

**UNIVERSITY OF BRITISH COLUMBIA**  
**School of Kinesiology**  
**KIN 262: Health, Policy, and Society (2024W Term 1 Sep-Dec 2024)**

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*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.*

**Course name:** KIN 262 Health, Policy, and Society  
**Credit value:** 3.0  
**Class time:**  
**Class location:**

**Prerequisites:**

**Course Instructor:** Dr. Liv Yoon (she/her) – [please message via Canvas](#), rather than email

**Teaching Assistants:** Stephanie Stresing (she/her) – [stephanie.stresing@ubc.ca](mailto:stephanie.stresing@ubc.ca)  
Jay Banwait (he/him) – [jbanwait@student.ubc.ca](mailto:jbanwait@student.ubc.ca)

**COURSE DESCRIPTION**

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This course is part of the core curriculum in the School of Kinesiology. Building on the sociological theories and concepts introduced in KIN 160, 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, including health professionals, gender, racialization, aging, chronic illness, disability, the pharmaceutical industry, and the environment. 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) explain 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** key 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 structure 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:** Germov, J., & Hornosty, J. (Eds.) (2017). *Second Opinion: An Introduction to Health Sociology* (2<sup>nd</sup> Canadian ed.). Don Mills, Ontario: Oxford.

Note: 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>.

\*\*\*\* It is important that you use 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 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 offered in this course as optional material for further learning. 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.

**News articles:** News 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.

**Lecture slides and assignment info:** All slides from lectures and information regarding assignments, midterm, and final exam will be posted on Canvas.

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

## OFFICE HOURS

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To book a meeting with me, find a time here <https://calendly.com/kin262/officehours> - you will be asked whether you'd like to meet virtually or in-person. If all the appointments are booked, I will add additional time slots (you can email me to let me know the appointments are full and/or I will proactively add more slots as they fill up). If meeting virtually, you'll get an automatic email with the Zoom link after you sign up for the meeting. In-person meetings will take place at my office: Rm 117, West Mall Annex (1933 West Mall).

To meet with Teaching Assistants, you can email them to arrange a time. Please indicate your preference for online or in-person. They will provide you with their availability.

## ASSESSMENT OF LEARNING

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Students will be evaluated on the following items:

1. Midterm #1 (in-class) – 4pm Wed Oct 16, 2024	25%
2. Midterm #2 (in-class) – 4pm Wed Nov 20, 2024	25%
3. Student group-led presentation + activity in tutorials	15%
4. Participation	10%
5. Proposal & Contract for Final paper (in pairs) – due 4pm Wed Nov 20, 2024	5%
6. Final paper (in pairs) – due 4pm Wed Dec 11, 2024	20%

### **1&2. Midterms (25% each)**

There are two in-class midterms: the first one on **Wednesday October 16, 2024** and the second one on **Wednesday November 20, 2024**. The midterm will begin promptly at 4PM and students will have 90 minutes to complete it. The first midterm will cover all material from Modules 1-6 (inclusive) and the second midterm will cover all material from Modules 1-10 (inclusive). The midterms will take the form of multiple-choice, true/false, and short and long answer questions. Key concepts and theories will be repeated across both midterms.

Any student who misses a midterm must contact Dr. Yoon within 48 hours of the midterm regardless of their reason for missing. Should students who miss the midterm due to illness, family emergency, sports team commitments, or other extenuating circumstances, the second midterm will become worth 50%. Students who miss both midterms must book a meeting with Dr. Yoon to discuss the possibility of make-up exams or other accommodations. Missing both midterms will result in a failing grade if other arrangements are not made.

### **3. Student-group led seminar (15%)**

In groups of 5, students will present in, and facilitate, one tutorial session during the term. The broad goal of the presentation is to highlight and inspire discussion around a current event related to the assigned topic of the week. In the presentation and following discussion, presenters should highlight key points from the week's learning materials and inspire discussion that speaks to course concepts and theories. Details about this presentation will be discussed in class and posted on Canvas.

### **4. Participation (10%)**

There are different ways that you can participate in, and contribute to, class and tutorials, and all of these will be considered for your participation grade. For example, your feedback on your classmates' presentations is an important way to contribute in tutorial. Attendance is crucial for attaining maximum marks. In the last tutorial, you will be asked to reflect on your participation over the term and justify a proposed grade.

## 5. Writing Assignment Proposal & Contract (5%)

In preparation for the Final Paper, students (in pairs) will submit the following:

- a) a brief (150-200 words) description of their plan in which they a news story (published after Jan 1, 2022 on a reputable Canadian outlet) they plan to analyze, and the sociological theory and key concepts they propose to use, plus a rationale for both (sociological theory and key concepts)
- b) a reference list in which they identify at least 2 journal articles published no earlier than 2013 that address the topic from a sociological perspective that they will use for their assignment.
- c) a signed contract for the pairs' collaborative work on the final term paper. Contracts help to set the anticipated means of communication and decision-making, defining expectations for behaviour and timelines, enhancing distribution of responsibilities, and clarifying the various roles each member will take. Each group member will sign the contract they have built together before handing it in to their tutorial leader. This is a pass/fail component of the proposal. Proposals submitted without this contract will receive a zero.

The Written Assignment Proposal & Contract are due by **4PM Wednesday November 20, 2024** via Canvas. This is intended to support students to get started on the assignment and ensure that the news article they have selected is conducive to writing a strong paper and that they are finding appropriate resources to draw on in writing their paper. No extensions or make-up assignments will be granted.

## 6. Writing Assignment (25%)

The assignment is due by **4PM Wednesday December 11, 2024** via Canvas. The assignment will entail a consideration of a health issue from a sociological perspective. To begin, students (in pairs) will be required to find a recent newspaper article (published after Jan 1, 2023 on a reputable Canadian outlet) 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 a minimum of 2 (published no earlier than 2014) academic journal articles that have researched or theorized the topic from a sociological perspective. Further details about this assignment, including a grading rubric, will be posted on Canvas around early November.

Assignments not submitted online via the course's Canvas page by **4PM Wednesday December 11, 2024** will be considered late and subject to mark deductions. Late Assignments will be accepted with a penalty of two marks per day (including weekends), with each day ending/starting at 4PM. Late assignments should still be submitted online via 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. Yoon **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.

## OTHER COURSE POLICIES

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### **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 the Centre for Accessibility without delay (<http://students.ubc.ca/about/access>). Please contact Dr. Yoon early to discuss any accommodations that you require. Dr. Yoon 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. Yoon 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: <https://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0>

### **Use of Generative Artificial Intelligence (AI) Software**

The use of generative AI tools is strictly prohibited in all course assignments unless explicitly stated otherwise by the instructor. This includes ChatGPT and other artificial intelligence tools and programs.

### **Policy on Text-Matching Software**

UBC subscribes to Turnitin, an online system that compares written material with the web and with other material submitted to its database. Faculty, staff, and students can upload submissions and check for duplication of material in other sources and possible plagiarism.

## LEARNING ANALYTICS

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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, the instructor intends 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

## COPYRIGHT

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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. Yoon 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.

## OTHER COURSE 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.

## SCHEDULE OF TOPICS

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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.

Week and Topic	Assigned Readings
<b>Module 1 (Sep 4): Introduction + Imagining Health Problems as Social Issues</b>	
We begin by reviewing the course format and syllabus followed by an introduction to the biomedical model and social model of health.	Chapter 1 – Imagining Health Problems as Social Issues
<b>Module 2 (Sep 11): Social Models of Health and Illness (Tutorial #1 – no presentation)</b>	
We continue the discussion about sociological understandings of health and illness and how social theory/theories can be used to explore health. Two social theories (Structural Functionalism and Marxism) will be introduced.	Chapter 2 – Theorizing Health: Major theoretical perspectives in health sociology (pp. 27-36 up to the end of the section on Marxism only)
<b>Module 3 (Sep 18): The Canadian Health Care System (Tutorial #2)</b>	
Examine the structure and formation of the Canadian health care system including the historical divide in provincial / federal jurisdiction and the origins of the Canada Health Act.	Chapter 13 – Power, Politics, and Values: The Canadian Health Care System

<b>Module 4 (Sep 25): Social Determinants of Health + Guest Speaker (No tutorial)</b>	
We explore the social production and distribution of health and the concepts of inequality and inequity as they pertain to health.	Chapter 4 – Class, Health Inequality, and Social Justice Chapter 12 – Medicine, Medical Dominance, and Public Health (pp. 275-281 only)
<b>Module 5 (Oct 2): Health Professionals Working in Health Care (Tutorial #3)</b>	
We use the social theory of Weberianism to consider how power, politics and privilege shape the delivery of health care.	Chapter 2 – pp. 36-37 (Weberianism) Chapter 12 – Medicine, Medical Dominance, and Public Health (pp. 258-275 only) Chapter 15 – Nursing in the 21 <sup>st</sup> century
<b>Module 6 (Oct 9): Living with Chronic Illness (Tutorial #4)</b>	
We use the sociological theory Symbolic Interactionism to examine the lived experience of chronic illness.	Chapter 9 – The Medicalization of Society (pp. 191-194, 202-210) Chapter 10 – Constructing Disability and Living with Illness (pp. 220-228) Chapter 2 – pp. 38-39 (Symbolic Interactionism)
<b>Module 7 (Oct 16): MIDTERM #1 (in-class) + Documentary Viewing   No Tutorial</b>	
<b>Module 8 (Oct 23): Gender and Health (Guest Lecture)   No Tutorial</b>	
We explore feminist theories and consider the relationships between gender and health.	Chapter 2 – pp. 40-45 (Feminism) Chapter 5 – Women’s Health in Context: Gender Issues
<b>Module 9 (Oct 30): Racialization and Health (Tutorial #5)</b>	
Beginning with an examination of anti-racism sociological frameworks, we examine the relationships between race, ethnicity and health.	Chapter 2 – pp. 45-46 (Human Rights and Anti-Racism Perspectives) Chapter 6 – Racialization, Ethno-Cultural Diversity, and Health
<b>Module 10 (Nov 6): Environment, Climate Change and Health (Tutorial #6)</b>	
We use the sociological theories of post-structuralism/postmodernism to consider the relationships between our environment, policies and practices, and our health.	Chapter 8 – Environmental Links to Health: Making Connections
<b>Nov 13: University Midterm Break (Nov 13-15) – NO CLASS</b>	
<b>Module 11 (Nov 20): MIDTERM #2 (in-class)   Proposals &amp; Contracts due   No tutorial</b>	

**Module 12 (Nov 27): Disability and Health (Guest Lecture TBD) (Tutorial #7)**

This week we will focus on the health and social issues facing people with disabilities in Canada. We will also discuss medical, social and social relational models of disability.

Chapter 10 – Constructing Disability and Living with Illness (pp. 211-220, 228-233)  
+ TBC from Guest Lecturer

**Module 13 (Dec 4): Indigenous Peoples and Health (Tutorial #8)**

This week we will focus on the health and social issues facing Indigenous Peoples in Canada.

Chapter 7 – Canada’s Aboriginal People and Health: The Perpetuation of Inequalities