

SOCI 327

International Perspectives on Inequities in Health and Health Care

Course Description

This course will provide a space to explore various aspects of global inequities in health and health care. Particular emphasis will be placed on the role of the COVID19 Pandemic in perpetuating these inequities. We will learn about and discuss the systemic health challenges and barriers in access to health care faced by disadvantaged communities and individuals, underlining the sociological processes behind them.

Course Objectives

Our intended learning outcomes are 1) to explain the interaction of health status and access to healthcare with social location from an intersectional lens, 2) to recognize the systemic health challenges and barriers in access to health care faced by disadvantaged communities and individuals (including refugee, racialized, Indigenous, and LGBTQ+, as well as those living with poverty), 3) to analyze the interaction of health status and access to healthcare with the Global North-South inequality, and 4) to discuss the impact of the COVID19 Pandemic in regenerating and reproducing the global health inequities. The course readings and assessments are designed to lead you towards these outcomes.

Department of Sociology

Summer 2021 (May 10-June 25)

W 10:30 AM-12:30 PDT

Mode: Online (asynchronous & synchronous)

Instructor: Sanam Vaghefi

Email: svaghefi@uvic.ca

Office Hours: R 10:30-11:30 PDT (Open).

TA: Manda Roddick & Sasha Zinovich

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Course Materials

No textbook required.

Journal articles and book chapters

will be posted on Brightspace.

Video lectures and Power Point slides

will also be accessible each week.

The Mode of Delivery

The mode of delivery will be blended, including asynchronous and synchronous components. The asynchronous component will mostly consist of recorded video lectures, which will be published on Brightspace each week. The synchronous component will take place every Wednesday at 10.30 AM PDT through Zoom meetings, and last until 12.30 PM. There will be open office hours organized through Zoom every Thursday at 10.30 AM. More specific information will be announced through Brightspace.

Course Evaluation

Participation (15%): You are expected to actively participate in class discussions, which will take place every week during the synchronous class meetings on Zoom. We will discuss several questions related to the weekly topic and readings every week, through breakout rooms. Each group will then be expected to share their thoughts and findings with the general class, to encourage further interactive discussion. There might be written discussions posted on Brightspace as well, depending on the flow of the Zoom meetings and the presence of further questions and/or discussion material.

Short Video Presentation (5%): You will give a short presentation by recording a 3-minute video, presenting your personal experience and/or perspective about a chosen concept which will be provided before the assignment.

Midterm (25%): The midterm will be an open-book exam, which should be uploaded as one paper on Brightspace. You will be provided with the questions one week before the exam on Brightspace. In the first part, you will be expected to define several concepts in your own words and give examples, and in the second part you will be asked a short essay question, to be responded to in 850-1000 words. You are expected to cite resources properly, and provide an analytical understanding, demonstrating that you are comfortable working with the concepts and knowledge learned in the first three weeks of the course.

Oral Reflection (25%): You are expected to give a presentation by recording a 10-minute video, presenting your personal perspective about a chosen topic which will be provided before the assignment. Your presentation should have a clear outline with specific components, and you should also submit a script through Brightspace in addition to the video.

Final Paper (30%): 3000-3500 words including references. You will be provided with several different options of open-ended discussion questions. Your responses should be analytical and well-organized. You should use readings and resources from the course, ideally combined with both academic and non-academic additional resources.

Important Dates

Short Video Presentation: May 20

Midterm: June 1

Oral Reflection: June 14

Final Paper: June 28

(9 AM PDT)

Grade Distribution:

Participation: 15%

Short Video Presentation: 5%

Midterm: 25%

Oral Reflection: 25%

Final Paper: 30%

Assessment Criteria:

The midterm and the final paper should demonstrate a sufficient grasp of the studied theories and concepts, as well as an analytical understanding. The assessment criteria include the quality of your discussion and analysis, the clarity and strength of your arguments, and the overall organization and structure, including a proper use of resources. Detailed information about each assignment will be provided through guidelines posted on Brightspace.

Course Schedule

Date	Topic	Readings
Week 1 May 12	Introduction and Sociological Perspectives on Health	<p>Bircher, J., & Kuruville, S. (2014). Defining health by addressing individual, social, and environmental determinants: new opportunities for health care and public health. <i>Journal of public health policy</i>, 35(3), 363-386. doi: 10.1057/jphp.2014.19</p> <p>Gkiouleka, A., Huijts, T., Beckfield, J., & Bambra, C. (2018). Understanding the micro and macro politics of health: Inequalities, intersectionality & institutions – A research agenda. <i>Social Science & Medicine</i>, 200, 92-98. doi: 10.1016/j.socscimed.2018.01.025</p> <p>Recommended: Williams, G. (2003). The determinants of health: Structure, context and agency. <i>Sociology of Health & Illness</i>, 25, 131-154. doi: 10.1111/1467-9566.00344</p>
Week 2 May 19	Medicalization, Health Stigma, and Health Inequities	<p>Busfield, J. (2017). The concept of medicalisation reassessed. <i>Sociology of Health & Illness</i>, 39(5), 759-774. doi: 10.1111/1467-9566.12538</p> <p>Hatzenbuehler, M. L., Phelan, J. C., & Link, B. G. (2013). Stigma as a fundamental cause of population health inequalities. <i>American Journal Of Public Health</i>, 103(5), 813–821. doi: 10.2105/AJPH.2012.301069</p> <p>Ibrahim, M. (2017). Mental health in Africa: Human rights approaches to decolonization. <i>Critical inquiries for social justice in mental health</i>, 113-37.</p>
Week 3 May 26	Healthcare systems and Health Policies	<p>Beckfield, J., Olafsdottir, S., & Sosnaud, B. (2013). Healthcare systems in comparative perspective: classification, convergence, institutions, inequalities, and five missed turns. <i>Annual review of sociology</i>, 39, 127-146. doi: 10.1146/annurev-soc-071312-145609</p> <p>Agartan, T. I. (2020). COVID-19 opens a window of reflection for comparative health systems and global health research. <i>New Perspectives on Turkey</i>, 63, 190-208. https://doi.org/10.1017/npt.2020.25</p> <p>Recommended: Baldwin, S. (2011). HEALTHCARE SYSTEMS AROUND THE WORLD. <i>Global Health (1937-514X)</i>, 4(1).</p>

Week 4 June 2	Globalization, Social Location and Health Inequities	<p>Flynn, M. B. (2021). Global capitalism as a societal determinant of health: A conceptual framework. <i>Social Science & Medicine</i>, 268, 113530. doi: 10.1016/j.socscimed.2020.113530</p> <p>Fernando, S., & Mills, C. (2014). Globalising mental health or pathologising the global south? Mapping the ethics, theory and practice of global mental health. <i>Disability and the Global South</i>, Vol.1, No. 2, 188-202. https://disabilityglobalsouth.files.wordpress.com/2012/06/dgs-01-02-00.pdf</p>
Week 5 June 9	The COVID19 Pandemic: Global Inequities	<p>Zarkov, D. (2020). On economy, health and politics of the Covid19 pandemic. 213-217. https://doi.org/10.1177/1350506820923628</p> <p>Bump, J. B., Baum, F., Sakornsin, M., Yates, R., & Hofman, K. (2021). Political economy of covid-19: extractive, regressive, competitive. <i>bmj</i>, 372. doi: https://doi.org/10.1136/bmj.n73</p> <p>Wouters, O. J., Shadlen, K. C., Salcher-Konrad, M., Pollard, A. J., Larson, H. J., Teerawattananon, Y., & Jit, M. (2021). Challenges in ensuring global access to COVID-19 vaccines: production, affordability, allocation, and deployment. <i>The Lancet</i>. https://doi.org/10.1016/S0140-6736(21)00306-8</p>

Week 6 June 16	The COVID19 Pandemic: Inequities within Countries	<p>Khazanchi, R., Evans, C. T., & Marcelin, J. R. (2020). Racism, not race, drives inequity across the COVID-19 continuum. <i>JAMA network open</i>, 3(9), e2019933-e2019933. doi:10.1001/jamanetworkopen.2020.19933</p> <p>Holst, H., Fessler, A., & Niehoff, S. (2021). Covid-19, social class and work experience in Germany: inequalities in work-related health and economic risks. <i>European Societies</i>, 23(sup1), S495-S512. https://doi.org/10.1080/14616696.2020.1828979</p> <p>Edmonds, J., & Flahault, A. (2021). Refugees in Canada during the First Wave of the COVID-19 Pandemic. <i>International Journal of Environmental Research and Public Health</i>, 18(3), 947. DOI: 10.3390/ijerph18030947</p> <p>Recommended:</p> <p>Banerjee, D. , & Nair, V. S. (2020). “The untold side of COVID-19”: Struggle and perspectives of the sexual minorities. <i>Journal of Psychosexual Health</i> , 2(2), 113–120. doi:10.1177/2631831820939017</p>
Week 7 June 21	Social Change: Health Justice Movements	<p>West-Oram PGN, Buyx A. ‘Global Health Solidarity.’ <i>Public Health Ethics</i>, Volume 10, Issue 2, July 2017, Pages 212–224, https://doi.org/10.1093/phe/phw021</p> <p>Benach J. We Must Take Advantage of This Pandemic to Make a Radical Social Change: The Coronavirus as a Global Health, Inequality, and Eco-Social Problem. <i>International Journal of Health Services</i>. 2021;51(1):50-54. doi:10.1177/0020731420946594</p>

Course Experience Survey (CES)

Your feedback on this course is valued. Towards the end of the term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback regarding the course and the instructor's teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an e-mail inviting you to do so. If you do not receive an e-mail invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic Netlink ID to access the survey, which can be done on your laptop, tablet or mobile device. Please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

Accessibility Statement

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the [Centre for Accessible Learning \(CAL\)](#) as soon as possible. CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Accommodations

The University of Victoria accommodates students with disabilities who have registered with the Centre for Accessible Learning. 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.

Departmental Equity Policy Statement

The Department of Sociology is committed to inclusiveness and to a welcoming, friendly learning and working environment where members of all genders, races, ethnicities, religions, abilities, and structurally disadvantaged groups are treated fairly. We will not tolerate sexism, racism, classism, ageism, ethnocentrism, homophobia, transphobia, ableism, and discrimination based on religious beliefs or any other form of prejudice which undermines people's rights to fairness.

Official Grading Standards

Undergraduate Records, University of Victoria, 2016

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 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.
CTN	Excluded Grade	N/A	

Failing Grade	Grade Point Value	Percentage*	Description
E	0	0-49	Conditional supplemental. Supplemental examinations are not offered by all 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.

* The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9 point GPA/letter grade system. The 9 point GPA system is the sole basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding. Comparative grading information (average grade [mean] for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.

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.

Online Classroom Etiquette

Distractions can easily hinder the difficult process of conveying knowledge. Please observe standard classroom etiquette. Entering the virtual 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. Every student is expected to be respectful and mindful of the instructor's and other students' time, privacy, and thoughts during the online sessions and discussions. It is important to create a safe space for each-other during the discussions, therefore aggressive and/or hateful comments will not be tolerated.

Please read through [these](#) 10 guidelines for general 'netiquette' rules.

DISCLAIMER

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.