



# UNIVERSITY OF CALGARY

Winter 2020

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: Social Contexts & Health			
Course Number	Soci 301.01		
Pre/Co-Requisites	Soci 201		
Instructor Name	V. A. Haines	Email	haines@ucalgary.ca
Office Location	Social Sciences 946	Office Hours	Cancelled
Telephone No.	403-220-7605		
Class Dates	13/01/2020 - 15/04/2020		
Class Times	MoWeFr 10:00 - 10:50		
Class Location	Lectures cancelled		

## Course Description

Part I addresses what sociology brings to the return to social context in the health arena. Part II focuses on social statuses as positions in a social hierarchy, exploring links between class and health, gender and health, race, ethnicity and health and age and health. Part III discusses the neighborhood-health connection. Social networks and health are discussed in Part IV. Part V moves beyond basic research on social contexts and health to address policy implications of this research.

## Course Objectives/Learning Outcomes

The objective of this course is to explore how social statuses, neighborhoods and social networks shape health. After completing this course, students will be familiar with theoretical and methodological tools sociologists use to study health effects of these social contexts. They will know how physical health and mental health are distributed across social strata defined by class, gender, race, ethnicity, and age. They will understand the ways in which characteristics of the neighborhoods where individuals live and characteristics of the social networks in which individuals are embedded shape their physical and mental health. They will be able to link basic research on social contexts and health to ongoing efforts to develop efficient and effective interventions to improve health and reduce health inequalities.

## Required Textbooks, Readings, Materials, Electronic Resources

TEXTBOOK: William C. Cockerham. (2013) *Social Causes of Health and Disease*. Second Edition. Cambridge: Polity.

JOURNAL ARTICLES: Available online through the University of Calgary Library at no cost to you.

BOOK CHAPTERS: Available online through the University of Calgary Library.

## Schedule of Lectures and Readings

The following is a brief summary of the dates when the major topics will be covered, the topic-specific readings from *Social Causes of Health and Disease* and, where required, additional readings (overviews and empirical examples) in the forms of journal articles and book chapters. All additional readings are available through the University of Calgary Library at no cost to you. Minor departures from this outline should be expected.

### PART I. PREPARING THE WAY

Introduction: What does Sociology Bring to the Table? (Jan. 13)

*Social Causes of Health and Disease* Chapter 1:1-16, 22-26

Braveman, P., S. Egerter, and D.R. Williams. 2011. "The Social Determinants of Health: Coming of Age." *Annual Review of Public Health* 32:381-398, Introduction.

Sociological Theories and Methods. (Jan. 15-31)

*Social Causes of Health and Disease* Chapter 2:27-54; Chapter 3:64-65

Strategic Illustration: Cockerham's Health Lifestyles Paradigm

*Social Causes of Health and Disease* Chapter 3:55-57, 67, 77-79, 82-83

### PART II. SOCIAL STATUSES AND HEALTH

Class and Health. (Jan. 31-Feb. 7)

*Social Causes of Health and Disease* Chapter 3: 61; Chapter 4: 85-90, 97-99, 102-113; Chapter 1: 17-22

Braveman, P., S. Egerter, and D.R. Williams. 2011. "The Social Determinants of Health: Coming of Age." *Annual Review of Public Health* 32:381-398, The Patterns of Association between Social Factors and Health; Education and health; Income, Wealth, and Health; The Health Effects of Social Factors Across Lifetimes and Generations.

Phelan, J.C., B.C. Link and P. Tehranifar. 2010. "Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence, and Policy Implications." *Journal of Health and*

*Social Behavior* 51(Extra Issue): S28-S40, excluding Returning to the Theory: Refinements and Limitations.

Gender, Race, Ethnicity, Age and Health. (Feb. 10-24)

*Social Causes of Health and Disease* Chapter 6:138-163

Explaining Social Status-Health Relationships: The Stress Process Model (Feb. 26-Mar. 2)

*Social Causes of Health and Disease* Chapter 5:121-126

Aneshensel, C.S. and W.R. Avison. 2015. "The Stress Process: An Appreciation of Leonard I. Pearlin." *Society and Mental Health* 5: 67-85, The Stress Process: Reconceptualizing Stressors; Figure 1; The Stress Process as a System: Undertaking Explanation; The Stress Process: Reclaiming Social Structure.

Thoits, P.A. 2010. "Stress and Health: Major Findings and Policy Implications." *Journal of Health and Social Behavior* 51(Extra Issue): S41-S53.

### PART III. NEIGHBORHOODS AND HEALTH

The Neighborhood Effects Framing (Mar. 2-13)

*Social Causes of Health and Disease* Chapter 7 164-179

Sampson, R.J., J.D. Morenoff, and T. Gannon-Rowley. 2002. "'Assessing 'Neighborhood Effects': Social Processes and New Directions in Research." *Annual Review of Sociology* 28:443-478, excluding Methodological Challenges; Spatial Dynamics of Child Well-Being; Toward a Benchmark of Econometric Data.

Diez Roux, A.V. and C. Mair. 2010. "Neighborhoods and Health." *Annals of the New York Academy of Sciences* 1186:125-132, excluding A note on types of group (or "neighborhood") effects

Arcaya, M. C., R. D. Tucker-Seeley, R. Kim, A. Schnake-Mahl, M. So, and S.V. Subramanian. 2016. "Research on Neighborhood Effects on Health in the United States: A Systematic Review of Study Characteristics." *Social Science & Medicine* 168:16-29, excluding sections 1.1; 1.2; 1.3; 1.4; 1.5; 2.2; 2.6; 3.2; 3.3; 3.4.

Ross, C.E. 2000. "Neighborhood Disadvantage and Adult Depression." *Journal of Health and Social Behavior* 41:177-187.

**REMOTE DELIVERY BEGINS. REDUCTIONS IN REQUIRED READING FOR THE REMAINING PARTS OF THE COURSE MAY BE NECESSARY. PLEASE WATCH FOR NEWS ITEMS ON D2L.**

## The Neighborhood Social Capital Framing (Mar.13-25)

### Overviews

*Social Causes of Health and Disease* Chapter 8:181-186, 191-198

Kawachi, I. 2010. "Social Capital and Health". Pp. 18-32 , in *Handbook of Medical Sociology* (6<sup>th</sup> ed.), edited by C.E. Bird. P. Conrad, A.M.Fremont and S. Timmermans. Nashville: Vanderbilt University Press. electronic resource. **Do not read: Social Network Analysis, Experimental Approaches, Qualitative Approaches, Future Directions in Social Capital Research, Policy Implications of Social Capital for Health Promotion.**

Moore, S. and I. Kawachi. 2017. "Twenty Years of Social Capital and Health Research: A Glossary." *Journal of Epidemiology & Community Health* 71:513-517. **Do not read** Network Social Capital; Social Network Analysis; Tie Strength.

Kawachi, I and S.V. Subramanian. 2018. "Social Epidemiology for the 21<sup>st</sup> Century." *Social Science & Medicine* 196:240-245. **Only read** Social capital and population health.

### Empirical example

Lochner, K.A., I. Kawachi, R.T. Brennan and S.L. Buka. 2003. "Social Capital and Neighborhood Mortality Rates in Chicago." *Social Science & Medicine* 56:1797-1805. The Neighborhood Social Capital Framing

## PART IV. SOCIAL NETWORKS AND HEALTH (Mar. 25-Apr. 8)

### Overviews

*Social Causes of Health and Disease* Chapter 8:187-190

Berkman, L.F., T. Glass, I. Brissette and T.E. Seeman. 2000. "From Social Integration to Health: Durkheim in the New Millennium." *Social Science & Medicine* 51:843-857. **Do not read:** John Bowlby: the architect of attachment theory; Representing network data; Physiologic pathways and the social environment in adulthood.

Kawachi, I. 2010. "Social Capital and Health". Pp.18-32 in *Handbook of Medical Sociology* (6<sup>th</sup> ed.), edited by C.E. Bird. P. Conrad, A.M. Fremont and S. Timmermans. Nashville: Vanderbilt University Press. electronic resource. **Only read/reread:** Definitions of Social Capital, Mechanisms through Which Social Capital Influences Health Outcomes, Surveys, Social Network Analysis.

Moore, S. and I. Kawachi. 2017. "Twenty Years of Social Capital and Health Research: A Glossary." *Journal of Epidemiology & Community Health* 71:513-517. **Only read:** Network Social Capital; Social Network Analysis; Tie Strength.

Kawachi, I and S.V. Subramanian. 2018. "Social Epidemiology for the 21<sup>st</sup> Century. *Social Science & Medicine* 196:240-245. **Only read:** Social capital and population health

### Empirical Examples

Song, L. and N. Lin. 2009. "Social Capital and Health Inequality: Evidence from Taiwan." *Journal of Health and Social Behavior* 50:149-163.

**Example of empirical research on network social capital and health that uses the embedded instrumental resources-position generator pairing discussed on D2L slides.**

Webber, M.P. and P.J. Huxley. 2007. "Measuring Access to Social Capital: The Validity and Reliability of the Resource Generator-UK and its Association with Common Mental Disorder." *Social Science & Medicine* 65:481-492.

**Example of empirical research on network social capital and health that uses the embedded resources-resource generator pairing discussed on D2L slides.**

Haines, V.A., J.J. Beggs and J.S. Hurlbert. 2011. "Neighborhood Disadvantage, Network Social Capital, and Depressive Symptoms. *Journal of Health and Social Behavior* 52:58-73.

**Example of empirical research on network social capital and health that uses the network structures + embedded resources pairing discussed on D2L slides.**

### PART V. WRAPPING UP

Where are we? Where should we go from here? Implications for intervention research? (Apr. 8-15)

*Social Causes of Health and Disease* Concluding Remarks:199-207

Braveman, P., S. Egerter, and D.R. Williams. 2011. "The Social Determinants of Health: Coming of Age." *Annual Review of Public Health* 32:381-398, Priorities for Future Research.

Phelan, J.C., B.C. Link and P. Tehranifar. 2010. "Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence, and Policy Implications." *Journal of Health and Social Behavior* 51(Extra Issue): S28-S40, Implications for Health Policy.

Thoits, P.A. 2010. "Stress and Health: Major Findings and Policy Implications." *Journal of Health and Social Behavior* 51(Extra Issue): S41-S53, Policy Implications, Future Directions in Policy-Relevant Stress Research.

Arcaya, M. C., R. D. Tucker-Seeley, R. Kim, A. Schnake-Mahl, M. So, and S.V. Subramanian. 2016. "Research on Neighborhood Effects on Health in the United States:

A Systematic Review of Study Characteristics.” *Social Science & Medicine* 168:16-29, Identifying interventions that work.

Umberson, D. and J.K. Montez. 2010. “Social Relationships and Health: A Flashpoint for Health Policy.” *Journal of Health and Social Behavior* 51(S):S54-S66, Public Policy: Social Ties and Health of the Population; Policy Foundation; Policy Goals; Future Research.

Kawachi, I and S.V. Subramanian. 2018. “Social Epidemiology for the 21<sup>st</sup> Century. *Social Science & Medicine* 196:240-245, Social capital and population health

Moore, S. and I. Kawachi. 2017. "Twenty Years of Social Capital and Health Research: A Glossary." *Journal of Epidemiology & Community Health* 71:513-571, Social Capital Interventions; Conclusion.

## Methods of Assessment and Grading Weights

All examinations will be cumulative. Examinations will cover material that is presented in the lectures and required readings. Type of examination: multiple choice **and true/false**.

## FINAL GRADE

### OPTION 1

**Option 1 is to take a timed final examination (60 minutes) delivered through the D2L quiz function. The Final Examination will be available for 48 hours from 8:30 a.m. on April 25 to 8:30 a.m. on April 27. Once students start the Final Examination they will have 60 minutes to complete it. Only one attempt at the Final Examination is allowed. NOTE: The Final Examination is still a closed-book examination (i.e. required reading, D2L slides and notes cannot be used when taking the examination). This examination must be taken individually.**

**The composition of the final grade will not change.**

<b>Examination One</b>	<b>25%</b>
<b>Examination Two</b>	<b>35%</b>
<b>Final Examination</b>	<b>40%</b>

**Grades for the final examination will only be used in calculations of final grades for students who choose Option 1.**

**Students who choose this option must inform me by email of their decision to choose Option 1 before the Final Examination is available on D2L (i.e. before 8:30 a.m. on April 25). Once the Final Examination is available on D2L, your choice cannot be changed.**

### OPTION 2

**Option 2 is to have the final grade calculated on term work—in this course, both Examination One and Examination Two. The relative weights of Examination One and Examination Two**

will not change. Students can calculate their current course grades from information under Grades on D2L.

Students who choose this option must inform me by email of their decision to choose Option 2 before the Final Examination is available on D2L (i.e. before 8:30 a.m. on April 25). Once the Final Examination is available on D2L, your choice cannot be changed

### Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	90 – 100%	4.0	Outstanding performance
A	85 – 89%	4.0	Excellent-superior performance
A-	80 – 84%	3.7	
B+	77 – 79%	3.3	
B	73 – 76%	3.0	Good – clearly above average performance
B-	70 – 72%	2.7	
C+	67 – 69%	2.3	
C	63 – 66%	2.0	Satisfactory - basic understanding
C-	60 – 62%	1.7	
D+	55 – 59%	1.3	
D	50 – 54%	1.0	Minimal pass - marginal performance
F	49% or <	0	Unsatisfactory performance

Fractions of 0.5% or higher are rounded up.

### Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary
3. Final grades are not posted by the Sociology Department. They are only available online.

## Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

## Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

## Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

## Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

## Absences and Deferrals

**Absences:** Students who are absent from class assessments (examinations) should inform their instructors as soon as possible. **The university has suspended requirements for students to provide evidence for reasons for absences.** **NOTE: There are no “make up” tests for Examination One or Examination Two.**

**Deferred Final Exam Form: Students who choose Option 1 (Final Grades) should contact the Registrar’s Office for information on a deferred final assessment period and deferral process.**

Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar’s Office. Further information can be found at:

<https://www.ucalgary.ca/registrar/exams/deferred-exams>

**Deferred Term Work Form:** Deferral of term work past the end of a term also requires a form to be filled out. It’s available at:

[https://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/deferred\\_termwork15\\_0.pdf](https://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/deferred_termwork15_0.pdf)

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).



## Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at:

<http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

## Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

## Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit:

<https://www.ucalgary.ca/student-services/student-success>

## Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca).

## Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca); Information about the SU, including elected Faculty Representatives, can be found here:

<https://www.su.ucalgary.ca>.

## Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

## Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.