



## **Health Equity: Analytic Orientations**

**(Theory & Policy)**

**HLTH 6230 (3.0)**

**Fall 2016**

**Vari Hall 1018, Wednesdays 11:30 – 2:20**

Professor Tamara Daly  
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Office Hours: By Appointment

### **Course Description**

This class focuses on how to use theory to:

1. Frame health equity policy questions;
2. Conduct critical policy analysis that links research findings back to theory; and
3. Produce a critical policy analysis (with the goal of submitting it to a conference or journal for publication).

Health policy and equity is an interdisciplinary field. Weekly readings highlight various theoretical approaches that are taken from a wide variety of disciplines such as political science, political economy, sociology, health services research, geography and philosophy. During the second half of the course, we will focus on applying these approaches to particular health equity issues and debates.

### **Weekly Course Flow**

The class will follow a seminar format. This requires the active participation of all members. Each week we will read articles that vary in terms of assumptions, disciplines, methods and rules about what constitutes rigour, validity and inquiry. We will talk about key debates and gaps in the literature. Practicing these skills will also aid you in preparing your own papers for the course.

During this course, we will:

- Discuss key concepts including: power, structure and agency, time, space and place.
- Grapple with the tensions inherent in analysing intersections amongst class, gender, ethnicity, ability, sexual identities etc.

- Problematize the concept of health by asking who benefits from given arrangements? Who is left out? What barriers to equity exist? What is needed to reduce health inequities?
- Talk about “how” different authors have used their analytic frameworks by using different methods
- Identify the strength of existing approaches, noting gaps, spaces, and absences.

Throughout the classroom discussions and in written work, students should take time to critically reflect on what assumptions are privileged in their analyses and that of others.

The format of the class is designed to help you to think through your Major Research paper (MRP) or your doctoral dissertation topic; to further develop your skills in critical analysis; and to enable you to situate your thinking within the broader literature.

At this point you should be thinking: what policy area am I interested in? What policy developments have recently occurred in this area? Has a white paper or recent policy document been released that I can analyse?

## Course Objectives

1. To critically examine different theoretical approaches / frameworks
2. To identify health equity issues;
3. To identify a suitable framework(s) for your MRP / doctoral analysis by:
  - a. Practicing how to ask theoretically-driven research questions;
  - b. Identifying key assumptions of different theoretical approaches
  - c. Locating key debates in the literature
  - d. Identifying gaps in the literature
4. To critically interrogate what is included and obscured by each framework

## Books for purchase

1. Connell, Raewyn and Pearse, Rebecca, 2015 Gender: In World Perspective, Polity Press, third edition
2. ed. by Pat Armstrong and Susan Braedley (2013) Troubling Care Canadian Scholar's Press ISBN: 978-1-55130-540-0 (purchase from: [CSPI](#) OR from [AMAZON](#) for an e-reader version.
3. Stone, D. (2002). Policy Paradox. The Art of Political Decision Making. New York, W. W. Norton & Company. [H 97 S83 2002]

## Assignments

Assignment	Task	Grade	Due Date
Participation	<p>Each week you are expected to come prepared to critically engage in discussion about how the readings contribute to health equity debates.</p> <p>Prepare your ideas in an overview paper of no more than 500 words (2 pages) to be submitted at the beginning of each class. You should print a second copy for yourself so you can use it as the basis for class discussion each week. These papers will not be returned or formally graded, but along with your discussion in class, will form your participation grade</p> <p>Your weekly papers should address 4 questions:</p> <ul style="list-style-type: none"> <li>❖ What are the main research questions?</li> <li>❖ How are these questions informed by theory?</li> <li>❖ How do these readings fit with others read this week and/or previous weeks?</li> <li>❖ How can I apply the ideas in the readings to my own research?</li> </ul>	25%	Each week @ 11:30 am
Presentation	Present to the class an outline of your policy analysis paper	20%	DUE: October 5 <sup>th</sup> @ 11:30 am
Policy Analysis Paper	<p><a href="#">Identify your research area, choose a policy and write an analytical policy paper conforming to the author guidelines for Social Science and Medicine (SSM).</a> If there is another journal that you prefer, contact the instructor.</p> <p>The intent is to produce a policy analysis paper conforming to SSM word count and formatting requirements in the area you want to do your MRP/doctoral thesis research.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Submit your paper to <a href="#">Turn-it-in</a></li> <li><input type="checkbox"/> Class ID: 13427677</li> <li><input type="checkbox"/> Password: healthequity</li> </ul>	55%	Due: November 25 <sup>th</sup> @ 11:30 am

# Weekly Sessions -- Health Equity: Analytical Frameworks

## Week 1 – Introductory Discussion

During this class we will review the course flow.

[Critical Reading, Thinking and Writing](#)

## Part I: Analytical Frameworks

### Week 2 – Critical Policy Analysis

Key concepts: Using theory to conduct policy analysis; social determinants of health; feminist political economy; public health ...

- [Raphael, Dennis, "Health inequalities in Canada: current discourses and implications for public health action" \*Critical Public Health\*, Vol. 10, No. 2, \(2000\)](#)  
**Reviewer:** \_\_\_\_\_
- [Doyal, Lesley \(2000\). Gender equity in health: debates and dilemmas, \*Social Science and Medicine\*, 51, \(6\), 931-939.](#)  
**Reviewer:** \_\_\_\_\_
- [Smith, K, Hunter D et al. Divergence or convergence? Health inequalities and policy in a devolved Britain, \*Critical Social Policy\*, 29\(2\), pp. 216 -](#)  
**Reviewer:** \_\_\_\_\_
- [Sihto, M. and Keskimäki, I., Does a policy matter? Assessing the Finnish health policy in relation to its equity goals, \*Critical Public Health\*, Vol. 10, No. 2, \(2000\)](#)  
**Reviewer:** \_\_\_\_\_

[Critical Reading, Thinking and Writing](#)

**Reviewer:** \_\_\_\_\_

Policy Documents of Interest:

- [WHO \(2008\) Reducing health inequities through action on the social determinants of health The Sixty-second World Health Assembly, Resolution WHA62/R14](#)

## Week 3 – Gender

Key concepts: feminist political economy; class, gender, human rights

- Connell, Raewyn and Pearse, Rebecca, 2015, *Gender: In World Perspective*, Polity Press, third edition, whole book.  
**Reviewer x 2:** \_\_\_\_\_
- Armstrong, P., H. Armstrong, et al. (2001). *The Political Economy of Health and Care. Unhealthy Times: Political Economy Perspectives on Health and Care in Canada*. P. Armstrong, H. Armstrong and D. Coburn. Toronto, Oxford University Press. [RA 395 C3 U53 2001]
  - Introduction and Part One: Locating Health Care, pp. vii – p 6**Reviewer:** \_\_\_\_\_
- Pollack Petchesky, Rosalind (2003). *Global Prescriptions Gendering Health and Human Rights*. London: Zed Books. [RA 778 P476 2003]
  - Chapter 2: The UN Conferences as Sites of Discursive Struggle: Gains and Fault Lines, pp. 31 – 75
- **Reviewer:** \_\_\_\_\_

### Critical Reading, Thinking and Writing

**Reviewer:** \_\_\_\_\_

### Optional Readings:

- Doyal, L. and I. Pennell (1979). *The Political Economy of Health*. London, Pluto.
  - Chapter 6: Women, Medicine and Social Control: The Case of the NHS, pp. 215 – 238. [RA 485 D69 1981]
- Stone, D. (2002). *Policy Paradox. The Art of Political Decision Making*. New York, W. W. Norton & Company. [H 97 S83 2002]
  - Chapter 14: Rights pp. 324 - 353
- D. Raphael, T. Bryant and M. Rioux (2006). *Staying Alive*. Toronto, Canadian Scholar's Press, pp. 305 – 322. [RA 418.3 S68 2006]
  - Chapter 13: Rioux, M. and Daly T. Constructing Disability and Illness, pp. 305 - 324

### Policy Documents of Interest:

- [Health Canada, Sex and Gender-based Analysis](#)
- [Pan American Health Organization, Gender and Health](#)
- [Declaration of Alma Ata](#)
- [United Nations Millennium Declaration](#)
- [Convention on the Elimination of all forms of discrimination against women](#)

## Week 4 – Identity & Intersectionality: Gender +/-or Class, Ethnicity, (Dis)Ability, Gender, Sexuality ....

Key concepts: intersectionality, gender, ethnicity, ability, sexuality feminism; feminist political economy,

- [Hankivsky, O. and Cormier, R. "Intersectionality and Public Policy: Some Lessons from Existing Models" \(March 2011\), Political Research Quarterly Volume 64 \(Issue 1\) Page p.217-229](#)  
**Reviewer:** \_\_\_\_\_
- [Iyer, A. Sen, G. P. Östlin \(2008\) The intersections of gender and class in health status and health care \*Global Public Health\*; 3\(S1\): 13-24.](#)  
**Reviewer:** \_\_\_\_\_
- [Doyal, L. and J. Anderson \(2005\). "'My fear is to fall in love again"; How HIV-positive African women survive in London." \*Social Science & Medicine\* 60\(8\): 1729-1738.](#)  
**Reviewer:** \_\_\_\_\_
- Dyck, I. (1998). Women with Disabilities and Everyday Geographies. *Putting Health into Place*. R. Kearns and W. Gesler. Syracuse, New York, Syracuse University Press: 102 -119

### Critical Reading, Thinking and Writing

**Reviewer:** \_\_\_\_\_

### Optional Readings:

- [Hankivsky, O., Reid, C., Cormier, R., Varcoe, C., Clark, N., Benoit, C., & Brotman, S. \(2010\). "Exploring the promises of intersectionality for advancing women's health research." \*International journal for equity in health\*, 9\(5\), 1–15.](#)

### Policy Documents of Interest:

- [United Nations, Convention on the Elimination of All Forms of Discrimination against Women \(CEDAW\)](#)
- [United Nations, Convention on the Rights of Persons with Disabilities](#)
- [Ontario Human Rights Commission, Minds that matter: report on the consultation on human rights, mental health and addictions](#)
- [The Madrid Statement \(2002\). World Health Organization Regional Office for Europe, Mainstreaming gender equity in health: The need to move forward.](#)
- [Payne, S. \(2009\). How gender equity can be addressed through health systems \(Policy Brief 12\). World Health Organization on behalf of the European Observatory on Health Systems and Policy.](#)

## Week 5 – Home and the Everyday

Key concepts: institutional ethnography; discourse analysis, Bourdieu

- Smith, D. (1987). *The Everyday World as Problematic: a Feminist Sociology*, Northeastern University Press. [HM 51 S638 1988] pp. 151 - 180
  - [Chapter 3: The Everyday World as Problematic: A Feminist Methodology](#), pp. 105 – 146. (Google Preview)

**Reviewer:** \_\_\_\_\_

- [Luxton, Meg and Findlay, Sue. Is the Everyday World the Problematic? Reflections on Smith's Method of Making Sense of Women's Experience, \*Studies in Political Economy\*, 30 \(autumn\).](#)

**Reviewer:** \_\_\_\_\_

- [Angus, J., Kontos, P., Dyck, I., McKeever, P., & Poland, B. \(2005\). The personal significance of home: habitus and the experience of receiving long-term home care. \*Sociology of Health & Illness\*, 27\(2\).](#)

**Reviewer:** \_\_\_\_\_

- [Veenstra, G. \(2007\). Social space, social class and Bourdieu: Health inequalities in British Columbia, Canada, \*Health and Place\*, 13, 14–31.](#)

**Reviewer:** \_\_\_\_\_

### Critical Reading, Thinking and Writing

**Reviewer:** \_\_\_\_\_

### Optional Readings:

- [Bhatia, V. and W. D. Coleman \(2003\). "Ideas and Discourse: Reform and Resistance in the Canadian and German Health Systems " \*Canadian Journal of Political Science\* 4 \(September\): 715-739.](#)
- [Phelan, A. \(2011\). Socially constructing older people: examining discourses which can shape nurses' understanding and practice, \*Journal of Advanced Nursing\*, 67\(4\), 893–903.](#)

## Week 6: Regimes & Institutions

Key concepts: welfare state regimes; social policy regimes; gender; family; historical institutionalism, path dependency, bounded rationality, bounded innovation, critical junctures, institutional analysis, ideas

- [Esping-Andersen, G. The Three Political Economies of the Welfare State, \*International Journal of Sociology\*, Vol. 20, No. 3, The Study of Welfare State Regimes \(Fall, 1990\), pp. 92-123.](#)

**Reviewer:** \_\_\_\_\_

- [Esping-Anderson, G., Boertien, Diederik; Bonke, Jens; Gracia, Pablo \(2013\) "Couple Specialization in Multiple Equilibria" \*European Sociological Review\* VOLUME 2\(6\) 1280–1294](#)

**Reviewer:** \_\_\_\_\_

- [Orloff, A. \(1996\) Gender in the Welfare State, \*Annual Review of Sociology\* Vol 22: 51–78](#)

**Reviewer:** \_\_\_\_\_

- [Walby, Sylvia, \(January 2004\) The European Union and Gender Equality: Emergent Varieties of Gender Regime, Volume11 \(Issue1\) Page p.4 -29](#)

**Reviewer:** \_\_\_\_\_

- [Tuohy, C. Shall we dance? The intricate project of comparison in the study of health policy, \*Health Economics, Policy and Law\* \(2012\), 7: 21–23](#)

**Reviewer:** \_\_\_\_\_

### Optional Readings:

- Esping-Anderson, G. (1999). Social Foundations of Postindustrial Economies. Oxford, Oxford University Press. [HB 846 E778 1999]
  - (Introduction, pp. 1 -12)
- [Esping-Anderson, G., \(2003\) \*Women in the New Welfare Equilibrium, The European Legacy\*, Vol. 8, No. 5, pp. 599–610](#)
- O'Connor, J. S., A. S. Orloff, et al. (1999). States, Markets, Families: Gender, Liberalism and Social Policy in Australia, Canada, Great Britain and the United States. Cambridge, Cambridge University Press. [HN 17.5 O258 1999]
  - (Chapter 1: Gendering Theories & Comparisons ... pp. 1-42)
- Pierson, P. (2007). The rise and reconfiguration of activist government. The Transformation of American Politics Activist Government and the Rise of Conservatism. P. Pierson and T. Skocpol. New Jersey, Princeton University Press, pp. 19-38 [JK 421 T82 2007]
- Thelen, K. and S. Steinmo (1992). Structuring Politics: Historical Institutionalism in Comparative Analysis. K. Thelen and S. Steinmo. Cambridge, Cambridge



University Press [JF 11 S77 1992]

- Chapter 1: Thelen, K. and S. Steinmo, Historical Institutionalism in Comparative Politics, pp 1 -32
- Chapter 3: Immergut, E. M. (1992). The Rules of the Game: The Logic of Health - Policy Making in France, Switzerland, and Sweden, pp 57 – 89.
- Tuohy, C. (1999). Accidental Logics. Oxford, Oxford University Press, pp 3 – 36. [U 263 B57 1993]
- Skocpol, T. (1985). Bringing the State Back In: Strategies of Analysis in Current Research. Bringing the State Back In. P. Evans, D. Rueschemeyer and T. Skocpol, Cambridge University Press: 3 - 42. [H 97 B733 1985]
- Pierson, P. (2004). Politics in time: History, institutions, and social analysis. Princeton, N.J, Princeton University Press.
  - Introduction: Placing Politics in Time pp 1 -16
  - Chapter Two: Positive Feedback and Path Dependence pp. 17 – 53

## Week 7 – Space & Place

Key concepts: Health geography; health and place

- [Crooks, and Gavin J. Andrews, Community, equity, access: core geographic concepts in primary health care, \*Primary Health Care Research & Development\* 2009; 10: 270–273 doi:10.1017/S1463423609001133](#)  
**Reviewer:** \_\_\_\_\_
- [Kearns, R. and J. R. Barnett \(2000\). "“Happy Meals” in the Starship Enterprise: interpreting a moral geography of health care consumption " \*Health & Place\* 6\(2\): 81-93](#)  
**Reviewer:** \_\_\_\_\_
- [Andrews, G. and Moon, G. “Space, Place, and the Evidence Base: Part 1 – An Introduction to Health Geography”, \*Worldviews on Evidence-based Nursing\* 2\(2\) June 2005, Volume 2 \(Issue 2\) Page p.55-62](#)  
**Reviewer:** \_\_\_\_\_
- [Kearns, R., Barnett, J.R. and Newman, D. Placing private health care: reading Ascot hospital in the landscape of contemporary Auckland, \*Social Science and Medicine\* June 2003, Volume 56 \(Issue 11\) pp. 2303-2315.](#)  
**Reviewer:** \_\_\_\_\_

### Optional Readings:

- A. Williams (1999). *Therapeutic Landscapes*. Lanham, University Press of America
  - Chapter 9: Kearns, R. and J. R. Barnett Auckland's Starship Enterprise: Placing Metaphor in a Children's Hospital, pp. 169 – 199
- R. Kearns and W. Gesler (1998). Place, Space and Health Service Reform. *Putting Health into Place. Landscape, Identity & Well-Being*. Syracuse, Syracuse University Press:
  - Chapter 13: Eyles, J. and Litva, A., pp. 248 – 269.

## Week 8 -- Interest Groups, Policy Networks & Social Movements

Key Concepts: Pluralism, policy communities, networks, interests, interest groups

- Stone, D. (2002). *Policy Paradox. The Art of Political Decision Making*. New York, W. W. Norton & Company. [H 97 S83 2002]
  - Chapter 9: Interests pp. 210 - 231

**Reviewer:** \_\_\_\_\_

- [Michael Howlett \(2002\) "Do Networks Matter? Linking Policy Network Structure to Policy Outcomes: Evidence from Four Canadian Policy Sectors," \*Canadian Journal of Political Science\* 35 \(2\) 235-267.](#)

**Reviewer:** \_\_\_\_\_

- [Lexchin, J. \(2008\). "Clinical trials in Canada: whose interests are paramount?" \*International Journal of Health Services\* 38\(3\): 525-542.](#)

**Reviewer:** \_\_\_\_\_

- [Mark Exworthy, Policy to tackle the social determinants of health: using conceptual models to understand the policy process, \*Health Policy and Planning\* 2008; 23: 318–327](#)

**Reviewer:** \_\_\_\_\_

- [Keefe, R., Lane, S., & Swarts, H. \(2006\). From the Bottom Up: Tracing the Impact of Four Health-Based Social Movements on Health and Social Policies. \*Journal of Health and Social Policy\*, 21\(3\), 55–69.](#)

**Reviewer:** \_\_\_\_\_

### Optional Readings:

- Doyal, L. (1995). *What Makes Women Sick. Gender and the Political Economy of Health*. New Brunswick, New Jersey, Rutgers University Press. [RA 564.85 D69 1995]
  - Chapter 8: Women's Movements for Health, pp. 197 - 233
- Coleman, W. D. and G. D. Skogstad (1990). *Policy Communities and Public Policy in Canada: a Structural Approach*. Mississauga, Ont., Copp Clark Pitman. [JL 75 P65 1990]
  - Introduction: pp. 1 - 13
  - Chapter 1: Policy Communities and Public Policy in Canada: a Structural Approach pp. 14 - 33
- [Brown, P., Zavestoski, S., McCormick, S., Mayer, B., Rachel, M.-F., & Altman, R. G. \(2004\). Embodied health movements: new approaches to social movements in health. \*Sociology of Health & Illness\*, 26\(1\), 50–80.](#)

## Part II: Selected Debates and Dilemmas

### Week 9 – Care

Key concepts: ethic of care, feminist political economy dependency, care work

- Armstrong, P., and Braedley S. (2013). *Troubling Care*.
  - Introduction, p. 9. & Chapter 2 Daly, Imagining an Ethos of Care within Policies, Practices and Philosophy, p. 33  
**Reviewer:** \_\_\_\_\_
  - Chapter Four: (Braedley) A Gender Politics of Long-Term Residential Care: Towards an Analysis, p. 59-70.  
**Reviewer:** \_\_\_\_\_
  - Chapter Thirteen: Neoliberalism and Official Health Statistics: Towards a Research Agenda, pp.187-201.  
**Reviewer:** \_\_\_\_\_
- [Sevenhuijsen, S. \(2003\). The Place of Care: The Relevance of the Feminist Ethic of Care for Social Policy. \*Feminist Theory\*, 4.2, 179-197.](#)  
**Reviewer:** \_\_\_\_\_
- Kittay, E. F. Dependency, Difference and the Global Ethic of Longterm Care (with Bruce Jennings and Angela A. Wasunna), [The Journal of Political Philosophy](#), 13:4 (2005), 443-69.  
**Reviewer:** \_\_\_\_\_

### Optional Readings:

- [Kittay, E. F. \(2005\). Equality, Dignity and Disability. Perspectives on Equality: The Second Seamus Heaney Lectures. M. A. Lyons and F. Waldron. Dublin, The Liffey Press: 95-122.](#)
- Fisher, B. and Tronto, J. (1990). Towards a feminist theory of caring. In Abel, E.K. and Nelson, M. (eds), *Circles of Care: Work and Identity in Women's Lives*. Albany, NY: State University of New York Press [HQ 1206 C546 1990] pp. 35 – 62
- S. Gordon, N. Noddings and P. Benner (1996). Caregiving: Readings In Knowledge, Practice, Ethics And Politics, University Of Pennsylvania Press 332. [HV 40 C3595 1996]
  - Chapter 15: Waerness, K. (1996). The Rationality of Caring, pp. 231 - 255
- [Beasley, C. and C. Bacchi \(2005\). "The Political Limits of 'Care' in Re-imagining Interconnection/ Community and an Ethical Future " \*Australian Feminist Studies\*](#)

[20\(46\): 49-64.](#)

- Kittay, E. F. *Love's Labor: Essays on Women, Equality, and Dependency*, Routledge (Thinking Gender Series) (1999). [HM 146 K59 1999]
  - Introduction, pp 1-20

## Week 10 – Gender, Work and Health

- [Armstrong, Armstrong and Scott-Dixon, \(2008\) Critical to Care, University of Toronto Press](#)
  - Chapter I. Introduction  
**Reviewer:** \_\_\_\_\_
  - Chapter 6. Exposing Health Hazards at Work  
**Reviewer:** \_\_\_\_\_
  - Chapter 7. Challenging the Construction of Ancillary Work  
**Reviewer:** \_\_\_\_\_
- [Messing, K. Mager Stellman, J., Sex, gender and women's occupational health: The importance of considering mechanism, \*Environmental Research\* 101 \(2006\) 149–162](#)  
**Reviewer:** \_\_\_\_\_
- [Messing, K. and de Grosbois, \(August 2001\), Women Workers Confront One-Eyed Science: Building Alliances to Improve Women's Occupational Health, \*Women's Health\*, Volume33 \(Issue1-2\) pp. 125 -141](#)  
**Reviewer:** \_\_\_\_\_

## Week 11 – “Wealth” and Health Equity

- [Poland, B., Coburn, D. Robertson, A. and Eakin, J. \(1998\) Wealth, Equity and Health care: A Critique of a “Population Health” Perspective on the Determinants of Health, \*Soc. Sci. Med.\* Vol. 46, No. 7, pp. 785- 798.](#)

**Reviewer:** \_\_\_\_\_

- [Evans, R. and Stoddart, G. Producing Health, Consuming Health Care, \(1990\) \*Soc. Sci. Med.\* Vol 31. No 12. pp. 1347 – 1363.](#)

**Reviewer:** \_\_\_\_\_

- [Scambler, G. Review article Health inequalities, \*Sociology of Health & Illness\* Vol. 34 No. 1 2012 ISSN 0141–9889, pp. 130–146 doi: 10.1111/j.1467-9566.2011.01387.x](#)

**Reviewer:** \_\_\_\_\_

- Debate:

- [Cockerham, W. \*Sociology of Health & Illness\* Vol. 34 No. 1 2012 ISSN 0141–9889, pp. 147–148 doi: 10.1111/j.1467-9566.2011.01426.x](#)
- [Coburn D. Health inequalities: a response to Scambler, \*Sociology of Health & Illness\* Vol. 34 No. 1 2012 ISSN 0141–9889, pp. 149–150 doi: 10.1111/j.1467-9566.2011.01423.x](#)
- [Scambler, G. ‘Between the devil and deep ...’ : a response to Cockerham and Coburn, \*Sociology of Health & Illness\* Vol. 34 No. 1 2012 ISSN 0141–9889, pp. 151–153 doi: 10.1111/j.1467-9566.2011.01422.x](#)

**Reviewer (3 articles above):** \_\_\_\_\_

## Week 12: Critique \*\* Re-scheduled to Wed Dec 7<sup>th</sup> \*\*

- [Crenshaw, P. \(2013\) Public health policy and the behavioural turn: The case of social marketing \*Critical Social Policy\*, Volume 33 \(Issue4\) Page p.616-637](#)

**Reviewer:** \_\_\_\_\_

- [Mykhalovskiy, E., Armstrong, P., Armstrong, H., Bourgeault, I., Choiniere, J., Lexchin, J., et al. \(2008\). Qualitative research and the politics of knowledge in an age of evidence: Developing a research-based practice of immanent critique. \*Social Science & Medicine\*, 67\(1\), 195-203.](#)

**Reviewer:** \_\_\_\_\_

## Important Course Policies

### LATE ASSIGNMENTS -- DEFERRED STANDING & EXTENSION POLICY

- 1.1. Assignments are due by 11:30 am on the day indicated above. Assignments that are not handed in by this deadline are graded as late.
- 1.2. Late assignment penalties are 3% per day late, including weekends. Assignments must be submitted via Turnitin. They are marked online. Assignments emailed directly will NOT be accepted.
- 1.3. The counseling office has resources to help students address non-medical reasons that delay completion of course work and exams (refer to academic accommodation policy below).
- 1.4. An [Attending Physician's Statement](#) form is required for all late assignments when a deferred late penalty is requested:
  - 1.4.1. Doctor's notes indicating a student was "seen in the office" on a specific date WILL NOT be accepted as sufficient excuse for late assignments or missed exams. Only original medical documentation with an original signature is acceptable. This form must be completed and signed by the student's physician to be sufficient grounds for lateness. All forms must be delivered directly to the Course Director's York University office (HNES 411) or to Rm 409 HNES (Collette Murray).

### ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses.

Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

'Disabilities' shall be defined as those conditions so designated under the Ontario Human Rights Code in force from time to time, and will in any event include physical, medical, learning, and psychiatric disabilities.

## ACADEMIC HONESTY & INTEGRITY

According to the [York Senate Policy on Academic Honesty](#):

Academic honesty requires that persons do not falsely claim credit for the ideas, writing or other intellectual property of others, either by presenting such works as their own or through impersonation. Similarly, academic honesty requires that persons do not cheat (attempt to gain an improper advantage in an academic evaluation), nor attempt or actually alter, suppress, falsify or fabricate any research data or results, official academic record, application or document.

Any acts of academic dishonesty including plagiarism, re-submitting the same paper or portions of the same paper to more than one course, or failure to cite sources are taken seriously and handled according to York University Policy. For details, please refer to the [Faculty of Graduate Studies website](#) and the [Senate Policy on Academic Policy](#)

I strongly recommended you complete [York University's online Academic Integrity Tutorial](#), which is designed to help students learn how to avoid committing plagiarism.

Alternatively, you can refer to the document entitled [Beware - Says who? Avoiding plagiarism](#). The document was developed by the University of Ottawa and describes what academic integrity and intellectual property rights are, the definition of plagiarism along with several examples, discusses what pressures lead to plagiarism and how to avoid it, identifies good practices to engage in to avoid plagiarism, and provides many examples and important information.

Faculty members are encouraged to pursue suspected cases of academic honesty with formal charges. Students should, however, review the [York Academic Honesty policy](#) for themselves.

## Grade Component Deadline (Senate Policy)

The course assignment structure and grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) must be announced, and be available in writing, to students within the first two weeks of classes.



## Feedback Policy (Senate Policy)

Under normal circumstances, some graded feedback worth at least 15% per cent of the final grade for Fall, Winter or Summer term, and 30% for 'full year' courses in the Fall/Winter term should be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:

- Graduate or upper level undergraduate courses where course work typically, or at the instructor's discretion, consists of a single piece of work and/or is based predominantly (or solely) on student presentations;
- Practicum courses;
- Ungraded courses;
- Courses in Faculties where the drop date occurs within the first three weeks of classes;
- Courses that run on a compressed schedule (a course which accomplishes its academic credits of work at a rate of one credit hour per two calendar weeks or faster).

Note: Under unusual and/or unforeseeable circumstances, which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible. Visit the [Graded Feedback Rule](#) for more information