

HLTH AGE 1AA3: INTRODUCTION TO HEALTH AND SOCIETY

Term Summer 2022

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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.

To provide an overview of health studies as a discipline, this course explores the field of critical health studies and examines how health, illness, wellness, and wellbeing are socially constructed. Importantly, this course introduces students to the concept and the reality of the social determinants of health. Further, the class will be introduced to the politics and ethics of health and healthcare, health care advocacy and social health movements and how these serve particular communities. This course will then investigate healthcare systems, policies and health consumerism and finish by examining globalization, and alternative approaches to health and healthcare

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.
- Possess an understanding of healthcare systems and health consumerism in order to identify how these systems affect individual and population health
- 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.
- Identify the impacts of globalization on health and illness and recognize alternative forms of healthcare in society.
- Demonstrate their critical personal reflection skills through the completion of a written reflection on their personal learning and engagement with course material.

Required Materials and Texts

- Custom courseware. Hlth Age 1AA3: Introduction to Health Studies. (2022)

- Gillett, J., Andrews, G.J., Savelli, M., (2016). *Health and society: Critical perspectives*. Oxford University Press: Canada.

Class Format

Lectures will be given in person in the regular class time on Mondays and Wednesdays from 5:30 p.m. to 8:00 P.M. in HH 302. Lectures may include the use of video clips, audio, social media, or special guests, when applicable, to illustrate course material and provide current examples. There will often be in-class discussions and small group activities for students to participate in together, to demonstrate engagement and experience with course material covered in lecture and in the readings. Students are encouraged to participate in class discussions, where inspiration for written assignment topics and examples used in the tests often come from.

This course will use Avenue to Learn (<http://avenue.mcmaster.ca/>). Please check the website frequently for class announcements and other important information. We may be using the site for posting of grades. More information will be provided in class. It is strictly prohibited to post, distribute, transmit, copy, etc., lecture and tutorial material/notes in any shape or form (electronically, audio, etc.,) outside of Avenue to Learn and the SAS notetaking program. This includes but is not limited to online note sharing sites, Facebook, YouTube, Google documents, etc.,. If you miss the notes from a particular class, there is a discussion board in Avenue where you can connect with classmates to obtain the missed notes.

Course Evaluation – Overview

1. **Test 1** - 25%, due Wednesday July 6th, 2022
2. **Individual written assignment** – 30% due Wednesday July 20th, 2022
3. **Test 2** – 30%, Wednesday July 27th, 2022
4. **Attendance and participation** – 5%, class attendance and participation in groups activities and class discussion will be evaluated throughout the term.
5. **Final reflection paper** – 10% reflection paper on course content and learning, due in class Wednesday August 3rd, 2022.

Course Evaluation – Details

Test 1 (25%), Wednesday July 6th, 2022

This test will consist of multiple choice and true/false questions and will test your knowledge of both lecture material (including any content viewed or discussed in lecture) and assigned readings.

The test will be an in-class test. If the test is missed, only Faculty-approved absences will be offered for a re-write. As the test is worth 25%, students must visit their respective Faculty office with appropriate documentation for the faculty to review as the test is not eligible for an online MSAF. If faculty approval is obtained, the make-up date for the test is **Monday July 11th, 2022**. No other date or time will be offered. It is your responsibility to attend scheduled test dates

Individual written assignment (30%), Wednesday July 20th, 2022

For this assignment, students will select a current issue or problem that has an impact on health within Canadian society, and connect it to a topic from the course, such as social determinants of health, social justice, or health consumerism.

Each student will write a formal paper (5-6 pages, double-spaced, not including cover page and reference page) geared towards an academic, governmental, or policy-making audience. The paper must be formally structured, including a thesis statement, and students must consult at least 5 external sources (in addition to the textbook) to support their thesis, 3 of which must be scholarly, peer-reviewed sources, and 1 of which must be a news media source describing the current issue. The paper must use APA format and referencing style and include an APA cover page and reference page. More information, including assignment guidelines, will be posted on Avenue to Learn, and reviewed in class.

Test 2 (30%), Wednesday July 27th, 2022

The final test is cumulative and will consist of multiple choice, true/false and short answer questions. Student knowledge and engagement with both lecture material (including any content viewed or discussed in lecture) and assigned readings will be tested.

If the test is missed, only Faculty-approved absences will be offered consideration for a re-write. As the test is worth 30%, students must visit their respective Faculty office with appropriate documentation for the faculty to review the test is not eligible for an online MSAF. If Faculty approval is obtained, the make-up date for the test is August 3rd, from 6:00 – 8:30 p.m. No other date or time will be offered.

Attendance and participation (5%)

Students' attendance will be recorded at the beginning of each class. Student participation will be evaluated based on quality of engagement in class discussions.

Final reflection paper (10%), Wednesday August 3rd, 2022

Students will prepare and submit a FOUR-page reflection paper. This paper will give students an opportunity to reflect in first person one on the course content and how it relates to their experience or helped them understand 'real life' situations they were confronted with. The evaluation of this assignment will be based on the student's ability to reflect on the course content and connect it to their own experience. Students will reflect on whether knowledge gained from the course helped them to better understand their own real-life experiences or did not help and why. While this paper is to be written in a personal and subjective manner (in first person), it is still expected to reflect clear, coherent writing, and proposer sentence structure, grammar, spelling, etc.

Weekly Course Schedule and Required Readings

Week 1 (Monday, June 20th & Wednesday June 22nd)

Monday, June 20th – Introduction to 1AA3 and Course Expectations

Readings: None assigned

Notes: An opportunity ask questions about the course syllabus and assignments

Wednesday, June 22 – Introduction to Critical Health Studies and Disciplinarity

Readings: Chapters 1 & 2 of the textbook

Week 2 (Monday June 27th & Wednesday June 29th)

Monday June 27th – The Social Construction of Health

Readings: Chapters 3 & 8 of the textbook

Conrad, P. & Barker, K. K. (2010). The social construction of illness: Key insights and policy implications. *Journal of Health and Social Behavior*, 51(S), S67-S79.

Notes: In-class review of individually written assignment instructions

Wednesday June 29th – The Social Determinants of Health – Introduction

Readings: Chapter 10 of textbook

Raphael, D. (2016). Social determinants of health: Key issues and themes.

Social Determinants of Health, 3rd Edition (pg. 3-31). Canadian Scholar.

Raphael, D. (2016). Social structure, living conditions, and health. *Social Determinants of Health, 3rd Edition* (pg. 32-56). Canadian Scholar.

Week 3 (Monday July 4th & Wednesday July 6th)

Monday July 4th – Social Determinants of Health – Culture and Identity

Readings: Chapters 4 & 5 of textbook

Lynch JW., Kaplan DJ., & Solonen JT. (1997). Why do poor people behave poorly? Variation in adult health behaviors and psychosocial characteristics by stages of the socioeconomic life course. *Social Science & Medicine*, 44(6), pages 809–819.

Notes: Test one review in class

Wednesday July 6th – test one & Colonialism and Indigenous Health

Readings: None

Notes: Test one will be held in the first half of class, followed by lecture

Week 4 (Monday July 11th & Wednesday July 13th)

Monday July 11th – Politics, Social Justice, and Ethics

Readings: Chapters 6 & 14 of the textbook

Wednesday July 13th – Healthcare Systems and Health Consumerism

Readings: Chapters 9 & 12 of the textbook

Week 5 (Monday July 18th & Wednesday July 20th)

Monday July 18th – Globalization and Health

Readings: Chapter 7 of textbook

Labonté, R. Mohindra, K. & Schrecker, T. (2011). The growing impact of globalization for health and public health practice. *Annual Review of Public Health*, 32, 263-83.

Wednesday July 20th – Alternate Healing Paradigms

Readings: Chapter 11 of textbook

Notes: Individual written assignments are due at the beginning at class

Week 6 (Monday July 25th and July 27th)

Monday July 25th – Health Care Technology

Readings: Chapter 13 of textbook

Notes: Test two review in-class

Wednesday July 27th – test two

Readings: None assigned

Week 7 (Wednesday August 3rd)

Wednesday August 3rd

Readings: None assigned

Notes: Students will write and submit a reflection paper on their learning in the course and how it is connected to their own experience or helped them to better understand 'real life' situations they were confronted with. Course evaluations will be made available to students to complete.

Course Policies

Submission of Assignments

Written assignments should be typed and double-spaces in 12-point Time New Roman font. Please submit your assignments in the drop-box that will be created on Avenue to Learn. Emailed assignments will not be accepted. More details regarding when and where to submit your assignments will be reviewed in class.

Assignments and exams are marked fairly and carefully. However, if a student disagrees with their mark, the following procedure will be followed:

1. The student must write a detailed one-page note emailed to the instructor outlining the reason for the review of the mark. This note must be attached to the original assignment and emailed to the teaching assistant.
2. The instructor will review the request and review the original assignment and provide the student with written feedback via email.

3. Students must not submit a request for review any earlier than 2 days after the papers are returned and no later than 1 week after
4. Please note that upon re-review, there is a chance that the new grade may be lower than the original grade received

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

The due dates for all assignments are fixed and non-negotiable. There will be a deduction of 15% per day for all late assignments, including weekends (15% for the whole weekend). If an assignment is due on Wednesday, but handed in or after 12:00am on Thursday, the deduction will be 15% for that day and so on. Deductions are calculated per day, not per 24-hour period. No assignments will be accepted 3 days after the original due date. Any late papers/assignments will receive a grade only, no comments.

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

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

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 behaviour 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. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

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 other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Courses with an On-line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

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.

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”.

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.

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.

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.

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.