



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

2020W – 9:30-10:20 MWF

LOCATION: 215 Tier

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

Office hours (307 Isbister) Fridays 10:30-11:30 (Appointments necessary)

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.

Required Readings and Course Structure

The following table outlines the course structure, schedule and required readings. Readings are available online in UMLearn or through university library e-journals. For those desiring a general

¹ Social Determinants of Health



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 6/8/10	Course expectations and introduction to core terms and concepts, methods	Raphael (2006)	--
Jan 13/15/17	Introduction to SDoH theory and research, continued. Unnatural Causes Episode 1 (56m)	Cockerham (2005)	Summary1
Jan 20/22/24	Poverty and income inequality (neoliberalism, welfare state policy, globalization) Unnatural Causes Episode 6 (29min)	Coburn (2000)	Summary2
Jan 27/29	Gender (patriarchy, gendered norms)	Connell (2012)	Summary3
Jan 31	Test #1 (15%)		
Feb 3/5/7	Ethnicity, indigeneity and immigration (racism, colonialism, immigration policy) Unnatural Causes Episode 4 (29min)	Czyzewski (2011)	Summary4
Feb 10/12/14	Food security (policy, colonialism, sovereignty, corporations/globalization)	Dixon et al. (2007)	Summary5 (Test 1 back)
Reading week Feb 17-21 no class			
Feb 24/26/28	Employment and work (neoliberalism, policy, globalization, workplaces) Unnatural Causes Episode 7 (30min)	Benach et al. (2014)	Summary6
Mar 2/4	Housing and place (policy, urbanization) Unnatural causes Episode 5 (29 min)	Bernard et al. (2007)	Summary7
March 6	Test #2 (15%)		
Mar 9/11/13	Education, early life, and literacy	Mirowsky & Ross (2005)	Summary8
March 16/18/20	The life course and aging	Dannefer (2003)	Summary9 (Test 2 back)
<i>Last date for voluntary withdrawal: March 18</i>			
March 23/25/27	Social environments, social capital, social support	Berkman et al. (2000)	Summary10
March 30 Apr 1	Intersectionality	Hankivsky & Christoffersen (2008)	Summary11
April 3	Test #3 (15%)		
April 6	Participatory activity Annotated bibliography due (20%) Test 3 back		

Required readings:

Benach, J., Vives, A., Amable, M., Vanroelen, C., Tarafa, G., & Muntaner, C. (2014). Precarious employment: understanding an emerging social determinant of health. *Annual Review of Public Health*, 35, 229-53.

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.



- 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 will build on previous knowledge (especially theory) and will include multiple choice and short-answer questions. You will be asked to incorporate material covered in lectures, assigned readings and class activities. Dates: Jan 31 (exam #1); March 6 (exam#2); April 3 (exam#3). Each test will be 50 minutes in duration.

5% of your grade will be based on **in-class participation** including the level and quality of your contributions to group discussions as well as your active, quality contributions to class activities.

30% of your final grade will be from **written summaries of your assigned weekly reading**. Summarize, in your own words, the key points; identify differences and similarities of each reading to others; make connections to something you learned in this course or in another course, a current event or personal experience; offer informed critique where appropriate. Each summary will be evaluated out of 10 marks, based both on demonstrated comprehension of the article and its main points, clarity of writing and quality of additional insight. Summaries must be no longer than one page, single-spaced. Summaries are due **in-class only** (on **the Monday** of each week). There will be NO late submissions, with NO exceptions. The best 10/11 will be counted towards your mark.



An **annotated bibliography (10-12 pages, double spaced)** will constitute **20%** 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) and find 8-10 relevant *empirical* studies (book chapters or journal articles based on analyses of research data) that connect social determinants of health to this outcome. Complete the template I will provide to summarize each article. Grades are based on: appropriateness of selected studies, clarity of writing, comprehension of the studies, and quality of critique and connections. These will be available for pickup 2 weeks after they are submitted.

Grading Scheme: A+=95% and above; A=85-94%; B+=80-84%; B=75-79%; C+=66-74%; C=60-65%; D=50-59%; F=under 50%.

Student Conduct and Expectations

Missed Quizzes or Tests: Missed weekly quizzes can NOT be made up at a later date, with no exceptions (the best 10/11 count towards your mark). A missed midterm exam cannot be taken at a later date unless a valid doctor's note is provided within 1 week. Requests for other special consideration must be made well **in advance** and/or supported by appropriate documentation. Make-up midterms are a *different* exam.

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

Disruptions: Disruptions due to excessive talking or early departures are distracting. Be considerate and respectful of the needs and rights of your classmates and instructor. Persistent disruption may result in disbarment from the course. Any student with a legitimate reason for leaving class early should inform the instructor at the beginning of class.

Academic Dishonesty: Acquaint yourself with the University policies on plagiarism and cheating (Section 8.1), exam personation (Section 5.2.9) and duplicate submission, at the Arts Student Resources web site.³ For instance, *the minimum penalty for academic dishonesty in a test or final examination is F for the test/exam and an F-DISC (discipline) for you in the course, plus a suspension from the Faculty of Arts for one year. The F grade and disciplinary notation appears on your transcript. Penalty for repeat violations may include your suspension from the Faculty of Arts for up to 5 years.* Ignorance of these regulations/policies is not a valid excuse for violating them.

Copyrighted Material: Dr. Funk and the University of Manitoba hold copyright over 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, without Dr. Funk's permission. The content I use is appropriately acknowledged and copied in accordance with copyright laws and University guidelines. Copyrighted works, including course materials created by me, are made available for 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.

Classroom Use of Technology: You can use technology in class only for educational purposes approved by myself and Disability Services. Avoid direct electronic messaging/posting activities, social networking online, etc., during class time - these are disruptive and you may be required to leave class. Some research has found that students who take notes using computers learn less and do more poorly in their classes.

Class Communication: As University policy⁴, you must activate an official University email account and use this for all communication to myself.

Unclaimed term work disposal: Any term work that you have not claimed will be held for four (4) months from the end of the final exam 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.

³ http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html

⁴ 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, discuss these issues with myself and/or one of the following offices as soon as possible: Disability Services; Student Counselling and Career Centre; University 1; Learning Assistance Centre; English Language Centre.

Student Accessibility Services (SAS): provides support and advocacy for students with disabilities of all kinds as well as students with temporary disabilities (e.g. sprains and breaks services. 474-6213 (voice) or 474-9690 (TTY).

Writing and Learning Support: Through the Academic Learning Centre, you can meet with a learning specialist to discuss concerns such as time management, learning strategies, and test-taking strategies. You can also schedule an appointment to meet one-to-one with a writing tutor who can give you feedback at any stage of the writing process. 204-480-1481 or by visit 201 Tier Building.

Student Counselling Centre: Contact them if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. 474 University Centre or S207 Medical Services 204-474-8592. SCC offers crisis services as well as individual, couple, and group counselling. **For 24/7 mental health support, contact the Mobile Crisis Service at 204-940-1781.**