

SOCI 285 A01

Sociology of Health over the Lifecourse

Fall 2019
Tue, Wed, Fri: 10.30–11.20
Classroom: COR B108

Instructor: Dr. Simon Carroll
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Office Hours: :Tue,Wed,Fri 11:30–
12.20pm

Course Description

Notions of health, wellness and who is deserving of health care are socially -constructed concepts. This course begins with an examination of some of the main sociological ways of conceptualizing and studying health across the life course. We then examine social factors and social institutions that shape individual health trajectories. The course concludes with a discussion of interventions to promote equitable health across the life course.

Reading materials are offered through Coursespaces, along with other multimedia resources.

Course Format: As the course is divided into three 50 minute sessions, we will approach each weekly topic with the same general format. On Tuesdays, there will be an interactive lecture on the weekly topic; on Wednesdays, you will work in groups on instructor-selected questions in relation to the assigned readings; on Fridays, we work on student-selected questions.

Course Materials

Textbook
N/A

Coursespaces:

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Additional materials will be posted to the Coursespaces site each week.

Coursepack
Coursepack details
Teaching Assistants (TA)

TA

Email:

Course Evaluation

Date Topic Readings

Students will be evaluated primarily on their ability to engage with the ideas presented in the course. The expectation is that students will acquire the knowledge and skills necessary to articulate the core principles of health over the life course and to critically distinguish between key sociological concepts relevant to the course.

Exams: The evaluation includes two take-home midterm exams. The exams test students on the knowledge that is needed to identify and critically evaluate the ideas of the different sociological theorists. The exams are each worth **30%** of the total grade, for an overall total of **60%** of the final grade. The exams will consist of a short essay question and several short answer questions on key theoretical concepts.

Final Paper: The final requirement involves completion of a paper comparing and contrasting two of the major theorists covered in the course. This requirement is worth **40%** of the total course grade. Further information will be provided in a handout. All assignments must be referenced using the APA style. The paper will be **2000-2500** words in length.

Important Dates

Midterm I

Feb. 22nd , 4:00pm

Midterm II

March 29th , 4:00pm

Final Paper

April 8th , 4:00pm

<p>Week 1 Sept. 4, 6</p>	<p>Introduction and Orientation to Course This week we will not be launching into the heart of the course; however, I will post some introductory resources on Coursespaces. I will also open up a discussion forum where you can ask any questions related to the course outline, assignments, etc. I believe learning is a participatory sport, so that means we have to together decide how best to meet your learning needs. I will also post a discussion forum for you to think about some initial questions in relation to the the overall course theme.</p>	<p>TBA</p>
<p>Week 2 Sept. 10, 11, 13</p>	<p>Health Promotion and the Social Determinants of Health This week we will focus on the concept of health promotion and learn how it is related to later work in social epidemiology that ends up articulating a field referred to as the social determinants of health. These two complementary and sometimes conflicting areas are the foundations for applying the 'life course' approach to understanding health.</p>	<p>Carroll, S & Hills, M (2015). Health promotion, health education, and the public's health. Detels, R., Gulliford, M., Karim, Q. A., & Tan, C. C. (2015). <i>Oxford textbook of global public health</i>. Oxford University Press.</p> <p>Marmot, M., Friel, S., Bell, R., Houweling, T. A., Taylor, S., & Commission on Social Determinants of Health. (2008). Closing the gap in a generation: health equity through action on the social determinants of health. <i>The Lancet</i>, 372(9650), 1661-1669.</p>
<p>Week 3 Sept. 17, 18, 20</p>	<p>The 'Life Course' Approach to Health Development This week the focus will be on the overarching framework of the Life Course Health Development approach. This will provide the conceptual foundation for the rest of the course.</p>	<p>Halfon, N., & Hochstein, M. (2002). Life course health development: an integrated framework for developing health, policy, and research. <i>Milbank Quarterly</i>, 80(3), 433-479.</p> <p>WHO (2000). <i>A Life Course Approach to Health</i>. WHO, Geneva</p>

<p>Week 4 Sept. 24, 25 27</p>	<p>Early Child Development This week we focus on Early Childhood Development, looking at a historical perspective on Child Development by a pioneer in the field (Elder), along with a concise case for a ECD strategy put forward by the leading authority on ECD in the world (Hertzmann) before his untimely passing.</p>	<p>Elder, G. H. (1998). The life course as developmental theory. <i>Child development</i>, 69(1), 1-12.</p> <p>Hertzman, C. (2000). The Case for an Early Childhood Developmental Strategy. <i>Isuma</i>, 1(2): 11-18.</p> <p>Maggi, S., Irwin, L. J., Siddiqi, A., & Hertzman, C. (2010). The social determinants of early child development: an overview. <i>Journal of paediatrics and child health</i>, 46(11), 627-635.</p>
<p>Week 5 Oct. 1, 2, 4</p>	<p>Adolescence, Health and Development This week will focus on how our understanding of Adolescence is influenced by the life course perspective.</p>	<p>Johnson, M. K., Crosnoe, R., & Elder, G. H. (2011). Insights on adolescence from a life course perspective. <i>Journal of Research on Adolescence</i>, 21(1), 273-280.</p>
<p>Week 6 Oct. 8, 9, 11</p>	<p>Early Adulthood This week we look at another epidemiological take on a life course stage, along with a more directly sociological perspective on the transition to early adulthood.</p>	<p>Hertzman, C., Power, C., Matthews, S., & Manor, O. (2001). Using an interactive framework of society and lifecourse to explain self-rated health in early adulthood. <i>Social science & medicine</i>, 53(12), 1575-1585.</p> <p>Shanahan, M. J. (2000). Pathways to adulthood in changing societies: Variability and mechanisms in life course perspective. <i>Annual review of sociology</i>, 667-692.</p>
<p>Week 7 Oct. 22, 23, 25</p>	<p>Mid-life in the Life Course Here we look at some of the issues that arise in the life course of adults as they approach middle-age.</p> <p>***MID-TERM I DUE!!! Friday, Feb. 22, 4pm</p>	<p>Umberson, D., Williams, K., Powers, D. A., Chen, M. D., & Campbell, A. M. (2005). As good as it gets? A life course perspective on marital quality. <i>Social Forces</i>, 84(1), 493-511.</p> <p>Aldwin, C. M., & Levenson, M. R. (2001). Stress, coping, and health at mid-life. <i>The handbook of midlife development</i>, 188-214.</p>

<p>Week 8 Oct. 29, 30 Nov. 1</p>	<p>Older Adulthood This week we look at the life course perspective on aging. Looking specifically at the issues of 'frailty' and capability, along with cumulative advantage/disadvantage.</p>	<p>Kuh, D., & New Dynamics of Ageing (NDA) Preparatory Network. (2007). A life course approach to healthy aging, frailty, and capability. <i>The Journals of Gerontology Series A: Biological Sciences and Medical Sciences</i>, 62(7), 717-721.</p> <p>Dannefer, D. (2003). Cumulative advantage/disadvantage and the life course: Cross-fertilizing age and social science theory. <i>The Journals of Gerontology Series B: Psychological Sciences and Social Sciences</i>, 58(6), S327-S337.</p>
<p>Week 9 Nov. 5, 6, 8</p>	<p>Social influences on intimate relationships, health and well-being This week we will explore how gender and sexual orientation have an impact on health behaviors and intimate relationships</p>	<p>Reczek, C., & Umberson, D. (2012). Gender, health behavior, and intimate relationships: Lesbian, gay, and straight contexts. <i>Social Science & Medicine</i>, 74(11), 1783-1790.</p>
<p>Week 10 Nov. 12, 13, 15</p>	<p>Reading Break No classes this week!</p>	
<p>Week 11 Nov. 19, 20, 22</p>	<p>Stigma and its Long-term Impact on Health In this week, we explore the impact of social status and stigma on population health.</p>	<p>Phelan, J. C., Lucas, J. W., Ridgeway, C. L., & Taylor, C. J. (2014). Stigma, status, and population health. <i>Social Science & Medicine</i>, 103, 15-23.</p> <p>Cook, J. E., Purdie-Vaughns, V., Meyer, I. H., & Busch, J. T. (2014). Intervening within and across levels: A multilevel approach to stigma and public health. <i>Social Science & Medicine</i>, 103, 101-109.</p>
<p>Week 12 Nov. 26, 27, 29</p>	<p>Colonialism: Intergenerational life course effects. This week we look at colonialism can be considered a distal determinant of health across generations. ***MID-TERM EXAM II Due!!! Friday, March 29, 4pm</p>	<p>Czyzewski, K. (2011). Colonialism as a broader social determinant of health. <i>International Indigenous Policy Journal</i>, 2(1).</p>

Week 13
Dec. 3, 4

**Interventions to Promote Health
across the Life Course**

We will wrap up with a look at advocacy by leading health promotion and SDOH experts for a systematic strategy for addressing health inequities.

Baum, F. E., Bégin, M., Houweling, T. A., & Taylor, S. (2009). Changes not for the fainthearted: reorienting health care systems toward health equity through action on the social determinants of health. *American Journal of Public Health*, 99(11), 1967-1974.

Department of Sociology Evaluation and Writing Expectations

*Effective September 2012

100-level courses

Minimum writing requirement	In-class or take-home assignment spanning at least 5 pages in length.
Evaluation	Primarily multiple-choice exams, short assignment, possibly written component on exams.
Format	Lectures and tutorials. Primarily textbook readings. Students also read original sociological research.

200-level courses

Minimum writing requirement	At least one assignment involving library research that spans at least 8 pages in length.
Evaluation	A combination of multiple choice and written exams, including short-answer and essay questions.
Format	Lectures. Primarily textbook readings. Students also read original sociological research.

300-level courses

Minimum writing requirement	An essay involving literature reviews and applications of concepts. A minimum of 10 pages in length.
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Official Grading Standards

Undergraduate Records, University of Victoria, 2014

Passing Grade	Grade Point Value	Percentage	Description
A+	9	90 – 100	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
B	5	73 – 76	
B-	4	70 – 72	
C+	3	65 – 69	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates that the student has met the basic requirements for completing assigned work and/or participating in class activities.
C	2	60 – 64	
D	1	50 – 59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
COM	Excluded Grade	N/A	Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.
Failing Grades	Grade Point Value	Percentage	Description
E	0	0-49	Conditional supplemental. Supplemental examinations are not offered by a departments and the allowable percentage may vary by program (e.g. 35-49). Students will be advised whether supplemental will be offered and if the percentage range varies when assessment techniques are announced at the beginning of the course.
F	0	0-49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.
N	0	0-49	Did not write examination or complete course requirements by the end of term or session; no supplemental.
N/X	Excluded Grade	N/A	Did not complete course requirements by the end of the term; no supplemental. Used only for co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
F/X	Excluded Grade	N/A	Unsatisfactory performance. Completed course requirements; no supplemental. Used only for co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.

University Course Policies

Examination and Assignment Policy

As per university policy, absence is only permitted in cases of illness, accident, family affliction, or religious obligations. Missing an exam for other reasons will result in an “F.” Students are responsible for providing official documentation to justify their absence, e.g. a doctor’s note. In cases of justified absences, the student has the right to request a make-up exam. Please note that exams will not be rescheduled to accommodate students’ personal circumstances, including travelling plans. There are no exceptions to this policy.

Grading

In accordance with Senate Regulations, grading on the curve is not permitted. The grades students receive in this course reflect their performance in relation to specified academic expectations. Students should retain a copy of all submitted assignments (in case of loss) and should retain all their marked assignments in case they wish to apply for a Review of Assigned Standings. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. All exams remain the property of the University of Victoria.

Attendance

As per university policy, attendance to all classes is mandatory. Students who are unavoidably absent because of illness, accident or family affliction should report to the instructor as soon as possible. Absences that cannot be justified in accordance with university policies will be subject to penalty at the discretion of the instructor. If you are absent for reasons other than those specified under university policies, then it is not the responsibility of the instructor or the TA to help you catch up with missed lecture material.

Academic Integrity

The Department of Sociology fully and rigorously enforces the Senate Policy on Academic integrity. It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation. Students caught cheating in the course will be expelled and reported to the Chair of the Department of Sociology and the Dean of Social Sciences for disciplinary action.

Plagiarism and Cheating

Students must note the statement on “Plagiarism” in the UVic Calendar, and all regulations under the “Policy on Academic Integrity.” Quotes and citations must be used for any material longer than 5 words in succession that is not the student’s original work.

Harassment

The Department of Sociology supports the University’s policies on harassment, and is committed to ensuring that all students, staff, and faculty are able to exercise fully their rights to participate in activities at the University without fear of harassment.

Accommodations

The University of Victoria accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. As per university policy, students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

Classroom Etiquette

Distractions can easily hinder the difficult process of conveying knowledge. Please observe standard classroom etiquette. Entering the classroom after the instructor's presentation has started can be distracting both to the instructor as well as to other students. While occasional lateness may be unavoidable, your dedication to being on time is greatly appreciated. The use of electronic communication devices is also a distraction to both the instructor and classmates. This includes texting and surfing the internet. Please turn off your electronic communication devices before entering the classroom and refrain from using them during class. If there is a justifiable reason for using your device during class (e.g., expecting an urgent call related to health or illness), please notify the instructor ahead of time, keep the device on vibrate, and exit the room if you must receive a message.

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Commitment to Inclusiveness and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members. The Department of Sociology is committed to inclusiveness and to a welcoming, friendly learning and working environment. We condemn sexism, ageism, racism, ethnocentrism, homophobia and inappropriate behaviour toward people with a disability.