinant of health. *The International Indigenous Policy Journal*, 2(1), Article 5. <http://ir.lib.uwo.ca/iipj/vol2/iss1/5>
- Dannefer, D. (2003). Cumulative advantage/disadvantage and the life course: cross-fertilizing age and social science theory. *Journal of Gerontology*, 58(6), S327-S337.
- Dixon, J., Omwega, A., Friel, S., Burns, C., Donati, K., & Carlisle, R. (2007). The health equity dimensions of urban food systems. *Journal of Urban Health*, 84 (Supplement 1), 118-129.
- Hankivsky, O., & Christoffersen, A. (2008). Intersectionality and the determinants of health: A Canadian perspective. *Critical Public Health*, 18(3), 271-283.
- Mirowsky, J., & Ross, C.E. (2005). Education, cumulative advantage, and health. *Ageing International*, 30(1), 27-62.
- Raphael, D. (2006). Social determinants of health: present status, unanswered questions, and future directions. *International Journal of Health Services*, 36(4), 651-677.

Evaluation

Three in-class tests will each constitute 15% of your final grade (total = **45%**). These tests cannot be missed for any reason other than serious illness or injury (medical note is required); make-up exams will consist of different questions. Tests are primarily non-cumulative in focus but will build on previous knowledge (especially theoretical knowledge). Tests will be a combination of multiple choice and short-answer questions. In your responses to short-answers, you will be asked to incorporate material directly related to that covered in lectures,

assigned readings and class activities. Dates: Jan 26 (exam #1); March 2 (exam#2); April 4 (exam#3). Each test will be 50 minutes in duration.

20% of your final grade will be based on **written summaries of your assigned weekly reading**. Highlight in your own words what you believe are the key points; identify contrast and comparison between readings; make connections to other class content where relevant; offer informed critique where appropriate. Each summary will be graded out of 5 marks based both on demonstrated comprehension of the article and its main points (3), presentation/writing (1) and quality of additional insight (1). Summaries must be no longer than one page, single-spaced. Summaries are due **in-class only** (on **the Wednesday** of each week). There will be **NO** late submissions, with **NO** exceptions. The best 10/11 will be counted towards your mark.

10% of your grade will be based on in-class participation based on ongoing observations made by Dr. Funk during class time. This includes both the level and quality of your contributions to discussions as well as your active participation in any class activities, and evidence of active listening to class content (e.g., not talking to your neighbour or surfing the internet).

A final paper (**8-10 pages, double spaced**) will constitute **25%** of your final grade. Select one health-related outcome of your choice (e.g., a disease, a chronic condition, a risk factor or health behaviour); find 8-10 academic sources (book chapters based on empirical research or peer reviewed journal articles based on empirical research) that connect various social determinants of health to this outcome. In your paper, synthesize the findings overall, in relation to each other, and in relation to class content; explain how each article/chapter links SDoH to that health outcome. Explain what gaps in knowledge remain unanswered by the articles, and where sociological concepts or theories may be helpful. Marks will be based on: clarity/presentation/flow (30%), selection of appropriate articles (5%); quality of critique (10%); the extent and quality of connections (e.g., compare, contrast, etc) between articles as well as between the articles and relevant sociological and class content (30%); comprehension of the content of the articles (10%); and overall quality of synthesis (15%). Graded papers will be available for pickup 2 weeks after they are submitted.

Grading Scheme: A+=90% and above; A=80-89%; B+=76-79%; B=70-75%; C+=66-69%; C=60-65%; D=50-59%; F=under 50%.

Student Conduct and Expectations

Missed Tests: Missed exams **CANNOT** be taken at a later date unless a valid medical note is provided within 1 week following the test. A missed test will result in zero for that test.

Late Assignments: Late assignments will not be accepted or graded. In **exceptional** circumstances an extension may be granted, provided you receive my permission **in advance**. Documentation (such as a doctor's note in the case of injury or illness) may be required.

Faith Holidays: I should be notified of your intended absence at least three weeks in advance, where special arrangements are needed to avoid jeopardizing your studies.

Disruptions: Disruptions due to excessive talking, texting, using a computer for non-course purposes, late arrivals, or early departures are distracting and inconsiderate! A student can use technology in class only for educational purposes approved by instructor and/or Disability Services. Students with legitimate reasons for early departure should inform me at the beginning of class. You may be required to leave class if you engage in disruptive activities; if you persist, you may be removed from the course altogether.

Academic Integrity: Acquaint yourself with University policies on plagiarism, cheating, exam personation and duplicate submission (Sections 5.2.9 and Section 8.1 in the calendar). Also see the “Academic Integrity and Student Conduct” tutorials at

http://umanitoba.ca/faculties/arts/student_resources_student_responsibilities_integrity.html

Ignorance of the regulations and policies regarding academic integrity is not a valid excuse for violating them. 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. The minimum penalty for plagiarism on a written assignment is F on the paper and may result in an F-DISC (discipline) for the course. This notation appears on the student’s transcript. For repeat violations, this penalty can also include suspension for the Faculty of Arts for a period of up to 1 year. The minimum penalty for academic dishonesty in a test is F for the test and an F-DISC (discipline) in the course plus a suspension from the Faculty of Arts for a period of one year. The F grade and disciplinary notation appears on the student’s transcript. For repeat violations, the penalty may include suspension from the Faculty of Arts for a period of up to 5 years.

Unclaimed Term Work Disposal: Any term work that has not been claimed by students will be held for four 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.

Copyrighted Material: Dr. Funk and the University of Manitoba hold copyright over the course materials, presentations and lectures that form part of this course. No audio or video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without my permission. Any copyrighted content that I use in this course is appropriately acknowledged and used in accordance with copyright laws and University guidelines.

Copyrighted works, including course materials created by me, are for your private study and research and must not be distributed in any format without permission. Do not upload copyrighted works to any website, unless an exception to the *Copyright Act* applies or written permission has been confirmed.

Class Communication: Students must activate an official University email account and use this email account for all communication to myself; acquaint yourself with the following policy: (http://umanitoba.ca/admin/governance/governing_documents/community/electronic_communication_with_students_policy.html).

Student Services

Campus and Disability Services: If you are experiencing difficulties with your studies or assignments, or have a disability or illness which may affect your course of study, you should discuss these issues with your instructor and/or one of the following Student Affairs offices as

soon as possible: Disability Services; Student Counselling and Career Centre; University 1; Learning Assistance Centre; English Language Centre.

Writing and Study Skills Support: The Academic Learning Centre (ALC) offers services free for UofM students that may be helpful as you fulfill the requirements for this course. You may meet with a study skills specialist to discuss time management, or strategies for reading, note-taking, and test-taking. You may also meet one-on-one with a writing tutor who can give you feedback at any stage of the writing process. Writing tutors can also give you feedback if you submit a draft online (online tutors require 48 hours, from Mondays to Fridays, to return your paper with comments.) For information, visit the ALC website

(<http://umanitoba.ca/student/academiclearning>), call 204-480-1481, or go to 201 Tier Building.

Student Accessibility Services (SAS): provides support and advocacy for students with disabilities of all kinds: hearing, learning, injury-related, mental health, medical, physical or visual. Students with temporary disabilities (e.g., sprains, breaks) are also eligible to use our services. SAS acts as a liaison between students and faculty, staff, or support agencies within the province of Manitoba. Please phone: 474-6213 (voice) or 474-9690 (TTY) for service.

Student Counselling Centre (SCC): offers individual, couple or family counselling in individual and groups formats. Please phone: 474-8592 or visit SCC at 474 University Centre.