

COURSE TITLE **Winter 2019**

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Lecture: Mondays 2.30- 4.20pm &
Wednesdays 1.30- 2.20pm (BSB-119)

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Course Description

Despite today's level of economic development and advancement in health technology, enormous inequalities in health persist both within and between countries. This course will introduce students to the key concepts, and theories that explain health inequalities at the individual, community, national and global levels. Using common examples of the intersections in health inequalities such as gender, ethnicity or race, we will critically analyze mechanisms through which health inequalities are produced, and sustained within societies.

Course Objectives

By the end of the course participants should be able to:

- Define social inequalities and health inequalities and how they relate to each other
- Identify the health inequalities that exist within the local communities, national and global contexts
- Describe and apply the common explanatory models of health inequalities to explain the existing health inequalities
- Critically reflect on the usefulness of the explanatory models of health inequalities
- Critically analyze and evaluate current policies and approaches to reducing the existing disparities in health

Required Materials and Texts

- Text Book: Bartley M. Health Inequality: An introduction to Theories, Concepts and Methods. 2017. Second edition. ISBN-13: 978-0-7456-9113-8 Polity Press, Cambridge. (The book is available in the book store; an e-book is also available for purchase online from Wiley publishers)
 - Additional readings will be available online

Class Format

The learning modes will include in-class and out of class components. The in-class component of the course will predominantly comprise of lectures and group discussions.

While attendance is not mandatory; attendance is required for maximum benefit from the different approaches to learning that will be used in this course. While the lectures will be based on power point slides; these are meant to provide highlights of the lecture, and are not detailed. Since lecture notes will not be available, students are encouraged to attend classes and take notes. Students are responsible for all material presented in class. Students who are unable to attend class are responsible for obtaining information about what is covered during the class, including notes, as well as any related discussions from their classmates.

Course Evaluation – Overview

The course will have the following components used for assessment:

- | | |
|---------------------|-----|
| 1. Group assignment | 30% |
| 2. Test | 35% |
| 3. Term Paper | 35% |

Course Evaluation – Details

Assignment 1 (35%), due Feb 12th 2020

The class will be divided into groups of 6-7 students. Over the period of the semester, students will be allocated a health inequality which they will work with in their groups. Each week, the groups will apply the discussed explanatory pathway to their allocated health inequality. This will be developed into a comprehensive report which will be submitted for grading (Details of the report will be discussed during the tutorial). These discussions will take place during the tutorials on Wednesdays. Students will evaluate each other's participation and contribution to the group project. These evaluations will be applied to the group grade.

Assignment/test 2 (35%), due March 9th 2020

The test will cover all the material covered until the date of the test. The test will comprise of multiple choice questions and short answer questions. The test will be completed during class time.

Assignment 3 (35%), due April 6th 2020

Final Paper

This paper will reflect on the group work but will seek to assess individual students' learning. Based on the provided resources and additional independent **scholarly references**, students will critically analyze the explanatory power of **any 2 of the etiological pathways in relationship to the allocated health inequality**. In to achieve this, after providing a brief overview, students will describe a health inequality that will be randomly allocated in class and explain how it varies within society. They will then identify any 2 of the etiological pathways that they think **are best suited** to explain the health inequality they are focusing on, and the 2 pathways to explain the selected health inequality and reflect on the strengths and weaknesses of using each of the pathways, identifying the pathway(s) that best explains the health inequality.

The final paper should be 10-12 double spaced Pgs. and based on at least 10 peer reviewed sources using APA referencing system. More details of the final paper will be discussed in class.

Weekly Course Schedule and Required Readings

Week 1 (Jan 6th)

Date – Exploring Health inequalities

Readings: None

Individual assignment: *Develop a ½ pg summary of a health inequality you have observed in life, describing how it is distributed.*

Date – (Jan 8th: tutorial)

Readings: None

Notes: Sharing the faces of health inequalities

Week 2 (Jan 13th)

Date – Definitions, and concepts: Social inequalities and Health inequalities at the Local, National and Global health inequalities

1. Text Book: Chapter 1 & 2
2. Arcaya MC., Arcaya AL. and Subramanian SV. Inequalities in health: definitions, concepts, and theories. *Glob Health Action* 2015, **8**: 27106 –
3. Readings: West P. (1998) *Perspectives on Health Inequalities: The Need for a lifecourse approach* Medical Research Council Social & Public Health Sciences Unit MRC Social & Public Health Sciences Unit, Occasional Paper; Pgs. 1-11

Date – Jan 15th- Tutorial

Review of the introduction and allocation of groups and group topics

EXPLAINING HEALTH INEQUALITIES

Week 3 (Jan 20th- 24th)

Date – Behavioral and cultural explanations

Readings:

1. Geyen, Dashiel J. Ed.D., M.P.H. (2012) "Behavioral Changes for African Americans To Improve Health, Embrace Culture, and Minimize Disparities," *ECI Interdisciplinary Journal for Legal and Social Policy*: Vol. 2: Iss. 1, Article Available at: <http://ecipublications.org/ijlsp/vol2/iss1/2>
2. Abel, T. & Frohlich, B.K.(2012). Capitals and capabilities: Linking structure and agency to reduce health inequalities. *Social Science & Medicine*,74(2),236-244

Jan 22nd Tutorial: *How can the behavioral and cultural pathway explain the allocated health inequality?*

Week 4 (Jan 27th- 31st)

Date – Model II: The Psycho- social model

Readings:

1. Text Book: Chapter 5
2. Elstad J. (1998). The Psycho-social Perspective on Social Inequalities in Health. *Sociology of Health & Illness*, 20 (5): 598-618

Jan 29th Tutorial: *How can the psycho- social model explain the allocated health inequality?*

Week 5 (Feb 3rd- 7th)

Topic: Model III: The materialist explanations

1. Text Book: Chapter 6
2. Blane, D.B., Bartley, M. & Davey Smith, G. (1997). Disease etiology and materialist explanations of socio-economic mortality differentials. *European Journal of Public Health*, 7,385-391.
3. Rajan, K., Kennedy, J., & King, L.(2013). Is wealthier always healthier in poor countries? The health implications of income, inequality, poverty, and literacy in India. *Social Science & Medicine*, 88:98-107

Feb 5th Tutorial: *How can the materialist model explain the allocated health inequality?*

Week 6 (Feb 10th – 14th)

Date – Model IV: Macro- social explanations

Readings: Text Book: Chapter 7

Feb 12th Tutorial: *How can the macro- social explanations explain the allocated health inequality?*

Notes: [GROUP ASSIGNMENT DUE DURING TUTORIAL TIME.]

Week 7 (Feb 17th - 21st)

Date – WINTER RECESS

Week 8 (Feb 24TH – 28TH)

Date – topic: Gender and Health Inequalities

Readings:

1. Text Book: Chapter 8
2. Richardson, E.T., Collins, S.E., Kung, T., Jones, J.H., Tram, K.H., Boggiano, V.L., Zolopa, A.R. (2014). Gender in equality and HIV transmission: A global analysis.

Journal of the International AIDS Society, 17(1),1-5. Retrieved from <http://www.jiasociety.org/index.php/jias/article/view/19035/3821>)

3. Griffith, D.M., Metz, J.M. & Gunter, K. (2011). Considering intersections of race and gender in interventions that address US men's health disparities. *Public Health*, 125(7), 417-423.

Feb 26th Tutorial: *How does the allocated health inequality vary across genders?*

Week 9 (March 2nd- 6th)

Date – **Race, Ethnicity and Health inequalities**

Readings:

1. Text Book: Chapter 9
2. Gee, G.C., Waslemann, K.M. & Brondolo, E. (2012). A life course perspective on how racism may be related to health inequities. *American Journal of Public Health*, 102(5), 967-974.
3. Sawyer, P.J., Major, P., Casad, B.J., Townsend, S.S. & Mendes, W.B. (2012). Discrimination and the stress response: Psychological and physiological consequences of anticipating prejudice in interethnic interactions. *American Journal of Public Health*, 102(5), 1020- 1026.

March 4th Tutorial: *How does the health issue you were allocated vary across races and ethnicities? And Revisions for the test*

Week 10 (Mar 9th – 13th)

Date – topic: **[In class Test]**

Readings: No readings assigned

March 11th Tutorial: Review of Test

Week 11 (Mar 16th – 20th)

Topic – Date – topic: **Health Inequality in the Life Course**

Readings:

1. Text Book: Chapter 10
2. Hatch, S.L. 2005 Conceptualizing and Identifying Cumulative Adversity and Protective Resources: Implications for Understanding Health Inequalities. *J Gerontol B Psychol Sci Soc Sci* 60 (Special Issue 2): S130-S134
3. Zlotnick, C., Tam, T.W. & Soman, L.A. (2012). Life course outcomes on mental and physical health: The impact of foster care on adulthood. *American Journal of Public Health*, 102(3), 534-540.

March 18th Tutorial: *How can the life-course pathway be used to explain the identified health inequality?*

Week 12 (Mar 23rd – 27th)

Date – topic: Health inequalities: Implications for Social Policy and research

Readings:

1. Text Book: Chapter 11
2. Bleich, S.N., Jarlenski, M.P., Bell, C.N. & LaVeist, T.A. (2012). Health inequalities: Trends, progress, and policy. *Annual Review of Public Health*, 33, 7-40
3. Marmot, M. & Bell, R. (2012). Fair society, healthy lives. [Supplement 1]. *Public Health*, 126, S4-S10.3.

March 25th Tutorial: *What are the policy implications for addressing the allocated health inequality?*

Week 13 (Mar 30th – April 3rd)

Date – topic: Semester and final paper review

Tutorial: **Final paper review**

Week 14 (April 6th- April 10th)

Date – Final paper due on April 6th.

Readings: None

Course Policies

Submission of Assignments

[Insert policy on format of assignments and how to be submitted]

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

[Insert policy on late assignments]

Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF)

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Authenticity / Plagiarism Detection

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L)

plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity.

Course Modification

The instructor reserves the right to modify elements of the course during the term. If any modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#), located at www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. [Student Accessibility](#)

[Services](#) can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

If you require this course outline in an alternate/accessible format, please contact the Department of Health, Aging & Society (ext. 27227 | e-mail: hasdept@mcmaster.ca).

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.