



The University of Western Ontario
SOCIOLOGY 4472F
Social Determinants of Health
Fall 2022
Mondays, 1:30-4:20, UCC-63
In-person

Instructor: Dr. Kayla Baumgartner

Office Hours: Wednesdays, 10:00-12:00, via Zoom

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Course Description: There are marked inequalities in health by socioeconomic class, race/ethnicity, and immigration experiences. The goal of this course is to understand the patterns of inequality, identify the determinants and consequences of health inequality, and envision policy interventions that can diminish health inequalities across the above-mentioned subpopulations.

Prerequisite(s): Registration in third year or above in any Department of Sociology module, or fourth year in any module.

Unless you have either the prerequisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Anti-requisite(s): [Sociology 4486F/G](#) taught in 2020/2021

Course Objectives and Learning Outcomes:

At the end of this course students will be able to:

- Gain insights about patterns and trends in inequalities in health outcomes, both by demographic factors such as socioeconomic status, age, race/ethnicity, and immigration status, and also social factors such as neighbourhood and social environment.
- Identify the underlying social mechanisms contributing to these inequalities.
- Assess how policies implemented to improve population health may be ineffective or even exacerbate existing inequalities.

Course Material:

Articles and other materials used in this course will be publicly available or available through Western libraries and/or through OWL. There are no required texts to be purchased.

Communication:

Students are responsible for checking the course OWL site (<http://owl.uwo.ca>) on a regular basis for news and updates. This is the primary method by which information will be disseminated to all students in the class.

Method of Evaluation:

The evaluation methods described in the course outline are essential requirements for the course.

In an effort to recognize individual strengths, interests, and demands outside of this course, students' assignments and marks will be weighted by individual preferences. In addition to a day of leading the seminar, students will *choose two other assignments* and assign a weight to all three of these things (minimum 20% each), totalling 100%. **Assignment descriptions are available on OWL**, and are also to be submitted on OWL. I have drafted these assignments in an intentionally open way to support exploration, learning, and communication in ways that work best for you: there are no assignment rubrics. I will meet with you as needed to support your best work.

Student-led seminar

+Plus+

Choose two:

1. Reflections and Questions – an informal, writing-as-thinking assignment to work through the assigned material and construct discussion questions; the latter may be introduced in class.
(Due Mondays by 9:00am; 7 of 10 weeks; 350-450 words each)
2. Policy/Intervention Evaluation – an assessment of a relevant social and/or health policy or intervention that has been implemented in a chosen country and that is aimed at preventing a chosen disease.
(Due Oct. 16; 2000-3000 words)
3. Health Media Review – a research paper that focuses on a video that discusses a physical activity or health promotion intervention, and critiques the social, political and economic factors that may be addressed or neglected in physical activity and health promotion campaigns.
(Due Nov. 13; 2000-3000 words)
4. Product Biography – a presentation/documentary/research essay that situates an everyday product in the health care context and within the academic scholarship and reflects on the process of trying to trace the social origins and impact of the object.
(Due Dec. 4; 2000-3000 words or equivalent)

Summary of Assignment Due Dates (Choose 2):

Sunday evenings (ongoing) – Reflection and Questions

Oct. 16 – Policy/Intervention Evaluation

Nov. 13 – Health Media Review

Dec 4. – Product Biography

Contingency plan for an in-person class pivoting to 100% online learning:

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, affected course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor.

Student Absences:

If you are unable to meet a course requirement due to illness or other serious circumstances, please follow the procedures below.

Assessments worth less than 10% of the overall course grade:

This will apply only to those of you who opt to do the Reflections and Questions. Students are required to submit these for seven out of the ten weeks, so there is built-in wiggle room for absences. For anything needed beyond this, students should follow the procedures below.

Assessments worth 10% or more of the overall course grade:

For work totaling 10% or more of the final course grade, students must provide valid medical or supporting documentation to their Home Faculty Academic Counselling Office as soon as possible. From here, students will be provided an extension based on the Counselling Office's recommendations.

For student-led seminars, please let your instructor know of your absence as soon as possible, and a make-up presentation date will be arranged, either in-class, or, if absolutely necessary, virtually, just to your professor.

Note: missed work can *only* be excused through one of the mechanisms above. Being asked not to attend an in-person course requirement due to potential COVID-19 symptoms is **not** sufficient on its own. Students should check the Western website to see what directives for Covid are to be followed. Western has been and will continue to follow directives established by the Middlesex-London Health Unit. That directive will state whether students should or should not come to campus/class and any other requirements (e.g., masks are mandatory). Please check on your own and do not email the instructor, the Department Undergraduate Advisor/Coordinator or the Faculty of Social Science Academic Counselling Office.

Course Schedule and Readings:

Week 1 – Course overview (September 12)

- No readings

Week 2 – (September 19) - What exactly do we mean when we talk about the social determinants of health?

- Kawachi, I., Subramanian, S. V., and Almeida-Filho N. (2002). A glossary for health inequalities. *Journal of Epidemiology and Community Health*, 56, 647-652.
- Braveman, P. & Gottlieb, L. (2014). The social determinants of health: It's time to consider the causes of the causes. *Public Health Reports*, 129(Suppl 2):19–31.
- Sharma, M., Pinto, A., & Kumagai, A.K. (2018). Teaching the social determinants of health: A path to equity or road to nowhere? *Academic Medicine*, 93, 25-30.

Week 3 – What role do space and place play? (September 26)

- De Leeuw, S. (2018). Chapter 17: Activating Place: Geography as a determinant of Indigenous Peoples' health and well-being. In M. Greenwood, S. de Leeuw, N.M. Lindsay and C. Reading (Eds.) *Determinants of Indigenous Peoples' health in Canada*, 3rd edition. Toronto, ON: Canadian Scholars Press. (Available on OWL)
- Fleming P. & Sinnot M. (2018). Rural physician supply and retention: Factors in the Canadian context. *Can J Rural Med*, 23(1):15–20
- Pear, V. A. et al. (2019). Urban-rural variation in the socioeconomic determinants of opioid overdose. *Drug and Alcohol Dependence*, 195(July 2018), 66–73.

Week 4 – How can political structures impact health outcomes? (October 3)

- Bambra, C. (2007). Going beyond the three worlds of welfare capitalism: Regime theory and public health research. *Journal of Epidemiology and Community Health*, 61, 1098-1102.
- Ciccone D.K., Vian T., Maurer L., & Bradley E.H. (2014). Linking governance mechanisms to health outcomes: A review of the literature in low and middle-income countries. *Social Science & Medicine*, 117:86–95.
- Raphael, D., and Bryant, T. (2015). Power, intersectionality and the life-course: Identifying the political and economic structures of welfare states that support or threaten health. *Social Theory & Health*, 13, 245–266.

Week 5 – *Thanksgiving Day (October 10) – No Class*

Week 6 – How can we think intersectionally about health? (October 17)

- Bowleg, L. (2012). The problem with the phrase Women and Minorities: Intersectionality—an important theoretical framework for public health. *American Journal of Public Health* 102,1267-1273.

- Harari, L. & Lee, C. (2021). Intersectionality in quantitative health disparities research: A systematic review of challenges and limitations in empirical studies. *Social Science & Medicine*, 277:113876.
- López, N., & Gadsden, V. L. (2016). Health inequities, social determinants, and intersectionality. Discussion paper, National Academy of Medicine, Washington, DC. <https://nam.edu/wp-content/uploads/2016/12/Health-Inequities-Social-Determinants-and-Intersectionality.pdf>

Week 7 – What are some of the ‘fundamental causes’ of health outcomes? (October 24)

- Phelan, J. C., Link, B. G., & Tehranifar, P. (2010). Social conditions as fundamental causes of health inequalities: Theory, evidence, and policy implications. *Journal of Health and Social Behavior*, 51(S), S28-S40.
- Hatzenbuehler, M.H., Phelan, J.C., & Link, B.G. (2013). Stigma as a fundamental cause of population health. *American Journal of Public Health*, 103:813–21.
- Gaspar, M., Marshall, Z., Rodrigues, R., Adam, B.D., Brennan, D.J., Hart, T.A., & Grace, D. (2019). Mental health and structural harm: A qualitative study of sexual minority men’s experiences of mental healthcare in Toronto, Canada. *Culture, Health & Sexuality*, 22(3): 1–17.

Week 8 – *Reading Week (October 31) – No Class*

Week 9 – How do structural systems of oppression influence individual health outcomes? (November 7)

- Williams, M.T. (2021) Racial microaggressions: Critical questions, state of the science, and new directions. *Perspectives on Psychological Science*, Vol. 16(5) 880–885.
- Kattari, S.K. (2020). Ableist microaggressions and the mental health of disabled adults. *Community Mental Health Journal*, 56, 1170–1179.
- Goodman, A., Fleming, K., Markwick, N., Morrison, T., Lagimodiere, L., Kerr, T., et al. (2017). “They treated me like crap and I know it was because I was native”: The healthcare experiences of aboriginal peoples living in Vancouver’s inner city. *Social Science & Medicine*, 178:87–94.

Week 10 – Why do we need others? (November 14)

- Elmer, T., Mepham, K., & Stadtfeld, C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. *PLoS ONE*, 15:e0236337
- Galabuzi, G. E. (2016). Social Exclusion. In D. Raphael (Ed.) *Social Determinants of Health: Canadian Perspectives* 3rd Edition. (pp. 388-418). Toronto: Canadian Scholars Press. (Available on OWL)
- Reczek, C., Gebhardt-Kram, L., Kissling, A., & Umberson, D. (2018). Healthcare work in marriage: How gay, lesbian, and heterosexual spouses encourage and coerce medical care. *Journal of Health and Social Behavior*, 59(4), 554–568.

Week 11 – What role do diet and exercise play? (November 21)

- Nabors, L., Fiser-Gregory, K., Olaniyan, A., Stanton-Chapman, T., & Merianos, A. (2022). College students' attitudes about ways family, friends, significant others and media affect their eating and exercise behaviors and weight perceptions. *Journal of American College Health*, DOI: 10.1080/07448481.2022.2076101
- Yip, C., Sarma, S., & Wilk, P. (2016). The association between social cohesion and physical activity in Canada: A multilevel analysis. *SSM Population Health*, 2, 718–723.
- Stulberg, B. (2022, August 3). *Why rich people love endurance sports*. Outside Online. Retrieved August 31, 2022, from <https://www.outsideonline.com/health/training-performance/why-are-most-endurance-athletes-rich/>

Week 12 – How do globalization and sports intersect to impact health outcomes? (November 28)

- Evans, A. B., Blackwell, J., Dolan, P., Fahlén, J., Hoekman, R., Lenneis, V., McNarry, G., Smith, M., & Wilcock, L. (2020). Sport in the face of the COVID-19 pandemic: Towards an agenda for research in the sociology of sport. *European Journal for Sport and Society*, 1–11.
- Millward, P. (2017). World Cup 2022 and Qatar's construction projects: Relational power in networks and relational responsibilities to migrant workers. *Current Sociology*, 65(5), 756-776
- Zimbalist, A. (2020). Circus Maximus: The economic gamble behind hosting the Olympics and the World Cup, p. 99-129 (Rio-Brazil and London). Washington, DC: The Brookings Institution.

Week 13 – Now What? Building Toward the Future (December 5)

- Palmer et al. (2019). Social Determinants of Health: Future Directions for Health Disparities Research. *American Journal of Public Health*, 109(S1) S70-S71.
- Raphael, D. and A. Curry-Stevens. (2016). Chapter 24: *Surmounting the Barriers: Making Action on the Social Determinants of Health and Public Policy Priority*. In D. Raphael (Ed.) *Social Determinants of Health Canadian Perspectives 3rd Edition*. (pp. 561 -582). Toronto: Canadian Scholars Press. (Available on OWL)

Important Policies

Academic Consideration for Missed Work: Students must provide valid medical or supporting documentation in order to receive accommodation for missed work worth 10% or more of the final grade in the course. All required documentation for absences must be submitted to the Academic Counselling office of a student's Home Faculty. Individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds or for other reasons.

Western's policy on Accommodation for Medical Illness can be found at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf. The student medical certificate is available at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Religious Accommodation: When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and the Academic Counselling office of their Faculty of Registration. Please consult University's list of recognized religious holidays (updated annually) at <https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work and are encouraged to make appropriate decisions based on their specific circumstances.

Accessibility Options: Students with disabilities or accessibility challenges should work with Accessible Education (formerly SSD http://academicsupport.uwo.ca/accessible_education/index.html), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#). Information regarding accommodation of exams is available on the Registrar's website: www.registrar.uwo.ca/academics/examinations/accommodated_exams.html

Scholastic Offences: Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

A Note on Plagiarism: Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence.

Plagiarism Checking: All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<https://www.turnitin.com/>).

Mental Health: Students who are in emotional/mental distress should refer to Mental Health@Western (www.uwo.ca/health/mental_wellbeing/index.html) for a complete list of options how to obtain help.

Please visit the Social Science Academic Counselling webpage for information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters: [Academic Counselling - Western University \(uwo.ca\)](https://www.uwo.ca/academic_counselling/).

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at https://www.uwo.ca/health/student_support/survivor_support/get-help.html .To connect with a case manager or set up an appointment, please contact support@uwo.ca.

2022-2023