ACKNOWLEDGEMENT

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site. I would also like to acknowledge that students and guests in this course join us from many places, near and far, and acknowledge the traditional owners and caretakers of those lands.

COURSE INFORMATION

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Code Number</th>
<th>Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health, Policy and Society</td>
<td>KIN 262</td>
<td>3.0</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION AND RATIONALE

This course (previously listed as KIN 261) is an introduction to the sociology of health and illness. The first part of the course provides students with a theoretical and macro sociological view of health and illness. To that end, we will discuss key sociological theories regarding health as well as the history and structure of the Canadian health care system. During the second part of the course, we will continue our exploration of sociological theory with a particular focus on the individual experience of health and illness and the social determinants of health.

This course is part of the core curriculum in the School of Kinesiology. The course material builds on the social theories and concepts introduced in KIN 160 (previously KIN 161) yet shifts the focus from sport and physical activity to address health more broadly. The course will provide students with an understanding of the Canadian health care system and pressing, current health issues, considered from a sociological perspective. As such, the course will provide a further sociological foundation for students interested in pursuing careers in health care and health-related fields.

PREREQUISITES

There are no formal prerequisites although registration may be limited to students who have successfully completed the Year 1 KIN Core.
Syllabus

CONTACTS

<table>
<thead>
<tr>
<th>Course Instructor(s)</th>
<th>Contact Details</th>
<th>Office Location</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea Bundon</td>
<td>Email via Canvas (preferred) or <a href="mailto:andrea.bundon@ubc.ca">andrea.bundon@ubc.ca</a></td>
<td>N/A</td>
<td>The Canvas course calendar has available appointment times each week. If all the appointments are booked, I will add additional time slots. All meetings will be conducted online</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Assistants</th>
<th>Contact Details</th>
<th>Office Location</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staci Mannella</td>
<td>Email via Canvas</td>
<td>N/A</td>
<td>Online by appointment</td>
</tr>
<tr>
<td>Sarita Devi</td>
<td>Email via Canvas</td>
<td>N/A</td>
<td>Online by appointment</td>
</tr>
</tbody>
</table>

COURSE STRUCTURE

This course has been designed to include a mix of synchronous (live) sessions with asynchronous (on your own time) activities.

**** SEE WEEKLY SCHEDULE AT END OF THIS DOCUMENT FOR DETAILED SCHEDULE. ANY CHANGES TO SCHEDULE WILL BE COMMUNICATED VIA ANNOUNCEMENTS IN CANVAS****

Live lectures are scheduled from 11:00 AM to 11:50 AM on Mondays and Fridays MOST WEEKS. NOTE: There is a live lecture on Wednesday, September 9th to get the course started! Students are encouraged to join in real time in order to benefit from the ability to ask questions and engage with other students. However, all sessions will be recorded and videos posted later that day for students who are unable to join us live.

Asynchronous learning activities include readings from the course textbook, short and long videos, podcasts and a number of ungraded self-tests, polls, reflections exercises for students to complete online. Online content is made available each week on Monday at 12:00 PM (noon). Students should aim to complete all module activities prior to Monday 11:00 AM the following week (ie. materials will be made available after one Monday lecture and should be completed before the next Monday lecture) in order to fully participate in discussions and stay on pace with the course.

Three midterm exams are scheduled Fridays from 11:00 AM to 11:50 AM (October 9th, October 23rd, and November 20th). Students are required to complete these in ‘real time’ on
Canvas. Students who are unable to complete the exam during the scheduled times should contact Dr. Bundon as soon as possible to discuss alternative arrangements.
LEARNING OUTCOMES

The aims of this course are to (1) critically examine health in a social context, (2) to use sociological theories to explore topics pertaining to health and illness, and (3) to examine the tensions between agency and determinism in relation to the social determinants of health.

Specific Learning Objectives

By the end of this course, students will have:

1. **Identified** key aspects of the Canadian healthcare system, including the Canada Health Act and key historical moments in the development of contemporary Canadian health policy. *(Assessment = Midterms)*

2. **Discussed and expounded** upon the debates between agency and structure as they relate to individual and population health. *(Assessment = Midterms, Written Assignment)*

3. **Described** the social aspects of health and illness, including but not limited to the social determinants of health and the social norms influencing health and illness experiences. *(Assessment = Midterms, Written Assignment)*

4. **Demonstrated** proficiency in applying sociological concepts to everyday experiences of health and illness. *(Assessment = Peer Feedback, Written Assignment)*

LEARNING MATERIALS

***STUDENTS WHO EXPERIENCE ISSUES ACCESSING CONTENT FOR ANY REASON SHOULD CONTACT DR. BUNDON AS SOON AS POSSIBLE TO EXPLORE ALTERNATIVES.***

Textbook: The textbook used for this course is:


NOTE: It is important that you are referencing the ‘2nd Canadian edition’. Each week, a specific chapter (occasionally two) will be assigned as required reading. The schedule of assigned readings is listed below in the ‘Schedule of Topics’ section and also in the introduction to each module on Canvas.

**Videos:** This course makes extensive use of documentary videos and other short audio/video content. Instructions to find and view the videos will be posted in the Canvas modules. Most of the videos are provided through subscriptions managed by UBC Library or on public sites on the web.

**Podcasts:** A number of podcasts are used in this courses. Direct links to podcasts and relevant episodes will be posted in the Canvas modules. Students can stream the audio online or download using a podcast platform/app to listen offline.

**Newspaper articles:** Newspaper articles are used to prompt discussions about current topics and debates pertaining to the Canadian healthcare system. Links to articles will be posted in the Canvas modules.

*Additional resources may be posted on Canvas throughout the semester.*

**ASSESSMENTS OF LEARNING**

Students will be evaluated on the following items:

- Midterm 1 (Friday, Oct 2nd) 15%
- Midterm 2 (Friday, Oct 23rd) 15%
- Midterm 3 (Friday, Nov 20th) 15%
- Submit Written Assignment Topic (Monday, Nov 2nd) 5%
- Submit Journal Articles for Written Assignment (Monday, Nov 16th) 5%
- Peer Feedback of Written Assignment (Monday, Nov 30th) 5%
- Written Assignment (Monday, December 7th) 40%

**Midterm Exams (45%)**

There are 3 midterms exams for this course (each worth 15%). These will be held Fridays from 11:00 AM to 11:50 AM (October 2nd, October 23rd, and November 20th). Midterm 1 covers all material from Weeks 1 – 4 (inclusive), Midterm 2 covers material from Weeks 5 – 7, and Midterm 3 covers material from Weeks 8 – 11. **Key concepts and theories will be repeated in across all midterms but the more ‘topical’ content will be covered in the midterm relevant to the weeks listed above.**
The midterm exam will take the form of multiple-choice, true/false, and long answer questions. All midterms will be conducted online, in Canvas and will require the use of LockDown Browser (more details will be provided).

Any student who misses a midterm must contact Dr. Bundon with 48 hours of the midterm regardless of their reason for missing. Should students who miss one midterm exam due to illness, family emergency, sports team commitments, or other extenuating circumstances, the other two midterms will become worth 20% and the written assignment will become worth 45% of the student's final grade. Students who miss two midterms must book an meeting with Dr. Bundon to discuss the possibility of alternative distribution of grades, make-up exams or other accommodations. Missing all three midterms will result in a failing grade in the course.

Written Assignment (40%)

The assignment is due Monday, December 7th at 11AM and must be submitted online via Canvas.

The assignment will entail a consideration of the health issue from a sociological perspective. To begin, student will be required to find a recent newspaper article (published in 2020) that addresses a health related topic. Students will select one of the sociological theories (and respective key concepts) presented in the weekly lectures to discuss and analyze the health issue. Additionally, students will utilize and reference three (published no earlier than 2015) sociological academic journal articles that have researched or theorized the topic. Further details about this assignment, including a grading rubric, will be presented in class and posted on Canvas during Week 6.

Assignments not submitted online via the course’s Canvas page by 11AM on Monday, December 7th, 2020 will be considered late and subject to mark deductions. Late Written Assignments will be accepted with a penalty of two marks per day (including weekends) out of the total 40 marks for the assignment, with each day ending at 11AM. Late assignments should still be submitted online via Canvas.

***Students who are unable to meet the deadline must contact Dr. Bundon as early as possible to discuss the possibility of an extension.***

Written Assignment Topic (5%)

Student will have the opportunity to submit their selected newspaper and selected sociological theory and key concepts by Monday, December November 2nd at 11AM via Canvas. This is intended to support students to get started on the assignment and ensure that the newspaper article they have selected is conducive to writing a strong paper. This is a complete/incomplete
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Syllabus

assignment and no extensions or make-up assignments will be granted. Details and instructions will be provided in class and posted in Canvas.

**Written Assignment Journal Articles (5%)**

Student will have the opportunity to submit three academic journals that they intend to reference in their Written Assignment by **Monday, December November 16th at 11AM** via Canvas. This is intended to support students to get started on the assignment and ensure they are finding appropriate resources to draw on in writing their paper. This is a complete/incomplete assignment and no extensions or make-up assignments will be granted. Details and instructions will be provided in class and posted in Canvas.

**Participation in Peer Feedback (5%)**

Students will have the opportunity to provide and receive peer feedback in advance of submitting their final Written Assignment. To participate in the peer feedback process, students must submit a draft of their Written Assignment by **Monday, November 30th at 11AM** via Canvas. Students will be randomly assigned to provide feedback to their peers and will have 24 hours to submit feedback. Students will receive 1% for submitting their draft for feedback from others and 2% for each assignment they review for others (up to maximum of 4%). This is a complete/incomplete assignment and no extensions or make-up assignments will be granted. Details and instructions will be provided in class and posted in Canvas.

**Procedure for Review of Grades**

Occasionally students disagree with the marks they receive. To request a review of a mark the following procedure must be followed. The student should send an email **describing in detail** the nature of the perceived marking error and the basis for the request to review. This memo must be submitted to Dr. Bundon **no sooner than 48 hours** and **no later than one week after receiving their grade on the assignment/exam**. ANY EMAILS RECEIVED BEFORE 48 HOURS HAVE PASSED WILL BE DELETED WITHOUT REPLY (trust me – nothing good comes of an email sent in haste or out of frustration). Please note that when a mark is reviewed, the final re-graded mark may stay the same, be increased, or go down from the originally assigned grade.

**UNIVERSITY POLICIES**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for
students with disabilities and for religious observances. UBC values academic honesty and
students are expected to acknowledge the ideas generated by others and to uphold the highest
academic standards in all of their actions. Details of the policies and how to access support are
available on the UBC Senate website.

During this pandemic, the shift to online learning has greatly altered teaching and studying at
UBC, including changes to health and safety considerations. Keep in mind that some UBC
courses might cover topics that are censored or considered illegal by non-Canadian governments.
This may include, but is not limited to, human rights, representative government, defamation,
obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a
student living abroad, you will be subject to the laws of your local jurisdiction, and your local
authorities might limit your access to course material or take punitive action against you. UBC is
strongly committed to academic freedom, but has no control over foreign authorities (please visit
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0 for an articulation of the values
of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize
that students will have legitimate reason to exercise caution in studying certain subjects. If you
have concerns regarding your personal situation, consider postponing taking a course with
manifest risks, until you are back on campus or reach out to your academic advisor to find
substitute courses. For further information and and support, please visit:
http://academic.ubc.ca/support-resources/freedom-expression

OTHER COURSE POLICIES

Academic Accommodation for Students with Disabilities
The University's goal is to ensure fair and consistent treatment of all students, including students
with a disability, in accordance with their distinct needs and in a manner consistent with
academic principles. Students with a disability who wish to have an academic accommodation
should contact and register with Access and Diversity without delay
(http://students.ubc.ca/about/access). Please contact Dr. Bundon early to discuss any
accommodations that you require. Dr. Bundon also welcomes feedback and suggestions on how
to make this course more widely accessible to students with a disability.

Inclusivity Statement
School of Kinesiology courses take place in learning environments that are inclusive of gender
identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc.
Learners and educators expect to be treated respectfully at all times and in all interactions. Non-
sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected
in our classes, course content, discussions and assignments. Please feel welcome to email Dr.
Bundon and the Teaching Assistants your name and pronouns and how you would like these to
be used.
Academic Integrity
All UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action. It is your responsibility to become familiar with the University of British Columbia’s Academic Honesty and Plagiarism Policies, as well as the Student Declaration and the consequences of violating these policies. Students are encouraged to visit: http://www.calendar.ubc.ca/vancouver/?tree=3,54,111,959 and http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,285,0,0

Students are responsible for submitting original work and accurately citing (referencing) the work of others within assignments. All submitted assignments become the property of the University of British Columbia and electronic copies of submitted assignments will be stored and used to check against future, present, or past cases of academic misconduct. Students will also be required to submit a copy of their final Written Assignment to TurnItIn.com.

LEARNING ANALYTICS
This course will be using the following learning technologies: Canvas (+ extensions and integrated apps), Mentimeter, and Turnitin. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress and encourage and facilitate in class discussions.
- Track your progress in order to provide you with personalized feedback.
- Review statistics on course content being accessed to support improvements in the course.
- Assess your participation in the course.
- Grade assignments and provide you with personalized feedback.

COPYRIGHT
All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Dr. Bundon provides recordings of lectures personal use only but respectfully requests that you do not distribute the recordings or share them in any digital format or online platform.

WEEKLY SCHEDULE
The topics and assigned readings for each class are listed below, although this may be subject to change. Changes will be communicated in class and on Canvas.

<table>
<thead>
<tr>
<th>Week &amp; Dates</th>
<th>Topic</th>
<th>NOTES, READINGS AND OTHER INFO</th>
</tr>
</thead>
</table>
| WEEK 1       | Introduction | This week we will begin by reviewing the course content and evaluation procedures. The opening remarks will include an examination of the biomedical and social models of health. | LECTURE WEDNESDAY & FRIDAY  
Chapter 1 – Imagining Health Problems as Social Issues |
|              | Social Models of Health and Illness | This week the opening remarks will continue to outline sociological understandings of health and illness by focusing on two particular theories, namely Structural Functionalism and Marxism (Conflict Theory). | LECTURE MONDAY & FRIDAY  
Chapter 2 – Theorizing Health: Major Theoretical Perspectives in Health Sociology |
| WEEK 3       | The Canadian Health Care System | This week we will examine the changing health care system in Canada beginning with an overview of the historical roots of our current health care system. | LECTURE MONDAY & FRIDAY  
Chapter 12 – Medicine, Medical Dominance, and Public Health:  
Documentary: Tommy Douglas: Keeper of the Flame (https://www.nfb.ca/film/tommy_douglas_keeper_of_the_flame/)  
Newspaper article – Why a fight between Kenney and Alberta’s doctors was inevitable, but the path to peace is less clear https://www.cbc.ca/news/canada/calgary/alberta-kenney-doctors-government-1.5653948 |
## WEEK 4
**MON Sep 28**  
**WED Sep 30**  
**FRI Oct 2**

### Power, Politics and Privilege in Health Care
This week we will use the sociological theory Weberianism to consider power, politics and privilege in the definition and delivery of health care.

### LECTURE MONDAY

**MIDTERM #1 Friday October 2nd**

**Chapter 13** – Power, Politics, and Values: The Canadian Health Care System

**Chapter 15** – Nursing in the Twenty-First Century

**Podcast** – The Plight of Personal Support Workers During Covid 19 [White Coat/Black Art] -  
[https://22083.mc.tritondigital.com/CBC_WHITECOAT_P/media-session/e9ce600f-082d-406c-a2bd-7911bcb67a8e/whitecoat-OcWNrMb3-20200508.mp3](https://22083.mc.tritondigital.com/CBC_WHITECOAT_P/media-session/e9ce600f-082d-406c-a2bd-7911bcb67a8e/whitecoat-OcWNrMb3-20200508.mp3)

## WEEK 5
**MON Oct 5**  
**WED Oct 7**  
**FRI Oct 9**

### Social determinants of health
This week, we will explore the social production and distribution of health and discuss the concept of the social determinants of health.

### LECTURE MONDAY & FRIDAY

**Chapter 4** – Class, Health Inequality, and Social Justice

## WEEK 6
**Thanksgiving (no class Monday)**  
**WED Oct 14**  
**FRI Oct 16**

### Living with Chronic Illness
This week, we will use the sociological theory Symbolic Interactionism to examine the lived experience of chronic illness.

### LECTURE FRIDAY

**Chapter 9** – The Medicalization of Society

**Documentary**: Unrest (2017) – link to be provided
### WEEK 7
**MON Oct 19**
**WED Oct 21**
**FRI Oct 23**

**Disability and Health**
This week we will focus on the health and social issues facing people with disabilities in Canada. We will also discuss medical and social

**LECTURE MONDAY**

**MIDTERM #2 Friday October 23rd**

**Chapter 10** – Constructing Disability and Living with Illness

### WEEK 8
**MON Oct 26**
**WED Oct 28**
**FRI Oct 30**

**Gender and Health**
This week will explore feminist theory and consider the relationships between gender and health.

**LECTURE MONDAY & FRIDAY**

**Chapter 5** – Women’s health in Context: Gender Issues

**Documentary:** Pink Ribbon Inc. (2011) – link to be provided

### WEEK 9
**MON Nov 2**
**WED Nov 4**
**FRI Nov 6**

**Ethnicity and Health**
Beginning with an examination of human rights and anti-racism sociological frameworks, this week we will examine the relationships between ethnicity and health.

**LECTURE MONDAY & FRIDAY**

Submit Written Assignment Topic (Monday, Nov 2nd)

**Chapter 6** – Racialization, Ethno-Cultural Diversity, and Health

**Podcast** – Why is the pandemic killing so many Black Americans?  

**Podcast** – Race, Health and Happiness – link to be provided

### WEEK 10
**MON Nov 9**

**Break!**

Nothing – take a break

### WEEK 11
**MON Nov 16**
**WED Nov 18**

**Aboriginal Peoples and Health**

**LECTURE MONDAY**

**MIDTERM #3 Friday November 20th**
<table>
<thead>
<tr>
<th>FRI Nov 20</th>
<th>This week we will focus on the health and social issues facing Aboriginal Peoples in Canada.</th>
<th>Submit Journal Articles for Written Assignment (Monday, Nov 16th)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chapter 7 – Canada’s Aboriginal People and Health: The Perpetuation of Inequalities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 12</th>
<th>Aging and Health This week the opening remarks will focus on the concept of ageism to explore the health and illness experiences of older adults.</th>
<th>LECTURE MONDAY &amp; FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>MON Nov 23</td>
<td>Chapter 11 – Aging, Dying, and Death in the Twenty-First Century</td>
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<tr>
<td>WED Nov 25</td>
<td>Documentary: Gen Silent (2011) – link to be provided</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 13</th>
<th>Peer review of written assignment</th>
<th>NO LECTURES – There will be no lectures or learning activities this week. Students are expected to participate in the peer review of final written assignment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MON Nov 30</td>
<td>Dr. Bundon will also hold additional office hours this week to answer last minute questions about the assignment.</td>
<td></td>
</tr>
<tr>
<td>WED Dec 2</td>
<td>Peer Feedback of Written Assignment (Monday, Nov 30th)</td>
<td></td>
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</tbody>
</table>

| MON Dec 7 | Final Written Assignment due | Written Assignment (Monday, December 7th) |

*Version: September 2020*