



The University of Western Ontario  
**SOCIOLOGY 2180A**  
**International Health Inequalities**  
**Fall 2023**  
**In-Person**

**Instructor:** Dr. Rachelle Miele (she/her)  
**Office Hours:** Zoom, by appointment  
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*This is a DRAFT only. Please see the course site for the final version.*

**Course Description:** This course covers the health of populations in comparative and historical context. It focuses on the factors behind the recent improvements in health and the causes of large health inequalities. Major health policy issues in high and low income countries are investigated, such as reproductive health, HIV/AIDS, smoking, and violence.

**Prerequisite(s):** None.

**Anti-requisite(s):** None.

**Course Objectives and Learning Outcomes:**

Upon the completion of this course, you will:

- Have a strong understanding of the main issues related to international health inequalities.
- Be able to critically examine and discuss how health, social institutions, and systems of oppression are connected and intertwined on an international level both historically and today.
- Make connections between health and social locations.
- Refine your communication skills through class participation.
- Incorporate course material into class discussions, assignments, and exams.
- Make connections between readings and pose effective questions.
- Improve your communication, writing, and analytic skills through course work.
- Reflect on your own experiences and understand them in relation to course materials.

**Course Material:**

- An Introduction to Global Health (3rd ed) by Michael Seear & Obidimma Ezezika. Canadian Scholars (**eBook available through Western library**)
- Articles and other materials posted on OWL

**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.

- Please refrain from using OWL to contact the instructor as your email may be missed.
- While I will do our best to answer in a timely manner, emails will be answered within 2 business days (not including weekends). Please be sure to use your UWO email only (other emails may be quarantined) and include the course code in the subject line.

### **Method of Evaluation:**

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

Online forum posts (2 total)	20% (10% each)	Ongoing
Midterm Exam	25%	October 24
Research Project	25%	November 28th
Final Exam	30%	TBA – December Exam Period

### **Online Forum Posts – 20% (2 total, 10% each), Ongoing**

For each of the topics we cover, you will have the opportunity to respond to a prompt (a question, statement, video, podcast, news article etc.) posted on our OWL forum. In a paragraph of at least 400 words, you will be graded on how well you make connections to sociological theory, other course materials, and applying the knowledge you have gained from the course. You will need to complete 2 forum posts and these posts can be completed between week 2 – week 6 and week 8 – week 12. Forum posts are due before class the week of the topic you have chosen. Your post maybe a respectful response to another student. If you choose to, you may post as many times as you'd like, and your two highest grades will be counted. More details will be posted on OWL. A late penalty of 5% will be applied each day including weekends.

### **Research Project – 25%, November 28<sup>th</sup>**

On a topic of your choice related to the sociology of health care, you will have the option to complete your assignment one of two ways: (1) a written paper, 6-8 pages or; (2) a creative medium with a 2-3 page written component (e.g. a podcast, a series of TikTok videos, a mini-lecture; see professor to receive approval). For both options, you will research the issue or topic of your choosing and you will find (at least) four academic sources to help you complete your assignment. If you choose the second option, along with your creative medium, you will be asked to include a 2–3-page written component that connects your project to course topics/materials and your academic sources. Assignments are due before class on OWL on November 28<sup>th</sup>. More details will be posted on OWL. A late penalty of 5% will be applied each day including weekends.

## **Midterm Exam (25%, October 24<sup>th</sup>) and Final Exam (30%, December Exam Period)**

Each exam will be scheduled in person (unless restrictions apply). They may consist of multiple choice, short answer, and essay questions. Final exams will not be cumulative. Students with an approved absence from an in-class test or exam will be required to write a makeup exam. Course professor or teaching assistant(s) may not be available to respond to questions during the makeup exam. Students should be aware that the make-up test will not necessarily be in the same format, be of the same duration, or cover the same material as the original test.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

### **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:***

For work worth less than 10% of the total course grade, the instructor is empowered to grant academic considerations without referring the student to their academic counsellors. Make an appointment to speak to your professor and we can come to an arrangement together.

#### ***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. Once documentation is complete, make an appointment to speak to your professor and we can come to an appropriate extension together. This may include an extension for your forum posts or final project or writing a make-up midterm or final exam.

Students with an approved absence from an in-class test or exam will be required to write a makeup exam. Course professor or teaching assistant(s) may not be available to respond to questions during the makeup exam. Students should be aware that the make-up test will not necessarily be in the same format, be of the same duration, or cover the same material as the original test.

### **Course Schedule and Readings:**

Date	Topic & Readings
1 Sept. 12	<b>Introduction to the Course</b> <b>Health Disparities: Social Policies and Defining Global Health</b> -Textbook: Chapter 1 -Khan et al. (2022). How we classify countries and people—and why it matters. <i>BMJ Global Health</i> , 7(6), e009704.

2	Sept. 19	<b>Health and Inequality: The Social Determinants of Health</b> -Braveman, P et al (2011). The social determinants of health: coming of age. <i>Annual Review of Public Health</i> , 32(1), 381–398.
3	Sept. 26	<b>Political Economy, Poverty, and Globalization</b> -Textbook: Chapter 3 & Chapter 5
4	Oct. 3	<b>Politics, War, and Civil Unrest</b> -Textbook: Chapter 4
5	Oct. 10	<b>Race, Colonialism and Health</b> -Amster EJ (2022). The past, present and future of race and colonialism in medicine. <i>CMAJ</i> , 194(20): E708-E710. -Ramos et al (2022). How is Colonialism a Sociostructural Determinant of Health in Puerto Rico? <i>AMA J Ethics</i> 24(4): E305-312.
6	Oct. 17	<b>Indigenous Health around the Globe</b> -Textbook: Chapter 17
7	Oct. 24	<b>MIDTERM – IN CLASS</b>
	Oct. 31	Reading Week – Rest!
8	Nov. 7	<b>Gender and Health</b> -Bishai et al (2016). Factors Contributing to Maternal and Child Mortality Reductions in 146 Low- and Middle-Income Countries between 1990 and 2010. <i>PloS One</i> , 11(1). -Connell, RW (2012). Gender, health and theory: Conceptualizing the issue, in local and world perspective. <i>Social Science &amp; Medicine</i> , 74(11), 1675–1683.
9	Nov. 14	<b>Queer, Intersex, and Trans Health</b> -Pillay et al (2022). Queering global health: an urgent call for LGBT+ affirmative practices. <i>The Lancet Global Health</i> , 10(4). - Do, & Nguyen (2020). “They know better than we doctors do”: providers’ preparedness for transgender healthcare in Vietnam. <i>Health Sociology Review</i> , 29(1), 92–107.
10	Nov. 21	<b>Disability, Aging, and Health</b> -World Health Organization (2022). Global report on health equity for persons with disabilities, Introduction and Chapter 1
11	Nov. 28	<b>RESEARCH PROJECT DUE</b> <b>The Environment, Natural Disasters and Climate Change</b> -Textbook: Chapter 8 -Ebi, & Hess, J. J. (2020). Health Risks Due To Climate Change: Inequity In Causes And Consequences: Study examines health risks due to climate change. <i>Health Affairs</i> , 39(12), 2056–2062. -Johnston, Fay H., et al. (2021). Unprecedented health costs of smoke related PM2.5 from the 2019–20 Australian megafires. <i>Nature Sustainability</i> .
12	Dec. 5	<b>Improving international health: What’s next?</b> -Textbook: Chapter 12
	Exam	<b>FINAL EXAM – DECEMBER EXAM PERIOD TBA</b>

**Academic Policies:**

Please review the Department of Sociology “[Important Academic Policies](https://sociology.uwo.ca/undergraduate/courses/Academic_Policies.pdf)” document [https://sociology.uwo.ca/undergraduate/courses/Academic\\_Policies.pdf](https://sociology.uwo.ca/undergraduate/courses/Academic_Policies.pdf) for additional information regarding:

- Scholastic Offences
- Plagiarism
- Copyright
- Academic Accommodation
- Accessibility Options
- Mental Health

2023-2024