Health Equity: Analytic Orientations (Theory & Policy)

HLTH 6230 (3.0)

Fall 2018

MC 101, Wednesdays 11:30 – 2:20

Sept 5th – November 28th, 2018

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Office Hours: Wednesdays 2:30 – 3:30 pm -- by appointment

Course Description

This class focuses on how to use theory to:

1. Frame health equity and policy questions;
2. Conduct critical policy analyses;
3. Discuss findings; and
4. Produce a health equity policy analysis paper that:
   a. Supports your MRP or doctoral thesis work and
   b. Contributes to a conference or journal article

Health policy and equity is an interdisciplinary field that employs a variety of methodologies; researchers conduct primary and secondary data analyses of quantitative and qualitative data with the aim of exposing who is left out, what structures prevent access to health and how systems compare in meeting equity goals.

For this course, weekly readings and discussions will highlight various theoretical approaches (methodologies) to analyse qualitative, quantitative and mixed data that has been gathered using a variety of methods (e.g. interviews, observations, surveys, etc.). These methodologies draw on a wide variety of disciplines such as political science, political economy, health studies, sociology, women’s studies, health services research, geography and philosophy.

During the first half of the course, we will explore theoretical approaches used to conduct health equity analyses. The second half of the course will focus on applying these approaches to contemporary health equity issues and debates.

Weekly Course Flow

This class is a seminar, which requires the active participation of all members. Each week we will read articles that vary in terms of theoretical assumptions, disciplines, methods of data gathering and rules about what constitutes rigour, validity and inquiry.
We will talk about key debates and gaps in the literature. Practicing these skills will aid you in preparing your course paper and your MRP / dissertation.

During this course, we will:

- Discuss key concepts including: power; structure and agency; time; space and place.
- Address concepts such as intersectionality, social location and social identity and think through class, gender, ethnicity, ability, sexual orientation, etc.
- Problematize the concept of health by asking who benefits from given arrangements? Who is left out? What is equality vs. equity? What barriers to equity exist? What is needed to reduce health inequities?
- Talk about “how” different authors have employed their methodology and in what ways it
- Identify the strength of existing approaches, noting gaps, spaces, and absences.

In 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 and reflexive policy analysis; and to enable you to situate your thinking within the broader literature.

At the start of the semester, you should start to reflect on the following:

1. what policy area am I interested in?
2. What policy developments have recently happened?
3. Has a white paper or recent policy document been released that I can analyse?

During the first few weeks of class we will reserve time towards the end of the class for a “skills session”. There will also be time to identify where we are at with our topics.

**Course Objectives**

1. To critically examine different theoretical approaches / frameworks
2. To identify health equity issues
3. To identify 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

All books are available for short-term (2 hour) loan at the Scott Library. In most cases we will use only a small selection from these books.


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<th>Component</th>
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| Participation     | Present several class readings over the course of the semester (6 min. MAX presentation).  
- Add your name to the circulated reading list during the first class.  
Each week you are expected to come to class prepared to critically engage in the class discussion, which will focus on how the readings contribute to health equity debates.  
Prepare your ideas in an overview summary of 1 but no more than 2 pages (500 words MAX) to be submitted at the beginning of each class. Print a second copy for yourself so you can use it as the basis for class discussion each week. These summaries will not be returned or formally graded, but along with your discussion in class, will form your participation grade.  
Your weekly summaries and in-class reading presentations should address 4 questions and you can use these as subheadings:  
1. What are the main research questions?  
2. What assumptions are the author(s) using?  
3. How do these readings address health equity issues?  
4. How can I apply the ideas in the readings to my own health equity research area? | 25%   | Each week @ 11:30 am + assigned readings for presentation |
| Presentation      | Present research question, theoretical framework and “topic” lit review to class (5 minutes, 10%) + submit lit review – (500 words MAX, 15%)                                                                                                                                                                                                 | 25%   | DUE: October 3rd @ 11:30 am  |
| Policy Analysis Paper | **Identify your research area, choose a policy and write an analytical policy paper conforming to the author guidelines for Social Science and Medicine (SSM).** If there is another journal that you prefer, contact the instructor.  
- 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.  
☐ Submit your paper to Turn-it-in  
☐ Class ID: 18980926  
☐ Enrollment Key: HLTH6230 | 50%   | Due: November 7th @ 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: Analytic Frameworks**

**Week 2 – Critical Policy Analysis & Health Equity**

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

**Weekly Readings:**

  - Chapter 2: Equity
    - Reviewer: __________________________________________________

  - 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: ____________________________________________________

  - Reviewer: ____________________________________________________

  - Introduction and Part One: Locating Health Care, pp. vii – p 6
    - Reviewer: ____________________________________________________

**Critical Reading, Thinking and Writing**
Week 3 – Gender

Key concepts: gender, class, diversity, sexuality

Weekly Readings:

- Connell, Raewyn and Pearse, Rebecca, 2015, Gender In World Perspective, Polity Press, third edition.
  - Chapter 1 & 2
  - Chapter 3 & 4
  - Chapter 5 & 6


Optional Readings:

  - Chapter 2: The UN Conferences as Sites of Discursive Struggle: Gains and Fault Lines, pp. 31 – 75


  - Chapter 14: Rights pp. 324 - 353

  - 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
Week 4 – Social Relations & Intersectionality: Gender +/- Class, Ethnicity, Sexuality ....

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

Weekly Readings:

  
  Reviewer: ________________________________________________

  
  Reviewer: ________________________________________________

  
  Reviewer: ________________________________________________

  
  Reviewer: ________________________________________________

Critical Reading, Thinking and Writing

Optional Readings:


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.


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**Week 5 – Home and the Everyday**

**Key concepts:** institutional ethnography; discourse analysis, Bourdieu

**Weekly Readings:**

  - Chapter 3: The Everyday World as Problematic: A Feminist Methodology, pp. 105 – 146. (Google Preview)
  
  Reviewer: [Insert Reviewer Name]

  
  Reviewer: [Insert Reviewer Name]

  
  Reviewer: [Insert Reviewer Name]

  
  Reviewer: [Insert Reviewer Name]

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**Critical Reading, Thinking and Writing**

Review: [Insert Reviewer Name]

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**Week 6: READING WEEK – NO CLASS**
Week 7: 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

Weekly Readings:

  
  Reviewer: ________________________________

  
  Reviewer: ________________________________

  
  Reviewer: ________________________________

  
  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: ________________________________

Critical Reading, Thinking and Writing

Reviewers: ________________________________

Optional Readings:

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

  
  ○ (Introduction, pp. 1 -12)


  
  ○ (Chapter 1: Gendering Theories & Comparisons ... pp. 1-42)

  o Chapter 1: Thelen, K. and S. Steinmo, Historical Institutionalism in Comparative Politics, pp 1 -32


  o Introduction: Placing Politics in Time pp 1 -16
  o Chapter Two: Positive Feedback and Path Dependence pp. 17 – 53
Week 8 – Space & Place

Key concepts: Health geography; health and place

  Reviewer: ____________________________________________________

  Reviewer: ____________________________________________________

  Reviewer: ____________________________________________________

  Reviewer: ____________________________________________________

Optional Readings:

  o Chapter 9: Kearns, R. and J. R. Barnett Auckland’s Starship Enterprise: Placing Metaphor in a Children’s Hospital, pp. 169 – 199

Week 9 -- Interest Groups, Policy Networks & Social Movements

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

  - Chapter 10: Interests
  
  Reviewer: ________________________________

  
  Reviewer: __________________________________

  
  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: __________________________________

  
  Reviewer: __________________________________

Optional Readings:

  - Chapter 8: Women’s Movements for Health, pp. 197 - 233

  - Introduction: pp. 1 - 13
  - Chapter 1: Policy Communities and Public Policy in Canada: a Structural Approach pp. 14 - 33

Part II: Selected Debates and Dilemmas

Week 10 – Care

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

  - 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: ________________________________
    Reviewer: ________________________________

  Reviewer: ________________________________

  Reviewer: ________________________________

Optional Readings:


Week 11 – Gender, Work and Health

  - Introduction, pp 1-20

  - Chapter I. Introduction  
    Reviewer: _________________________________________________
  - Chapter 6. Exposing Health Hazards at Work  
    Reviewer: _________________________________________________
  - Chapter 7. Challenging the Construction of Ancillary Work  
    Reviewer: _________________________________________________

  Reviewer: _________________________________________________

  Reviewer: _________________________________________________
Week 12 – “Wealth” and Health Equity

  Reviewer: ____________________________________________________

  Reviewer: ____________________________________________________

  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

  Reviewer (3 articles above): ________________________________

Week 13: Immanent Critique

  Reviewer: ____________________________________________________

  Reviewer: ____________________________________________________

Important Course Policies

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

1.1. Assignments are due by 11:30 am on the day indicated. 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. Assignments are graded 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.