Course Description:
This course considers how political and economic forces that shape the distribution of wealth, influence, and power within wealthy developed nations such as Canada create health inequities. The course focuses on three key areas related to the presence of health inequities: the economic system, the political system, and the ability of citizens to shape public policy.

Course Objectives are to learn about:
1. Basic principles of identifying and studying health inequities.
2. The current state of knowledge and research in the political economy of health inequities.
3. To identify and research an issue, and then publish a paper on the political economy of health inequities.

Required Course Text (available from bookstore)

Required Additional Readings
Provided to you each week through York University Libraries. The links to these articles or in the case of fair use materials, the materials themselves, are posted at the course moodle website.

Evaluation
Students will be required to produce three papers focused on some aspect of the political economy of health inequities that will culminate with an article being submitted to a refereed journal. The structure and content of these assignments will be discussed in class over the course of the term. Each student will also be responsible for presenting a critical overview of one week’s readings and assessed for class participation.

Class presentation and engagement on issues raised by readings 25% Over course
Statement of Problem and Literature Review (up to 10 pages) 25% Due October 22
Completed Paper (up to 15 pages) 25% Due November 12
Paper Prepared for Journal Submission (3500-8000 words) 25% Due December 3
Accommodation: Any student who requires accommodation due to a disability is encouraged to inform me.

Course Assignments

Class presentation (15%)
Select one week of readings. Do not simply summarize the readings. We all will have read them! Prepare no more than a 20 minute in total presentation of:
a) key points and issues identified in the readings; b) your take on the implications for understanding and researching health policy and equity issues; and c) a few questions for the group.

Class engagement (10%)
For each reading over the term identify:
a) a point or idea that you think is especially important for understanding and improving health equity. Be prepared to explain why this is the case.
b) an issue that you would like further elaboration upon during the class.
I will collect these at the end of each class.

Course papers
1. Select an issue for your papers. If you have difficulty selecting a topic, approach the professor for assistance.
2. Conduct a literature search of relevant policy documents, reports, or academic and professional journals pertaining to the topic that you have identified in #1. Identify at least 10-15 relevant sources. An issue can be expressed as a dilemma, conundrum, question or series of questions or simple statement of purpose.
3. Consider preparing your papers by discussing some/all of the following:
   a. Introduction to the issue (e.g. problem, dilemma, concern); include a thesis statement in your introduction
   b. Why it is an issue; the history (how the issue evolved); and how it captured your interest.
   c. What are the implications for the public and policy makers?
   d. Summary (your conclusions, new insights, pulling the paper together).

All students are expected to identify an issue and be prepared at some point to discuss it and present findings to the class. This should include an analysis of how these findings fit into the course findings to date.

General Note: Assignments are penalized 5% for every day late (including weekends).

Structure for Course Paper Assignments
All papers use 12 font Times Roman lettering with 1.5 line spacing, and 1" (2.54 cm) page margins. Refer to authors (e.g., Rioux, 2002; Government of Canada, 2008, etc.) using APA
Evaluation Criteria for Course Paper Assignments

a) Substance: paper addresses the essential elements related to your topic and issue; ideas are supported by examples where appropriate, course concepts and evidence (i.e., literature) provided; demonstrates critical thinking (i.e., sound conceptualizing, interpreting and analysis-synthesis.

b) Originality: creative integration of own ideas with those of other authors; unique interpretation of ideas.

c) Clarity: logical flow of ideas; grammatically correct sentences and paragraph structure, APA format.

d) Progression of analytic and written literacy skills: constructive use of instructor feedback regarding analyses and format of paper; increased understanding of key course concepts.

Use of TurnItIn:

Turnitin is web-based software which scans submitted works for similarity to material in public websites, academic journals, papers purchased from an essay mill, etc., and to essays and assignments concurrently or previously submitted to Turnitin, which are stored in a database. An 'originality report' is then provided to the instructor, who remains responsible for determining any breach of academic honesty.

You are required to submit your essays into TurnItIn at http://turnitin.com/static/index.html.

Login information:
Class ID: 21668802
Enrolment Password: inequity

You will create your own user profile using the class enrolment wizard. Additional instructions are available at http://computing.yorku.ca/students/technology-used-in-courses/assignment-submission-turn-it-in/

If you do not wish to use TurnItIn, you must let the Course Director know in advance. You will be required to submit written reports on how you completed each of your assignments (required contents below), along with detailed annotated bibliographies. Each report and bibliography must be submitted with your assignment when it is due. You will also email an electronic copy of each report and bibliography (with hyperlinked URLs in it) to the Course Director. You may be asked to take an oral examination for any or all of your written assignments directed at issues of originality.

The written report must contain the following information, as well as anything else you consider useful to the Course Director on the issue of academic integrity:

- A list of the documents and other sources you consulted to understand your topic, along with the dates you first used each of them;
• An explanation of how those documents and sources led you to the other documents and sources you used;
• An explanation of which of the sources you used had the most influence on your understanding of the topic of your assignment, and how you used them.

PLEASE NOTE
If you have a medical or other compelling reason for not submitting an assignment on time, I must be notified PRIOR to the date that the assignment is due. If this is not done, then the 5 percentage points a day penalty will apply without exceptions.

I will not accept assignment weeks after the due date without prior notification. If you are having significant personal issues, make sure you attend the Counselling and Development Centre which is in the Behavioural Sciences Building.

Late Penalty: The assignments received later than the due date will be penalized five points per calendar day. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the course instructor but will require supporting documentation (e.g., a doctor’s or allied health professional’s letter).

Recommended Texts (PhD students especially are strongly recommended to eventually obtain these texts).


**Course Schedule and Required Readings**

1. **September 10. Researching the Political Economy of Health Inequities: Methodologies**
   


2. **September 17. Scanning the Landscape: Perspectives on the SDOH**


3. **September 24. Defining and Assessing Health Inequities**

   **Chapter 1: The Importance of Tackling Health Inequalities, Dennis Raphael**


4. **October 1. Defining Political Economy**

   **Chapter 2: American Experiences, Stephen Bezruchka**
Raphael, T. Bryant and M. Rioux (eds.) *Staying Alive: Critical Perspectives on Health, Illness,
and Health Care, 2nd edition.* Toronto, Canadian Scholars Press.
Brady, D. (2003). The politics of poverty: Left political institutions, the welfare state, and
Social Justice: A Reader on Ideology, and Inequity in the Distribution of Disease* (pp. 1-56). San
Francisco: Jossey Bass. Also available at http://tinyurl.com/nkygk7

5. October 8. Social Structures and Social Processes
Chapter 3: Australian Experiences, Fran Baum, Matt Fisher, and Angela Lawless

Coburn, D. (2000). Income inequality, social cohesion and the health status of
populations: The role of neo-liberalism. *Social Science & Medicine, 51*(1), 135-146.
Blaxter, M. Commentaries on Coburn’s: The role of neo-liberalism, *Social Science &
Medicine, 2000, 51*, (7), 991-1010.
Tarlov, A. Coburn’s thesis: plausible, but we need more evidence and better measures,
993-995.
  Hertzman, C. Social change, market forces and health, 1007-1008.
  Coburn, D. A brief response, 1009-1010
Coburn, D. (2004). Beyond the income inequality hypothesis: Globalization, neo-
liberalism, and health inequalities. *Social Science & Medicine, 58*, 41-56.
imperils health and what to do about it. *Journal of Epidemiology and Community Health, 70,*
312-318.

6. October 22. Social Inequality and Social Exclusion
Chapter 4: British and Northern Irish Experiences, Katherine Smith and Clare
Bambra

Toronto: Thomson/Nelson.
Raphael, D. and Bryant, T. (2015). Power, intersectionality and the lifecourse:
Identifying the political and economic structures of welfare states that support or threaten health.
*Social Theory and Health, 13*, 245-266.

7. October 29. Welfare States I: Research Addressing Health Inequities
Chapter 5: Canadian Experiences, Dennis Raphael


8. November 5. Welfare States II: Political Traditions and Health Inequities

**Chapter 6: Finnish Experiences, Juha Mikkonen**


**Chapter 7: Norwegian Experiences, Elisabeth Fosse**


**Chapter 8: Swedish Experiences, Mona C. Backhans and Bo Burstrom**


Health Council of Canada (2010). *Stepping it up: Moving the focus from health care in Canada to a healthier Canada*. Toronto: Author.


(Just be aware these exist!)


First Report: Population Health Policy: International Perspectives

Second Report: Maternal Health and Early Childhood Development in Cuba

Third Report: Population Health Policy: Federal, Provincial and Territorial Perspectives

Fourth Report: Population Health Policy: Issues and Options

Fifth Report: A Healthy, Productive Canada: A Determinant of Health Approach

11. November 26. Canada II: Barriers to Addressing Health Inequities

Chapter 9: An Analysis of International Experiences in Tackling Health Inequalities, Dennis Raphael.


Recommended


   Chapter 10: Applying the Lessons from International Experiences, Toba Bryant


**IMPORTANT DATES**

September 30 100% refund date for Fall [FA19] term.
October 15 80% refund date for Fall [FA19] term.
October 31 40% refund date for Fall [FA19] term.
November 8 Last day to drop course without receiving a grade (manual form), Fall [FA19] term.