

**HLTH AGE 3AA3: State, Civil Society and Health  
Summer 2018**

June 18 – August 3

**Instructor:** Alicia Powell

**Classes:** Tues. & Thurs. 4:00 – 7:00 pm

**Location:** BSB B135

**Email:** powellak@mcmaster.ca

**Office:** KTH 202

**Office Hours:** After class, or by  
appointment

**COURSE DESCRIPTION**

This course explores the meanings, roles and interactions of state and civil society with respect to health issues. Focusing on Canadian experiences, this course will examine the ways in which our notions of “health” and “health care”, and the “appropriate” roles of state, civil society and individuals in defining these ideas and creating public policy are contested and resolved (or not) in public policy, public discourse, and emerging forms of public participation.

**COURSE OBJECTIVES**

By the end of the course students should have the ability to:

- Describe the state, civil society, and their roles and intersections in various health contexts
- Identify structural determinants of health
- Explain the historical evolution of healthcare in Canada
- Describe how health and health care are structured in Canada
- Relate social theories and concepts to health advocacy, activism, and health policy processes
- Connect health and health care to social justice issues
- Demonstrate knowledge of the politics of health in select contexts
- Advance skills in critical thinking, analysis, teamwork, research, writing, oral presentation, and group discussion

**REQUIRED READING**

There is no assigned textbook for this course. All article readings are available publically or through the McMaster University Library on-line catalogue. Article URLs are listed in the Weekly Reading Schedule at the end of the course outline. It is your responsibility to download and read all assigned readings.

**CLASS FORMAT**

This class will include interactive lectures, class discussions, small-group activities and in-class assignments. Lectures and presentations will be designed to reinforce and augment course readings but will not fully cover all content presented in the required readings. Power-point slides, outlining the lecture for the week will be posted on Avenue to Learn immediately prior to the scheduled lecture. The power-point slides are intended to facilitate note taking during class and do not provide a complete summary of the material covered in lecture. Required reading should be completed prior to class and students should be prepared to be actively engaged in class. To achieve maximum

success in this course attend lectures, complete all required reading, and actively participate in individual and group learning opportunities.

## **COURSE EVALUATION**

Completion of all assignments and exams are mandatory to pass this course.

<b>Evaluation</b>	<b>Weight</b>	<b>Date Due</b>
Class Participation	(15%)	Cumulative
Test One	(25%)	July 5
Test Two	(25%)	July 31
Writing Assignment	(35%)	August 2

### **Class Participation (15%)**

Class participation marks are based both on attendance and on the level of active participation demonstrated in class throughout the term. Participation includes attending all classes, engaging enthusiastically in class discussion and group activities, and attending class prepared with notes, questions and comments on the assigned readings and current events. Different styles of participation will be taken into consideration to reflect differences in engagement and learning. Total participation grades will be assigned at the end of the term. There will be no make-up accommodation for missed in-class participation. Students will have the opportunity to complete a self-reflection assignment in class at the end of term, which may impact participation grade.

### **Test One (25%)**

This in-class test will be based on all course material covered in lectures and weekly readings leading up to the test. The test will consist of multiple-choice questions and short answer questions and is scheduled to take place on Thursday, July 5th.

### **Test Two (25%)**

The second test is cumulative and will be based on the material covered in class and weekly readings. The test will consist of multiple-choice questions, and both short and long answer questions to allow student to demonstrate their knowledge. Test two will take place on Tuesday, July 31<sup>st</sup> in class.

### **Writing Assignment (35%)**

Students will write a 7 - 8 page paper on a current health-related issue of their choosing. Topics must be approved via email in advance by the instructor, no later than July 12<sup>th</sup>. When obtaining approval for their paper topic, students should provide a short outline of their selected topic, including news articles on the subject, and a number of academic sources to support their work. The paper will explore how the health-related issue is affected (or constructed) by/through politics and state decisions, what solutions exist to address the issue, and demonstrate the social response to the issue. A minimum of 7 scholarly sources will be required, along with at least 2 news articles describing the

health-related issue. More detailed instructions for the assignment will be discussed in class and posted on Avenue to Learn.

All grades will be based upon the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
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

## **ACADEMIC INTEGRITY**

### **University Policy on Academic Dishonesty**

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. 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.

### **Avoiding Academic Dishonesty**

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 <http://www.mcmaster.ca/academicintegrity>.

The following illustrates only a few forms of academic dishonesty:

1. Plagiarism, such as submitting work that is not your own.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

### **ABSENCE, MISSED WORK, OR ILLNESS**

In the case of an absence from class for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar titled "Requests for Relief for Missed Academic Term Work".

## **COURSE POLICIES**

### **Completion of Assignments**

Your writing assignment must be submitted in hard-copy format at the beginning of class on the date it is due. Emailed assignments will not be accepted. There will be a 10% penalty each day (including weekends and holidays) that assignments are late. No assignments (without approved accommodations) will be accepted 1 week after the due date.

Assignments should have a title page; each page should be numbered and have 1 inch margins on all four sides. All text should be double-spaced, using 12-point Times New Roman Font. Assignments must be properly using the APA Style Guide. Carefully follow APA guidelines with respect to in-text citation references, reference page formatting, and writing style. Please see: <http://library.mcmaster.ca/guides/apa-style-guide> for more information. Instructions for the assignments will be reviewed in class. Failure to adhere to these guidelines will be reflected in your mark.

### **Late Assignments**

Students without approved extensions due to a valid reason must make arrangements directly with the instructor, via email, to hand in the assignment. Assignments will be marked down 10% if turned in late on the day it is due, and will lose 10% for each day following the due date, including weekends. If an assignment is due at the beginning of class, it will be considered one day late if it is submitted any time after the end of class that day.

### **Communication**

Please send all email communication from your McMaster email account to my McMaster email address: [powellak@mcmaster.ca](mailto:powellak@mcmaster.ca). Do not use Avenue to Learn messaging to communicate with me. Email communication is equivalent to any other form of written communication and students are expected to follow rules of etiquette, spelling, grammar and punctuation in such communication. Please include the course code 'HLTHAGE 3AA3' in the Subject line, and include your name and student ID in your email. I will reply to your emails as soon as possible. Emails that require a short reply will be answered within two business days. Questions that require more detail or research will be answered within one week, or in person during office hours or by appointment.

Please regularly check your McMaster email account for communication regarding this course. In addition to information posted on Avenue to Learn, students may also be contacted by the instructor via email regarding important course information.

### **Faculty of Social Sciences E-Mail Communication Policy**

It is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including to 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.

### **Use of Electronic Devices**

Electronic devices, specifically laptops and tablets, are tools for learning, and are allowed to be used in this course for educational purposes only. Students may be asked to use their electronic device to complete an activity in class. At the discretion of the instructor, students may be asked to turn off their electronic device in order to focus on in-class discussion or activities. Inappropriate use of electronic devices, such as using social media or watching videos, is prohibited in class.

### **Course Modification**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of 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 their McMaster email and course websites weekly during the term and to note any changes.

### **Release of Grades**

Assignment grades will not be given out over the phone or by email. Final course grades will be released through the Registrar's Office.

### **Review of Marks**

All submitted work is marked fairly and accurately. However, should a student disagree with the mark they receive they may follow the procedure below.

1. The student must write a detailed, one-page note, outlining the reason for the review of the mark. The note must be attached to the original assignment and handed in to the instructor in person.
2. The instructor will review the request and review the original assignment, providing the student with written feedback.
3. Students must not submit a request for review any earlier than 2 days after the paper/exams are handed back, and no later than 1 week after.
4. Please note that there is a chance that the new grade may be lower than the original grade received.

### **Avenue to Learn**

This course will utilize Avenue to Learn. Important course information will be posted on Avenue to Learn throughout the term. Please check this site often to keep informed of assignment instructions, links to course resources, important announcements, and interim grades. It is your responsibility to regularly review the information posted on 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 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.

### **ACADEMIC ACCOMMODATIONS**

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](mailto:sas@mcmaster.ca). For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities: <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

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

### **Accommodations**

I am committed to ensuring that appropriate accommodations are made for students who require them. Please feel free to contact me to make individualized arrangements to meet your specific needs. All such arrangements must be made through Student Accessibility Services (SAS). Accommodation arrangements will remain confidential. For information about academic support services, contact SAS at MUSC B107 (ext. 28652) or <http://sas.mcmaster.ca>.

### **3AA3 WEEKLY TOPIC AND READING SCHEDULE**

Students are expected to complete required readings by the beginning of each class. All readings can be accessed through McMaster's online library system.

Date	Topic	Notes
June 19	Introduction	Review of course policies and evaluations
June 21	The State: Canadian Politics and Government	
June 26	Health and Healthcare in Canada	
June 28	Structural Determinants of Health	

Date	Topic	Notes
July 3	The State, Values and Social Constructions of Health	Test One review in class
July 5	TEST ONE	In-class test including multiple choice and short answer questions
July 10	Government Impacts on Aging in Canada	Special topics
July 12	Health Activism: Social Interests, Movements and Justice	
July 17	Public Health and the Canadian Context	Writing Assignment Instructions review in class
July 19	Health Care Reform: The Public-Private Divide	
July 24	Colonial Legacies: Indigenous Health in Canada	
July 26	Medicalization and Pharmacare in Canada	Test Two review in class
July 31	TEST TWO	In-class test including multiple choice, short and long answer questions
August 2	WRITING ASSIGNMENT DUE	In-class participation activity and self-reflection

## Readings

### June 21 - The State: Canadian Politics and Government

Forsey Eugene A. 2016. How Canadians Govern Themselves. 9th Edition. 1-58. Library of Parliament. Ottawa, Canada. Pp 1-51. Available at: [https://lop.parl.ca/About/Parliament/SenatorEugeneForsey/book/assets/pdf/How\\_Canadians\\_Govern\\_Themselves9.pdf](https://lop.parl.ca/About/Parliament/SenatorEugeneForsey/book/assets/pdf/How_Canadians_Govern_Themselves9.pdf)

## June 26 - Health and Health Care in Canada

Hutchison, B., Levesque, J.-F., Strumpf, E., & Coyle, N. (2011). Primary Health Care in Canada: Systems in Motion. *The Milbank Quarterly*, 89(2), 256–288. Available at: <http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1111/j.1468-0009.2011.00628.x>

Navarro, V., & Shi, L. (2001). The political context of social inequalities and health. *Social science & medicine*, 52(3), 481-491. Available at: [http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1016/S0277-9536\(00\)00197-0](http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1016/S0277-9536(00)00197-0)

## June 28 - Structural Determinants of Health

Bryant, T., Raphael, D., Schrecker, T. & Labonte, R. (2011). Canada: A land of missed opportunity for addressing the social determinants of health. *Health Policy*, 101, 44–58. doi:10.1016/j.healthpol.2010.08.022 Available at: <http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1016/j.healthpol.2010.08.022>

Glouberman, S., & Millar, J. (2003). Evolution of the determinants of health, health policy, and health information systems in Canada. *American Journal of Public Health*, 93(3), 388-392. Available at: <https://ajph.aphapublications.org/doi/pdfplus/10.2105/AJPH.93.3.388>

Raphael, D., Curry-Stevens, A., & Bryant, T. (2008). Barriers to addressing the social determinants of health: Insights from the Canadian experience. *Health Policy*, 88(2), 222-235. Available at: <http://libaccess.mcmaster.ca/login?url=https://dx-doi-org.libaccess.lib.mcmaster.ca/10.1016/j.healthpol.2008.03.015>

Reading, C. (2015). Structural Determinants of Aboriginal Peoples' Health. In Greenwood, M., de Leeuw, S., & Lindsay, N.M. (Eds). *Determinants of Indigenous Peoples' Health: Beyond the Social..* (2018). (Pp. 3-17 ). Canadian Scholars Press: Toronto.

Reading, C. L., & Wien, F. (2013). Health Inequalities and the Social Determinants of Aboriginal Peoples' Health. National Collaborating Centre for Aboriginal Health. Available at: <https://www.cnsa-nccah.ca/docs/determinants/RPT-HealthInequalities-Reading-Wien-EN.pdf>

## July 3 - The State, Values and Social Constructions of Health

Abelson, J., Miller, F.A. and Giacomini, M. 2009. What does it mean to trust a health system: A Qualitative Study of Canadian Health Care Values. *Health Policy*, 91:63-70. Available at: <http://libaccess.mcmaster.ca/login?url=https://dx-doi-org.libaccess.lib.mcmaster.ca/10.1016/j.healthpol.2008.11.006>

Fafard Patrick. 2008. Evidence and Healthy Public Policy: insights for health and political sciences. Canadian Policy Research Networks. Pp.1-33. Available at:



<http://www.ncchpp.ca/docs/FafardEvidence08June.pdf>

Giacomini, M., Hurley, J., Gold, I., Smith, P., Abelson, J. 2004. The policy analysis of 'values talk': lessons from Canadian health reform. *Health Policy*, 67(1):15-24. Available at:

[http://libaccess.mcmaster.ca/login?url=https://dx.doi-org.libaccess.lib.mcmaster.ca/10.1016/S0168-8510\(03\)00100-3](http://libaccess.mcmaster.ca/login?url=https://dx.doi-org.libaccess.lib.mcmaster.ca/10.1016/S0168-8510(03)00100-3)

Sharf, B. F., & Vanderford, M. L. (2003). Illness narratives and the social construction of health. In Thompson, Dorsey, Parrott & Miller (Eds.), *Handbook of Health Communication*, (pp. 9-34). Routledge. (Available through McMaster Library online).

## **July 5 - TEST ONE**

### **July 10 - Government Impacts on Aging in Canada**

Canadian Institute for Health Information (2011). Health Care in Canada, 2011: A Focus on Seniors and Aging. Available at:

[https://secure.cihi.ca/free\\_products/HCIC\\_2011\\_seniors\\_report\\_en.pdf](https://secure.cihi.ca/free_products/HCIC_2011_seniors_report_en.pdf)

Chappell, N. L., & Hollander, M. J. (2011). An evidence-based policy prescription for an aging population. *Healthcare Papers*, 11(1), 8-18. Available at:

<http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.12927/hcpap.2011.22246>

Hollander, M. J., Chappell, N. L., Prince, M. J., & Shapiro, E. (2007). Providing care and support for an aging population: Briefing notes on key policy issues. *Healthcare Quarterly*, 10(3). Available at:

<http://healthcarequarterly.com/content/18923>

### **July 12 - Health Activism: Social Interests, Movements and Justice**

Brown, Phil, Stephen Zavestoski, Sabrina McCormick, Brian Mayer, Rachel Morello-Frosch, Rebecca Gasior Altman. 2004. Embodied health movements: new approaches to social movements in health. *Sociology of Health and Illness*. 26(1): 50-80. Available at:

[https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/01419889/v26i0001/50\\_ehmnatsmih.xml](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/01419889/v26i0001/50_ehmnatsmih.xml)

Orsini, M. & Smith, M. (2010). Social movements, knowledge and public policy: the case of autism activism in Canada and the US, *Critical Policy Studies*, 4:1, 38-57, DOI: 10.1080/19460171003714989. Available at:

<http://libaccess.mcmaster.ca/login?url=https://doi.org/10.1080/19460171003714989>

### **July 17 - Public Health and the Canadian Context**

Colgrove, J. (2006). "The Ethics and Politics of Compulsory HPV Vaccination." *New England Journal of Medicine* 355(23): 2389-2391. Available at:

<http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1056/NEJMp068248>

MacNeil, J. and B. Pauly (2010). "Impact: a case study examining the closure of a large urban fixed site needle exchange in Canada." *Harm Reduction Journal* 7(1): 11. Available at: <https://doi.org/10.1186/1477-7517-7-11>.

Raphael, D., & Bryant, T. (2006). The state's role in promoting population health: Public health concerns in Canada, USA, UK, and Sweden. *Health Policy*, 78(1), 39-55. Available at: [http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/01688510/v78i0001/39\\_tsrippicuuas.xml](http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/01688510/v78i0001/39_tsrippicuuas.xml)

### **July 19 - Health Care Reform: The Public-Private Divide**

Kenny, N. and Chafe, R. (2007). Pushing Right against the Evidence: Turbulent Times for Canadian Health Care, *Hastings Center Report* 37, 5: 24- 26. Available at: <http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1353/hcr.2007.0073>

Zuberi M.D. and Ptashnick, M.B. (2011). The deleterious consequences of privatization and outsourcing for hospital support work: The experiences of contracted-out hospital cleaners and dietary aids in Vancouver, Canada. *Social Science & Medicine*, 72: 907-911. Available at:

[https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/02779536/v72i0006/907\\_tdcopaadaivc.xml](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/02779536/v72i0006/907_tdcopaadaivc.xml)

Vandna, B. and Orsini, M. (2016). Narrating Sustainability in Canadian Health Care Reform Discourse. *Social Policy and Administration*. 50(3):297-315. Available at: [https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/01445596/v50i0003/297\\_nsichcrd.xml](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/01445596/v50i0003/297_nsichcrd.xml)

### **July 24 - Colonial Legacies: Indigenous Health in Canada**

Truth and Reconciliation Canada. (2015). *Honouring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada*. Winnipeg: Truth and Reconciliation Commission of Canada. Available at: [http://www.trc.ca/websites/trcinstitution/File/2015/Honouring\\_the\\_Truth\\_Reconciling\\_for\\_the\\_Future\\_July\\_23\\_2015.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf)

National Collaborating Centre for Aboriginal Health. (2011). *Setting the Context: An Overview of Aboriginal Health in Canada*. Available at: <https://www.ccnsa-nccah.ca/docs/context/FS-OverviewAboriginalHealth-EN.pdf>

National Collaborating Centre for Aboriginal Health. (2011). *Setting the Context: The Aboriginal Health Legislation and Policy Framework in Canada*. <https://www.ccnsa-nccah.ca/docs/context/FS-HealthLegislationPolicy-Lavoie-Gervais-Toner-Bergeron-Thomas-EN.pdf>

Blackstock, C. (2012). Jordan's Principle: Canada's broken promise to First Nations children? *Paediatrics & Child Health*, 17(7), 368–370. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3448536/pdf/pch17368.pdf>

Gabel, C. A., DeMaio, P., & Powell, A. (2017). Towards healthier Indigenous health policies? Navigating the labyrinth for answers. *Journal of Indigenous Wellbeing*, 2(1), 47-59. Available at: <http://manage.journalindigenuswellbeing.com/index.php/joiw/article/view/66/55>

## **July 26 - Medicalization and Pharmacare in Canada**

Boothe, K. (2013). Ideas and the limit on program expansion: the failure of nation-wide pharmacare in Canada, 1944-2002. *Canadian Journal of Political Science*, 46(2). Available at: <http://libaccess.mcmaster.ca/login?url=https://dx-doi-org.libaccess.lib.mcmaster.ca/10.1017/S000842391300022X>

Brown, P. (1997). Naming and Framing: The Social Construction of Diagnosis and Illness. *Journal of Health and Social Behavior*. Extra Issue: Forty Years of Medical Sociology. 34-52. Available at: <https://search-proquest-com.libaccess.lib.mcmaster.ca/docview/201661089/fulltext/B04D5941ACE94428PQ/1?accountid=12347>

Jackson, A. (2018, April 23). The winding road to a national pharmacare program. *The Globe and Mail*. Available at: <https://www.theglobeandmail.com/business/commentary/article-the-winding-road-to-a-national-pharmacare-program/>

Morgan, S. G., Law, M., Daw, J. R., Abraham, L., & Martin, D. (2015). Estimated cost of universal public coverage of prescription drugs in Canada. *CMAJ: Canadian Medical Association Journal*, 187(7), 491–497. Available at: <http://libaccess.mcmaster.ca/login?url=http://doi.org/10.1503/cmaj.141564>

## **July 31 - TEST TWO**

## **August 2 - Final Class - PAPER IS DUE - In-Class Activity**