

HLTH AGE 1AA3: INTRODUCTION TO HEALTH AND SOCIETY Term 2 Winter 2019

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Lecture: Mon. and Thurs. at 12:30 p.m.
and Tues. at 1:30 p.m. Tutorials begin
the week of Jan. 21. The Tues. class will
be dropped the week of Jan. 28 to
accommodate tutorials. The Tues. class
can be re-activate for special
presentations and you will be notified in
class regarding this in advance.
Room: CNH 104

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Course Description

This course introduces students to the study of health, illness and health care from social, cultural, political and economic perspectives. Its objectives are to encourage students to think critically about relevant health and health care issues. The aim is not to find definitive answers but to develop an informed and open-minded stance. Overall the course is intended to prepare students for higher level courses with the Department of Health, Aging and Society.

Given the range of possible topics, the instructor reserves the right to make decisions regarding course content alterations as the term progresses. Students will be encouraged to relate all materials, theories, themes, concepts and issues to their own experiences. Open forums of discussion are encouraged so that students may develop an objective and critical stance given the status of health, aging and society.

Course Objectives

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

- Think critically about the social determinants of health.
- Discuss the theoretical approaches to health studies.
- Analyze and identify the impact of historical and present day values on our everyday health.
- Research, debate and write a comprehensive paper related to health studies issues.
- Differentiate and distinguish various systems of health care globally.
- Articulate a critical stance on health and well-being and evaluate the status of Canadians within this context regarding their hopes and dreams for a healthy future.

Required Materials and Texts

- Custom courseware. Hlth Age 1AA3: Introduction to Health Studies. (2019)
- Gillett, James. (2011). *A grassroots history of the HIV/AIDS epidemic in North America*. Spokane, Washington: Marquette Books LLC.
- Gillett, J., Andrews, G.J., Savelli, M., (2016). *Health and society: critical perspectives*. Oxford University Press: Canada.
- Northey, M., Tepperman, L., & Albanese, P. (2012). *Making sense (6th ed.)*. Canada: Alfred A. Knopf.
- iClickers interactive device – recommended but not mandatory (I will be borrowing iClickers from the library so we will have some at class to share)

In addition:

- [Avenue to Learn](http://avenue.mcmaster.ca/) (<http://avenue.mcmaster.ca/>)

- Course information will be available through Avenue to Learn i.e. lecture overheads, rubrics for marking presentations/essays, marks, APA citation information not found in the text, and news items will be posted there.

Class Format

The tutorial slots are as follows, and they will be assigned to you:

- T01 – Fri, 9:30AM-10:20AM, IWC_224
- T02 – Fri, 9:30AM-10:20AM, MDCL_1008
- T03 – Fri, 9:30AM-10:20AM, ETB_224
- T04 – Tues, 2:30PM-3:20PM, ETB_227
- T05 – Fri, 10:30AM-11:20AM, IWC_224
- T06 – Fri, 3:30PM-4:20PM, ETB_224
- T07 – Fri, 3:30PM-4:20PM, ETB_237
- T08 – Fri, 9:30AM-10:20AM, ETB_237

Course Evaluation – Overview

1. Online quiz on Avenue - 5%, due Feb. 28 latest
2. Tutorial attendance and participation -15%
3. Small group tutorial presentation/discussions – 10%
4. Draft Paper – 10%, due Feb. 11-15 (as assigned by TA)
5. Formal Paper- 20%, due March 28
6. Final Exam - 40%

Course Evaluation – Details

Assignment 1: Online quiz on Avenue (5%), due by Feb. 28th 2019

Please attend the librarian's in class presentation tentatively Week 2 or Week 3 (date to be announced) and review the [information on plagiarism](#) that you can access on the following link below provided by the Integrity Office before attempting the quiz.

<http://www.mcmaster.ca/academicintegrity/students/index.html>

As you progress through the quiz, you will encounter other links as well for you to review. You have multiple attempts to complete the quiz so that you may **score a perfect mark 46/46 to receive the 5 grades allotted to this exercise. No part marks will be distributed.** The deadline for successfully completing the quiz will be Feb. 28th 2019

Assignment 2: Tutorial attendance and participation (15%)

Students can receive up to **5%** for **attendance** at all tutorials.

Students who **actively participate in a meta-analytical manner** in tutorials can receive up to another **10%**.

Students are asked to put all computers and cell phones away during tutorials. Students in violation of this request will be penalized and lose participation grades for negative participation.

Assignment 3: Small group tutorial presentation/discussions (10%)

Students will form small groups of 1- 2 (depending on the number of students in the tutorial) and present **researched, analytical arguments** for their position on a topic related to the course. Each group will select a topic from the list of options in Appendix A [note that many of these broadly relate to the sections in the Gillett (et al) text, the Gillett text, courseware or lectures]. Each person in the group will present their specific position for approximately 5 - 10 minutes and will be marked individually. Each person must present a position that differs in content from the other person presenting with them. Groups will present their arguments to the entire tutorial during their assigned week. Each group of individual presentations need not be more than 30 minutes long all combined. After all the presentations, the presenters will answer questions from the floor. Specific students in the tutorial will be asked to begin this part of the tutorial discussion with a well thought out set of questions (note this random selection of participants to raise questions is also to count as part of a student's participation grade). The remaining students in the tutorial may then voice their questions.

Each student presenting must submit an outline of their presentation along with at least three peer-reviewed references used in the presentation (texts or journal articles only and properly referenced APA style) no later than noon the day before their scheduled presentation. It is to be e-mailed to their tutorial leader. If a student fails to meet this requirement, marks will be lost for lateness.

Students need not use power point or visual aids.

Assignment 4: Draft Paper (10%), due Feb. 11th – 15th (as assigned by TA)

Students who choose to do the same topic for their presentation and present together in tutorial must present their own material and write their own draft paper based on their own individual research. However, you may opt to choose a topic other than what you completed for your presentation/discussion with the approval of your tutorial leader (the list of topics is in Appendix A. The **draft paper** will include your **thesis statement and one or two arguments** supporting your position on the topic (this should be approximately two to two and a half pages excluding the title page and reference page). Your teaching assistant will provide **feedback on content, structure and style**. Students will then have an opportunity to improve their written work based on this feedback prior to handing in the **final and full paper which includes all your arguments/discussion addressing your topic**.

The paper is to have a cover page with the title of the assignment as a running heading with then five spaces and the page number (see Avenue for the template), the title of your topic, your name and ID number, course name and number, instructor's name, tutorial leader's name, tutorial section i.e. Tutorial 4, your name, and the due date.

You must also attach a reference page listing at least three peer reviewed references used in the draft paper (texts and journal articles only and properly referenced APA style).

DUE DATE: Draft paper - the week of Feb. 11th – 15th during the time specified by your tutorial leader.

Late papers will be penalized three (3) grades per day including weekends. The paper must also be copied into the drop box on Avenue for marking. Late submission to the drop box may also be penalized three (3) grades per day including weekends.

Assignment 5: Formal Paper (20%), due March 28th

Building on your draft paper and the comments provided, students will be expected to submit a 5 page '**Formal Paper**' (this is five pages excluding the cover page and bibliography). You will need to **connect your thoughts to the course material, text/courseware and other academic literature. Remember that the paper is to discuss your topic and draw some insightful conclusions.**

You must submit at least **six to eight peer reviewed references** used in the formal paper (texts or journal articles only and properly referenced APA style).

The paper will be marked on content (analytical depth, coverage/breadth, and range of sources – 50%) structure (organization, logic, flow – 20%) and style (APA style, spelling, grammar - 30%) This rubric will be discussed in tutorials and a copy will be available on Avenue.

The paper is to be submitted on the due date as specified in the course outline below.

The paper is to have a cover page with the title of the assignment (Formal Paper), the title of your topic, students name and ID number, instructor's name, tutorial leaders name, tutorial section i.e. Tutorial 4, and the due date (see template on Avenue).

DUE DATE: Final Formal Paper is due March 29th and to be handed in to me at my office between the hours of 10:00 a.m. to 12:00 noon or 2:00 p.m. to 4:00 p.m. You will sign in verifying that you have formally handed the paper in to me.

Late papers will be penalized three (3) grades per day including weekends. The paper must also be copied into the drop box on Avenue for marking. Late submission to the drop box may also be penalized three (3) grades per day including weekends.

Assignment 6: Final Exam (40%)

A multiple choice final exam (the exam may include some critical thinking true and false questions) will be written during the exam period as scheduled by the Registrar's office. It will be based on the content of the lectures, videos viewed, and readings for the course. We will be doing example questions throughout the term using the iClickers in preparation for the final exam.

Weekly Course Schedule and Required Readings

Week 1 (Jan. 7, 8 & 10)

Course Outline: Introduction to Health Studies and Critical Thinking

Readings from the courseware:

- Jackson, W. (1995). "Key Methodological Approaches in the Social Sciences"
- Stone, D. (2002). "Excerpts From Policy Paradox: The Art of Political Decision Making"

Suggested Readings for Gillett, Andrews and Savelli text:

- Chapter 1 (pgs. 5-7, Pg. 10)

Week 2 (Jan. 14, 15 & 17)

Introduction to Health Studies: Culture, Health and Health Care

Readings from the courseware:

- Kleinman, A. (1980). "Health Care Systems as Forms of Social and Symbolic Reality: The Cultural Construction of Clinical Reality"
- Kleinman, A. (1980). "Inner Structure of Health Care Systems"
- Jackson, W. (1995). "Key Methodological Approaches in the Social Sciences"
- Stone, D. (2002). "Excerpts From Policy Paradox: The Art of Political Decision Making"

Suggested Readings for Gillett, Andrews and Savelli text:

- Chapter 2, 3 & 4. Chapter 2 pgs. 22 -24, Chapter 3 pgs. 35 – 49.

Week 3 (Jan. 21 & 24)

Jan. 21, 22 & 24 – Culture, Health and Health Care (con't)

Readings from the courseware:

- Kleinman, A. (1980). "Health Care Systems as Forms of Social and Symbolic Reality: The Cultural Construction of Clinical Reality"
- Kleinman, A. (1980). "Inner Structure of Health Care Systems"
- Jackson, W. (1995). "Key Methodological Approaches in the Social Sciences"
- Stone, D. (2002). "Excerpts From Policy Paradox: The Art of Political Decision Making"

Suggested Readings for Gillett, Andrews and Savelli text:

- Chapter 4, pgs. 66 - 72

Week 4 (Jan. 28 & 31)

Historical and Modern Medical Culture

Readings from the courseware:

- Davis-Floyd, R.E. (1997). "Gender and Ritual: Giving Birth the American Way"

Suggested Readings for Gillett, Andrews and Savelli text:

- Chapter 3, pgs. 36 - 49

Notes:

- Assignments: Group 1 and 2 discussions.

Week 5 (Feb. 4 & 7)

Fear and Illness Across Culture; Mental Health

Readings from the courseware:

- Boddy, J. (1992). "Comment on the Proposed DSM-IV Criteria for Trance and Possession Disorder"
- Ward, M. (1999). "Excerpts from A World Full of Women"

Suggested reading for Gillett, Andrews and Savelli text:

- Chapter 4, pgs. 72 -77

Notes:

- Assignments: Group 3 and 4 discussions.

Week 6 (Feb. 11 & 14)

Healing and Healers Across Cultures: Complementary and Alternative Therapies/Medicine

Readings from the courseware:

- Kinsley, D.R. (1996). "Healing in Contemporary North American Christianity"

Suggested reading for Gillett, Andrews and Savelli text:

- Chapter 11

Notes:

- Assignments: Groups 5 and 6 discussions.
- **Draft papers due Week 6 (Feb. 11 to 15) and handed in as instructed by your individual tutorial leader**

Week 7 (Feb. 18 - 22)

SPRING BREAK - ENJOY

Week 8 (Feb. 25 & 28)

The Canadian Health Care System

Readings from the courseware:

- Taylor, M.G. (1978). "Chapter One: The 1945 Health Insurance Proposals: Policymaking for Post-war Canada"
- Hans-Ulrich Deppe. (2009). "The Nature of Health Care: Commodification versus Solidarity"
- Segall, A. & Chappell, N. (2002). "Chapter 3: Social Structure and Health"

Suggested reading for Gillett, Andrews and Savelli text:

- Chapters 5, 9 and 10

Notes:

- Assignments: Groups 7 and 8 discussions.

Week 9 (March 4 & 7)

Population and Public Health

Readings from the courseware:

- Albritton, R. (2009). "Between Obesity and Hunger: The Capitalist Food Industry"

Suggested reading for Gillett, Andrews and Savelli text:

- Chapter 10, pgs. 184 - 191

Notes:

- Assignments: Groups 9 and 10 discussions.

Week 10 (March 11 & 14)

Pharmaceuticals and Privatization

Readings from the courseware:

- Robinson, J. (2001) "Big Pharma"

Suggested reading for Gillett, Andrews and Savelli text:

- Chapter 12

Notes:

- Assignments: Groups 11 and 12 discussions.

Week 11 (March 18 & 21)

Global and International Health

Readings:

- Gillett, James. (2011). A grassroots history of the HIV/AIDS epidemic in North America. Spokane, Washington: Marquette Books LLC.

Notes:

- Assignments: Group 13 and 14 discussions.

Week 12 (March 25 & 28)

Aids and Mobilization: A Private and Public Effort

Readings:

- Gillett, James. (2011). A grassroots history of the HIV/AIDS epidemic in North America. Spokane, Washington: Marquette Books LLC.

Notes:

- Assignments: Group 15 and 16 discussions
- **FORMAL PAPERS DUE: FORMAL PAPERS ARE DUE MARCH 29TH AND ARE TO BE HANDED INTO ME AT MY OFFICE ON THAT DAY BETWEEN 10:00 A.M. TO 12:00 NOON OR 2:00 P.M. AND 4:00 P.M.**

Week 13 (April 1, 2 & 4)

Aids and Mobilization: A Private and Public Effort

Readings:

- Gillett, James. (2011). A grassroots history of the HIV/AIDS epidemic in North America. Spokane, Washington: Marquette Books LLC.

Notes:

- **TUESDAY CLASS REINSTATED TO FACILITATE REVIEW TIME**
- Assignments: Group 17 and 18 discussions.

Week 14 (April 8 & 9)

Wrap up and review

Notes:

- **TUESDAY CLASS REINSTATED TO FACILITATE REVIEW TIME**
- **Test and examination ban period – Wednesday, April 3rd to Wednesday, April 10th (no tests or exams may be held during class time)**

Course Policies

Technical Requirements

This course will have materials, announcements, grades etc. posted online using [Avenue to Learn](http://avenue.mcmaster.ca) (aka Avenue) - McMaster's online learning management system. System and software requirements can be found at <http://avenue.mcmaster.ca>

Submission of Assignments

Please note the instructions for submission of work listed under the [Course Evaluation – Overview](#) and under [Weekly Course Schedule and Required Readings](#) sections. All items are clearly noted with regard to the due date and protocol for submission.

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

As stated in the course outline under [Course Evaluation – Overview](#), all late papers, presentations etc. will lose 3 grades per day including weekends.

Missed Exams, Course Requirements

Should a student miss a test, or presentation, they must notify the tutorial leader and myself immediately by phone or e-mail. The student must read the information regarding deferred exams/term work. The student absence form online must be filled out only if the work missed is less than 25% of the student's final overall grade.

ALL STUDENTS MUST COMPLETE THE MIDTERM WORK. NO ONE MAY MISS THE PRESENTATION OR FAIL TO HAND IN THE DRAFT PAPER OR FORMAL PAPER AND ASSUME THE FINAL EXAM WILL COUNT FOR MORE. THIS IS NOT PERMITTED IN THIS COURSE.

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.

Podcasting

The lectures will be up on podcasts and it will be explained in class how these podcasts will be made available to you. This experimental learning tool is not intended for long distance learning. Anyone using it in this manner is at risk for problems should a podcast not take or a suspension of the experiment be introduced. The podcasts will be provided at the midpoint in the course for lectures up until then and then the remainder of the course will be posted just a week prior to the exam period. Should you have problems accessing the podcasts once they are posted, you may speak to me and I will direct you to someone who may help you. You need to explain the problem you are having and we will help you. Please note that I will not provide notes for podcasts that fail. It is the student's responsibility to make sure they have a full set of lecture notes.

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 Policy for [Academic Accommodation of Students with Disabilities](#).

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.

Review of Marks

We are very diligent in marking all work in the course making sure all is fair and accurate. Occasionally students disagree with the marks they receive for an assignment. To have your assignment reviewed, please adhere to the following procedure.

1. Write a one-page memo describing in detail the nature of the review.
2. Submit the memo (hard copy) with your marked assignment to your teaching assistant.
3. Please make sure to submit your assignment for review no later than one week after receiving your mark and after carefully reviewing the markers comments.
4. Keep in mind that when a mark is reviewed, the new mark may be lower than the original.
5. If after this review you continue to dispute the mark, you may submit an appeal to the instructor. Please make sure to submit the one-page memo explaining the nature of your disagreement, the original assignment and the written feedback provided by your T.A.

The Student Code of Conduct

[The student code of conduct](http://judicialaffairs.mcmaster.ca/student_code_of_conduct.html) is available at the following link:
judicialaffairs.mcmaster.ca/student_code_of_conduct.html

Please note that all students are expected to participate in a professional manner. Failure to do so can result in specific consequences.

Part-Time Students

Part-time students who are attending university for the first time are encouraged to speak to me if you have any questions or concerns. I am very willing to see that you are referred to the proper people so that you may be facilitated along your career here at the university.

The McMaster Association of Part-time Students is located in the McMaster University Student Centre, Room 234. The office may be reached by calling (905) 525-9140, ext. 22021.

Welcome to 1AA3!

I look forward to working with you this term. If you should need any questions answered, please do not hesitate to call me at home (905) 637-2787 and I will be happy to discuss them. If you need to see me, I am at class at least fifteen minutes before lecture, and I am usually available after class as well. I also have regular office hours on Mondays and Thursdays from 4:45 p.m. until 6:00 p.m. If the time frames mentioned do not fit your schedule, we can make an appointment for another time slot. My office extension is 27897 or you may e-mail me at gvoros@mcmaster.ca **When you write your e-mail please include your full name, student number and the course code for the class you are attending. You must make an appointment for a meeting.**

I will be checking my e-mail regularly and try to respond within 24 hours. Again, welcome to 1AA3!

APPENDIX ONE

Tutorial Presentation/Discussion and Formal Paper Topics:

- A. Health and health care are culturally relative and this cultural relativity can play a positive role in the wellness of the society.
- B. Health and health care are not always positively impacted by cultural practices. In fact, certain cultural practices can undermine the positive potential of good formal bio-medical medicine, which contributes to the wellness in society.
- C. We all have a moral responsibility for our own health and behaviour and we should be held accountable.
- D. The state should take full responsibility for our health, whatever our behaviours.
- E. Media/television based health information or medicine is useful.
- F. Media/television based health information or medicine is misleading and not helpful.
- G. Complementary/alternative medicine (popular sector and folk sector) should be formally provided as part of mainstream health care.
- H. Complementary/alternative medicine (popular sector and folk sector) should always be privately funded on the part of the individual who decides they want to try an alternative source.
- I. Health care is a commodity best allocated by markets as socialized medicine is not sustainable.
- J. Health care is socially necessary, so it is best allocated/provided by governments.
- K. There is nothing wrong with big pharmaceutical companies as they have the public's best interests in mind and are making strides to facilitate wellness.

- L. There is everything wrong with big pharmaceutical companies as they prove to have only their profits in mind and social wellness is marginalized.
- M. Health care systems and policy should specialize and prioritize for minority and disadvantaged groups in order to ensure inclusive wellness in society.
- N. No one group should be a larger focus of attention and resources than another in the health care systems and policy.
- O. Global health should be of great concern to Canadians.
- P. Global health should not be of great concern to Canadians (we have enough problems).
- Q. Stigma related to health issues is no longer a problem in our society.
- R. Stigma related to health issues is still a huge problem in our society.
- S. Marihuana should be legalized in Canada
- T. Marihuana should not be legalized in Canada
- U. Canadian's should have the right to choose to end their lives if they are suffering from incurable disease or illness. Euthanasia should be legalized.
- V. Canadian's should not have the right to choose to end their lives if they are suffering from incurable disease or illness. Euthanasia should not be legalized.
- W. Safe injection sites for drug addicts should be provided for and sponsored by the state.
- X. Safe injection sites for drug addicts should not be provided for and sponsored by the state.

Y. Medical tourism is a positive for overall health and well-being.

Z. Medical tourism is a negative for overall health and well-being.