

COURSE TITLE **Winter 2021**

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Lecture: Tuesday @ 2.30- 4.20 pm

Tutorials: Thursdays 2.30- 3.20 pm

Location: ABB 136
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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 be online.

Course Evaluation – Overview

The course will have the following components used for assessment:

- | | |
|---------------------|-----|
| 1. Group assignment | 25% |
| 2. Tests | 40% |
| 3. Term Paper | 35% |

Course Evaluation – Details

Assignment 1 (25%), due March 1st

This is a group assignment. At the beginning of the semester, students will be divided into groups. Based on the individual exercises at the end of each lecture, students will share their individual application in their group; based on which the group will develop their collective application.

To facilitate this, each group will be allocated a specific health inequality which they will work with. Each week (Week 1- Week 8), they will apply the discussed etiological pathway to their allocated health inequality, and recommend an intervention, based on the pathway; as indicated at the end of each weekly session. This will be compiled into a comprehensive report which will be submitted for grading. Group discussions will have a dedicated time slot: during the tutorials on Wednesdays; when the instructor will be available to provide groups with feedback and respond to any questions. 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 (40 %)

You will complete 2 tests (@20%): The test will cover all the material covered until the date of the test (**Test 1: Week 1- Week 5; Test 2: Week 6- Week 10**). The test will comprise of multiple choice questions and short answer questions.

Assignment 3 (35%), due April 21st

Final Paper

This paper will reflect on the group work as well as material covered throughout the course. Students will reflect on the explanatory power of **the etiological pathways in relationship to the allocated health inequality and analyze the interventions that may be recommended, based on the pathway**. To achieve this,

1. Students will randomly be allocated a health inequality.
2. They will explain reasons why the allocated issue is considered an inequality by describing its distribution within the Canadian context, identifying which populations are most affected.
3. They will identify and apply any **one of the etiological pathways** (*Selection, Cultural behavioral, Psychosocial, Materialist, Macro-social*) that they think **best** explains the health inequality, to explain the health inequality within the Canadian context.
4. Students will then discuss one intervention they would recommend in dealing with the inequality, **based on the etiological pathway** they have used.
5. Students will critically analyze the strengths and weaknesses of the intervention they have identified, and reflect on the limitations on using a single pathway to address health inequalities.

The final paper should be 8-10 double spaced Pgs. Use at least 10 peer reviewed sources.

Weekly Course Schedule and Required Readings

INTRODUCTION TO HEALTH INEQUALITIES

Week 1 (Jan 11th): Expressions of inequalities in the media
(Individual Assignment on A2L)

Tutorial: Discussion of the media representation assignment

Week 2 (Jan 18th): Course overview and 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 – View:
<https://www.youtube.com/watch?v=zSquDQRjZv0>

Tutorial: Group allocation and introduction to the group assignment

EXPLAINING HEALTH INEQUALITIES

Week 3 (Jan 25th): Artefact and Natural selection

Readings:

1. Text Book: Chapter 2
2. West P. (1998) Perspectives on Health Inequalities: The Need for a life-course approach Medical Research Council Social & Public Health Sciences Unit MRC Social & Public Health Sciences Unit, Occasional Paper; Pgs. 1-11

Tutorial: How can the allocated health inequality be explained using the artefact or natural selection explanation? What interventions would you recommend based on this explanation?

Week 4 (Feb 1st): Behavioral and cultural explanations

Readings:

1. Text Book: Chapter 4
2. 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>

Tutorial: *How can the behavioral and cultural pathway explain the allocated health inequality? What interventions would you recommend based on this explanation?*

Week 5 (Feb 8th): 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

Tutorial: Review of material to date;

Week 6 (Feb 15th)

Test 1 (Feb 15th 3.30- 5.20pm (Content: Week 1-5))

Tutorial: *How can the psycho- social model explain the allocated health inequality? What interventions would you recommend based on this explanation?*

(Feb 21st- Feb 27th) – WINTER RECESS

Week 8 (March 1st): Topic: Model III: The materialist explanations

Readings:

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. West P. (1998) Perspectives on Health Inequalities: The Need for a life-course approach Medical Research Council Social & Public Health Sciences Unit MRC Social & Public Health Sciences Unit, Occasional Paper; Pgs. 12-14

Tutorial: *How can the materialist model explain the allocated health inequality? What interventions would you recommend based on this explanation?*

Week 9 (March 8th): Model IV: Macro- social explanations

Readings: Text Book: Chapter 7

Tutorial: Review and finalize Group assignment

Week 10 (Mar 15th): Gender and Health Inequalities

Readings:

1. Text Book: Chapter 8
2. Griffith, D.M., Metzl, 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.

Tutorial: *How might race be used to explain/ impact the health issue you were allocated? What interventions would you recommend to address gender inequalities?*

Notes: [GROUP ASSIGNMENT DUE]

Week 11 (March 22nd): 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.

Tutorial: **Review Week 6-10); prepare for Quiz.** *How might race be used to explain/ impact the health issue you were allocated? What interventions would you recommend to address racial inequalities?*

Week 12 (Mar 29th): Test 2 (March 29th 3.30- 5.20pm (Content: Week 5-10))

Tutorial: Allocation of final paper topics

Week 13 (April 5th): Health Inequality in the Life Course

Readings:

1. Text Book: Chapter 10
2. Hatch, SL. 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. West P. (1998) Perspectives on Health Inequalities: The Need for a life course approach Medical Research Council Social & Public Health Sciences Unit MRC Social & Public Health Sciences Unit, Occasional Paper; Pgs. 15-18

View

<https://www.youtube.com/watch?v=3OBFYIXmAwQ>

Tutorial: How does the health inequality you have been allocated affect individuals across their life course? What interventions would you recommend to address health inequalities from a life course perspective?

Week 14 (April 12th): Final paper review

Tutorial: View: <https://www.youtube.com/watch?v=8PH4JYf4Ns>

Week 15 (April 21st): Final paper due.

Course Policies

Submission of Assignments

All written assignments should be typed: 1.5 spacing, Font size: 12pt, have a title page with the topic that is discussed in the paper, student's name and number, and course number. Where references are used, you are required to use the citation and referencing guidelines from the American Psychological Association. These guidelines are contained in the publication, Publication Manual of the American Psychological Association (the references in the course guide roughly follow APA format).

Citations

I expect you to cite and properly reference any and all material taken from a secondary source. You must acknowledge every idea, fact, or analysis taken from another source and not just direct quotes. This includes ALL material that you use in your papers other than that based on your own ideas and analyses. This includes required course readings and paraphrases taken from a source. It is perfectly respectable to take an idea from another source and then develop that idea in your own way, or to use someone's method or structure and apply it to a new case so long as you indicate clearly what was derived from the original source and what is your own. Papers with poor referencing and acknowledgement or original sources will be marked down severely. Not acknowledging sources that you have used or acknowledging them only part of the time borders on plagiarism and may be treated as such. If in doubt, acknowledge the source.

Retention of work

I require that students keep ALL of their rough work for their essays and be able to produce this material on 24 hours' notice. In some cases, I will ask for this material to be submitted with your assignments. This includes rough notes, early drafts, etc. This is partly a protection for you. If there is any doubt over the grade assigned on a project, or if you decide to appeal a grade or if you happen to be charged with plagiarism, this work can provide a basis for settling the issue. Without it, you may not be given the benefit of the doubt. With it, the issue is easily resolved. You should keep this material until you have been notified of your grade for the course and decided that you are not going to appeal any grades. If you are using a word-processor, keep both your rough notes and early drafts.

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

Assignments are to be submitted on A2L on, or before, the due date indicated. All assignments must be completed in order to pass the course. All papers submitted after the due date will be assessed at a 5% per day penalty.

Weekends will be treated as one day late. Please note that extensions will be permitted only if discussed with the instructor BEFORE the due date. If you are unable to hand-in a paper because of illness, please consult with the Dean's Office.

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.

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”.

Copyright And Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

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

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Academic Accommodation of Students With Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

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 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.