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## ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (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.

## COURSE INFORMATION

Course Title	Course Code Number	Credit Value
Health, Policy, and Society (Term 2 – January to April 2021)	KIN 262 (Formerly KIN 261)	3 credits

**Prerequisites:** Completion of 1<sup>st</sup> year kinesiology core courses.

**Course Instructor:** Dr. Laura Hurd

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**Office Hours:** By appointment

**Teaching Assistants:** Donna Cumming ([donna.cumming@ubc.ca](mailto:donna.cumming@ubc.ca))

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## COURSE STRUCTURE

**Class Location:** Online

**Format:** Each week there will be:

- a recorded lecture
- an assigned documentary case study
- a worksheet

Additionally, there will be weekly discussions of the course materials:

- Live discussions (*Weeks 1, 3, 5, 8, and 12*)
- Online discussions in small, assigned groups (*Weeks 2, 4, 7, 9, 11*)

## COURSE DESCRIPTION

This course (previously listed as KIN 261) is part of the core curriculum in the School of Kinesiology. Building on the social theories and concepts introduced in KIN 160 (previously listed as KIN 161), the course examines the sociology of health and health policy. Thus, we will explore and analyze the Canadian health care system and current health issues from a sociological perspective. The course provides a socio-cultural foundation for students interested in pursuing careers in health care and health-related fields.

## LEARNING OUTCOMES

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Students taking this course will become familiar with the sociological theories and socio-cultural research related to health and health policy. The goal of the course is to provide students with sufficient knowledge and understanding that they will be able to critically (1) examine health in a social context; (2) use sociological theories to explore topics related to health and illness; and (3) explicate the tensions between agency and determinism in relation to health, illness, and the social determinants of health.

By the end of this course, students will be able to:

1. **Identify** important aspects of the Canadian healthcare system, including the Canada Health Act and key historical moments in the development of contemporary Canadian health policy.
2. **Discuss and explain** the debates between agency and determinism as they relate to individual and population health.
3. **Describe** 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.
4. **Demonstrate** proficiency in applying sociological concepts to everyday experiences of health and illness.

## LEARNING MATERIALS

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### *Textbook*

The textbook for this course is as follows:

Germov, J., & Hornosty, J. (Eds.) (2017). *Second opinion: An introduction to health sociology* (2<sup>nd</sup> Canadian ed.). Don Mills, Ontario: Oxford.

Note: This book is available for purchase from the UBC Bookstore or through various online vendors. Please make sure you get the **2<sup>nd</sup> Canadian edition!** An eBook edition can be rented from the publisher at <https://www.vitalsource.com/en-ca/products/second-opinion-john-germov-jennie-hornosty-v9780199018147?term=9780199018130>.

### *Documentaries*

Each week, there will be a documentary case study, which will be available for viewing online. Links to the weekly documentaries can be found on Canvas.

### *Lecture Notes and Assignment Information*

Lecture notes and information about course assignments are all posted on Canvas.

## ASSESSMENT

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Assessment	% of Course Grade
Weekly Worksheets	10%
Online Discussions	10%
Case Study Analysis	30%
Health News Story Proposal	10%
Health News Story Analysis Paper	40%

### **Worksheets - 10%**

Students will be complete weekly worksheets that ask them to synthesize materials from the lectures, assigned readings, and documentary case studies. These worksheets will be graded for completion - 1 mark if completed and 0 marks if not fully completed or if submitted late. Worksheets must be completed and submitted via Canvas by **4 PM (Pacific Standard Time) each Wednesday**, with the exception of Week 1 where they will be accepted up until Friday, January 15 @ 4 PM (Pacific Standard Time).

### **Online Discussion Participation - 10%**

Each student will be required to do the following:

- **Actively participate** in the online discussions.
- **Thoughtfully lead** their assigned online discussion groups once per term.

### **Case Study Analysis - 30%**

This assignment will require that students analyze an assigned case study using course materials. The assignment will be posted on Wednesday, February 10 after the Live Session and must be completed and submitted on Canvas by Wednesday, February 24th by 4 PM (Week#6) (Pacific Standard Time).

### **Health News Story Proposal - 10%**

Student will write a **one page** proposal outlining their plan for their Health News Story Writing Assignment. The proposal will include: a) the student's choice of health news story for the analysis (taken from an approved list); b) a brief (~150 words) description of theoretical framework and key concept that they will use to analyze the story; and c) their **two** proposed sociological journal articles (formatted in APA) that they will use for the assignment. The proposal is **due on Wednesday, March 17** (Week#9) (uploaded to Canvas by 4 PM Pacific Standard Time).

## **Health News Story Paper - 40%**

Building from the proposal, the Health News Story assignment will require that the students analyze a current health news story using their chosen sociological theory and their two sociological journal articles. The paper will be four to six pages in length, not including a title page and references list (formatted in APA), which are also required. The assignment is due on **Wednesday, April 14** (Week#13) by 4 PM (Pacific Standard Time) and is to be uploaded to Canvas.

## **SCHEDULE OF TOPICS**

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### ***Week#1 – Introduction (January 11 – 15, 2021)***

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.

Reading: Chapter 1 – Imagining health problems as social issues.

Documentary: *Feeding frenzy: The food industry, obesity, and the creation of a health crisis.* (2013). <http://ubc.kanopystreaming.com/video/feeding-frenzy-food-industry-obesity-amp-creation-health-crisis>

### ***Week#2 – Social Models of Health and Illness (January 18 – 22, 2021)***

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) and beginning to consider the social determinants of health.

Readings:

- Chapter 2 – Theorizing health: Major theoretical perspectives in health sociology (pp. 27-36 up to the end of the section on Marxism only).
- Chapter 4 – Class, health inequality, and social justice

Documentary: *Four feet up.* (2009). [https://www.nfb.ca/film/four\\_feet\\_up/](https://www.nfb.ca/film/four_feet_up/)

### ***Week #3 – The Canadian Health Care System (January 25 – 29, 2021)***

This week we will examine the changing health care system in Canada, with an overview of the historical roots of our current health care system and a consideration of the ongoing debates pertaining to public versus private health care.

Reading: Chapter 13 – Power, politics, and values: The Canadian health-care system

Documentary: *Desperately seeking doctors.* (2008). <https://stream-mcintyre-ca.ezproxy.library.ubc.ca/ubc/title/22220>

### ***Week#4 – Health Professionals (February 1 – 5, 2021)***

This week we will use the sociological theory Weberianism to consider the experiences of health professionals working in the Canadian health care system.

Readings:

- Chapter 2 – pp. 36-37 (Weberianism)
- Chapter 15 – Nursing in the 21<sup>st</sup> century

Documentary: *Bevel-up*. (2007).

[https://www.nfb.ca/film/bevel\\_up\\_drugs\\_users\\_and\\_outreach\\_nursing/](https://www.nfb.ca/film/bevel_up_drugs_users_and_outreach_nursing/)

***Week#5 – Chronic Illness (February 8 – 12, 2021)***

This week we will use the sociological theory Symbolic Interactionism to examine how people perceive and experience chronic illness, including chronic pain and mental health issues.

Readings:

- Chapter 2 – pp. 38-39 (Symbolic Interactionism)
- Chapter 9 – The medicalization of society

Documentary: *Mind/game: The unquiet journey of Chamique Holdsclaw*. (2015).

<https://ubc.kanopy.com/video/mindgame-unquiet-journey-chamique-holdsclaw>

***\*\*Midterm break – February 15 to 19, 2021\*\****

***Week#6 – Case Study Analysis Assignment***

This week, students will complete their case study analysis assignments. As such, there will be no required readings or assigned documentary case study.

***Week#7 – Gender and Health (March 1 - 5, 2021)***

This week we will explore feminist theory and consider the relationships between gender, gender identity, sexual orientation, and health.

Readings:

- Chapter 2 – pp. 40-45 (Feminism)
- Chapter 5 – Women’s health in context: Gender issues

Documentary: *Intersexion*. (2013). <http://ubc.kanopystreaming.com/video/intersexion>

***Week#8 – Racialization and Health (March 8 - 12, 2021)***

Beginning with an examination of human rights and anti-racism sociological frameworks, this week we will examine the relationships between racialization and health, with a particular focus on new immigrants and refugees.

Readings:

- Chapter 2 – pp. 45-46 (Human rights and anti-racism perspectives)
- Chapter 6 – Racialization, ethno-cultural diversity, and health

Documentary: *Everybody’s children*. (2008) [https://www.nfb.ca/film/everybodys\\_children](https://www.nfb.ca/film/everybodys_children)

**Week#9 – Disability (March 15 – 19, 2021)**

This week we will focus on the health and social issues facing people with disabilities in Canada, with a particular focus on the social model of disability.

Readings:

- Chapter 10 – Constructing disability and living with illness

Documentary: *Zoom in: Microaggressions and disability* (2015).

<https://ubc.kanopy.com/video/zoom>

**Week#10 – Aging and Health (March 22 – 26, 2021)**

This week we will consider the health and social issues facing older adults, with a particular focus on ageism.

Reading: Chapter 11 – Aging, dying, and death in the 21st century

Documentary: *House calls*. (2005). <https://www.nfb.ca/film/house-calls/>

**Week#11 – The Pharmaceutical Industry (March 29 – April 2, 2021)**

This week we will consider the role of the pharmaceutical industry in the commercialization and marketing of health and health care products as well as the medicalization of everyday life.

Reading: Chapter 14 – The pharmaceutical industry and health Canada: Values in conflict?

Documentary: *Big bucks, big pharma*. (2006). <https://ubc.kanopy.com/video/big-bucks-big-pharma-marketing-disease-pushing-drugs>

**Week#12 – Health and the Environment (April 6 – 9, 2021)**

This week we will use the sociological theories of Post-structuralism/Postmodernism to consider the relationships between our environment, environmental policies and practices, and our health.

Readings:

- Chapter 2 – pp. 39-40 (Post-structuralism and Postmodernism)
- Chapter 8 – Environmental links to health: Making connections

Documentary: *The disappearing male*. (2008). [https://fod-infobase-com.ezproxy.library.ubc.ca/p\\_ViewVideo.aspx?xtid=40665](https://fod-infobase-com.ezproxy.library.ubc.ca/p_ViewVideo.aspx?xtid=40665)

OR

<https://topdocumentaryfilms.com/the-disappearing-male/>

**Week#13 – Wrap Up (April 12 – 14, 2021)**

## UNIVERSITY POLICIES

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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**.

## OTHER COURSE POLICIES

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### Academic Concession

Students who are unable to attend class or complete assignments due to medical circumstances, family emergencies, or conflicting responsibilities may be eligible and may apply for academic concession through the KIN Advising Office. Please see this link for more details:

<https://kin.educ.ubc.ca/undergraduate/bkin/academic-concession/>. If academic concession is granted, the instructor will provide the student with either a make-up assignment (in the case of missed online discussions) or an extension (for reflection papers, proposals, or research papers).

Note: Students are strongly advised to request/apply for academic concession in advance of the missed discussion week or assignment deadline and no later than 48 hours after a missed class. Here is the link to apply: <https://kin.educ.ubc.ca/undergraduate/bkin/academic-concession/concession-itw/>

### Late Papers

Late case study analyses, health news story proposals, and health news story papers will be accepted with a penalty of two marks per day (including weekends) out of the total for the assignment, with each day ending at 5 PM.

### Online Communications

In this course, and throughout your program, you are expected to communicate in a respectful and professional manner. You may find it helpful to review [UBC's Distance Learning Communication Online: Netiquette](#) web page.\*

### Blackboard Collaborate/Zoom

This course may include Blackboard Collaborate Ultra and/or Zoom sessions. These web conference sessions will give you opportunities to connect with your instructors and other students in real-time online meetings. Be sure to use these sessions to ask any content related questions that you may have. If you are new to Collaborate Ultra watch this [short orientation video \(Links to an external site.\)](#).\* If you are new to Zoom, please see this website:

<https://support.zoom.us/hc/en-us/categories/200101697>

## **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. Hurd early to discuss any accommodations that you require. Dr. Hurd 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 age, ability, class, ethnicity, gender expression, gender identity, gender expression, race, sexual orientation, 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. Hurd and the Teaching Assistants your name and pronouns and how you would like these to be used.

## **Learning Analytics**

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the Canvas learning technology, which will enable the instructor to 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 review statistics on course content being accessed to support improvements in the course.

## **Grading**

Occasionally students disagree with the marks they receive. To request a review of a mark the following procedure must be followed. The student should write approximately one-page typed memo describing in detail the nature of the perceived marking error and the basis for the request to review. This memo must be submitted to the instructor by email. Requests may be submitted for review **no sooner than 48 hours**, and **no later than one week after the assignments are handed back**. 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.

## **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. The Instructor does NOT permit students to record her classes.

## **Students outside Canada**

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,

obscurity, 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 support, please visit: <http://academic.ubc.ca/supportresources/freedom-expression>