

**Graduate Program in Health
School of Health Policy and Management
York University**

Course Title: Public Policy & Health
Course Code: GS/HLTH 5485 3.0
Term: Fall 2021
Class Time: Wednesdays 11:30 AM to 2:30 PM

Modality: Remote

<https://yorku.zoom.us/j/92415230002?pwd=ZlcreWlVSkluRDROOTJZMThXR05rQT09>

Meeting ID: 924 1523 0002

Password: 704470

Instructor: Professor Claudia Chaufan
On campus office: Stong College 312

Virtual Office Hours:

<https://yorku.zoom.us/j/93936629370?pwd=ejZpdWx2WE4wYnorbzc3dmdvRTZMUT09>

Meeting ID: 939 3662 9370

Password: 446925

Email address: cchaufan@yorku.ca
Office hours: After class & by appointment

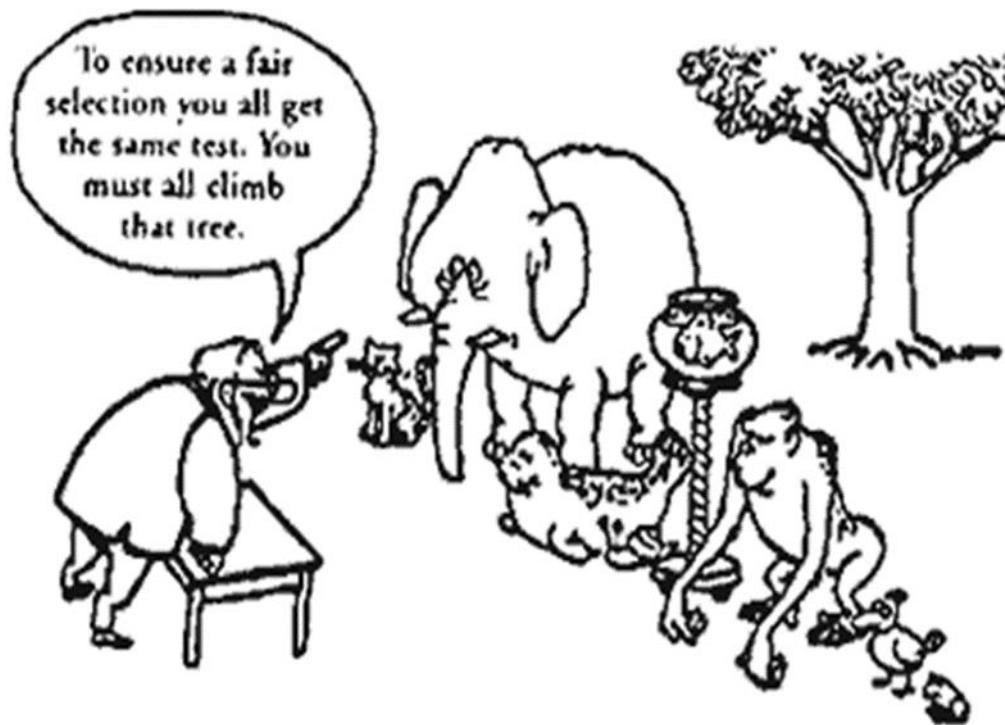
Course Description:

This seminar introduces students to the history and process of public policy making and ways to evaluate them with a focus on health. Course topics include the origins of public policy making; key concepts, modes and instruments in the process of public policy making; and constraints on public policy analysis and implementation along with critical analyses of health relevant cases.

Revised: August 10, 2021



York University
GS / HLTH 5485
Public Policy & Health



Professor
Claudia Chaufan, MD, PhD

Inequity in the conditions of daily living is shaped by social structures and processes. The inequity is systematic, produced by social norms, policies and practices that tolerate or promote unfair distribution of and access to power, wealth, and other social resources.

World Health Organization 2008, Commission on the Social Determinants of Health

I wish the Commission could receive the Nobel Prize in Medicine [...] for its work. It has produced a courageous report and goes a long way in denouncing the social constraints on the development of health. The report's phrase "social inequalities kill" has outraged conservatives and liberals [who] find the narrative and discourse of the report too strong to stomach. And yet, this is where the report falls short. It is not inequalities that kill, but those who benefit from the inequalities that kill. The Commission's studious avoidance of the category of power (class power, as well as gender, race, and national power) and how power is produced and reproduced in political institutions is the greatest weakness of the report. My comments here, I should note, are not so much a critique of the Commission's report as a criticism of the WHO and other such international agencies [that] have to reach a consensus, and consensus always gives the most powerful the power of veto. Any conclusion or subject or terminology that may offend the powerful groups seated at the table [...] must be dropped. The Commission's report goes very far in describing how inequalities are killing people. But we know the names of the killers. It is not enough to define disease as the absence of health. Disease is a social and political category imposed on people within an enormously repressive social and economic capitalist system, one that forces disease and death on the world's people.

Vicente Navarro 2009, What We Mean by the Social Determinants of Health

When one individual inflicts bodily injury upon another such that death results, we call the deed manslaughter; when the assailant knew in advance that the injury would be fatal, we call his deed murder. But when society places hundreds of proletarians in such a position that they inevitably meet a too early and an unnatural death, one which is quite as much a death by violence as that by the sword or bullet; when it deprives thousands of the necessities of life, places them under conditions in which they cannot live — forces them, through the strong arm of the law, to remain in such conditions until that death ensues which is the inevitable consequence — knows that these thousands of victims must perish, and yet permits these conditions to remain, its deed is murder just as surely as the deed of the single individual; disguised, malicious murder against which none can defend himself, which does not seem what it is, because no man sees the murderer, because the death of the victim seems a natural one, since the offence is more one of omission than of commission. But murder it remains.

Frederick Engels, 1844, The Conditions of the Working Class in England

What is this course about?

This course will introduce you to the history, development, and implementation of public policy both as an intellectual enterprise – a field of academic inquiry – and a political practice – the task and work of governments. It will also introduce you to the unique impact of public policy on the distribution of the living conditions that shape health, i.e., its social determinants, including, but not limited to, health care.

While public policy as an academic discipline and a field of practice came into being in the mid-20th century, as Friedrich Engel's 1844 quotation compellingly shows, the awareness that political, economic, and social forces and institutions shape living conditions, and in so doing affect health, is not new. Already the ancient Greeks, as illustrated in Plato's *Republic* and Aristotle's *Politics*, were keenly aware of how dramatically the organization of society, the role of the state, and the norms governing collective behaviour deeply shape our health, and even how we think about health. Mindful of this historical legacy we will engage with public policy, identify different ways of theorizing policy, examine how different conceptions of health shape policies designed to impact health, and seek to understand how public policy is formulated, developed, and implemented.

While we focus on Canada, we will look beyond national boundaries. Engaging international issues will allow us to assess, following the WHO-sponsored Helsinki Declaration Health in All Policies, the health implications of policy decisions that, while not specifically intended to influence health (e.g., trade policy, foreign policy), do so in dramatic ways, at home and abroad. Whatever topic we touch upon, given the 'critical' nature of our program, we will always consider the power dynamics that shapes all dimensions of public policy, especially when conceptualizing the problems public policy purports to address. Finally, we will allow ample time to reflect upon, and exchange ideas about, how to use our evolving understanding, new skills, and positions as educators and students to support better health for all. As importantly, we will also share ideas about how to contribute, as citizens and scholar-activists, to formulate, develop, and promote public policies to the service of a better, more just world.

What will you be able to do when you complete this course?

1. Identify the social forces – political, historical, economic, cultural - that shape public policy
2. Assess how the forces driving public policy influence health inequalities and the distribution of their social determinants
3. Compare and contrast theories of public policy, their philosophical (ethical, epistemological, ontological) assumptions, and the implications of their differences for health matters
4. Compare and contrast ideas about the nature of health care (e.g., as a social right or a market commodity) informing policy developments and initiatives to reform health care
5. Assess the ideological role of key social institutions (e.g., mass media, NGO sector, academia) in the formulation, development, and implementation of public policy.
6. Elaborate on the implications of policy choices for health equity and social justice.
7. Articulate courses of action – as scholars, citizens, activists – towards greater health equity
8. Communicate successfully orally and in writing on health policy matters

How will we organize our work, synchronously and asynchronously?

This course is organized as a remote learning seminar, with synchronous and asynchronous spaces for discussion and exchange. As all seminars, its success will depend entirely on the commitment, preparation, and participation of all of us – yours as students and mine as your instructor – especially under the evolving circumstances of Covid-19. I will open each session laying out the framework of our work. We will typically alternate between small group work and larger exchanges centred around diverse activities – discussion of reading material, peer reviews of your work, and guest lectures.

Weekly, asynchronous discussion boards will expand our conversations beyond our real-time meetings. In the first discussion board I will invite you to think about the implications of the textbook - one chapter each week –for your own research interests. In the second I will invite you leave the comfort zone of academia to engage with a broader range of rhetorical styles - media articles, video clips, health relevant websites. What I mean by engagement is that I will do my best to transfer to you my own approach to performing critical policy analyses, by comparing and contrasting narratives, as we assess which ones reproduce or challenge existing social and health inequities. In both forums I will post questions to guide your reflections so that you feel confident to speak (or rather write!) your mind about the issues. Forums will have a deadline (more on this later) so that student discussants (and me) have enough time to read, comment on, and summarize take away points, to build on our evolving understanding.

What instructional material will we use?

- One required textbook: Health Policy in Canada, 2nd edition, by Toba Bryant.
- Additional required instructional material: available through the e-Class website.
- Recommended instructional material: available through the e-Class website.
- Classics in health, policy and equity: available through the e-Class website

How will we communicate with one another?

Reaching me:

- Please identify your email and write “graduate seminar” in the subject line. Write also your first and last names (at least for the first few weeks) so that I can identify you more easily.
- Feel free to address me by first or last name, professor, prof., or however you feel comfortable. Note that I am old-fashioned and rarely answer standalone lines (e.g., “I could not come to class. What did I miss?”) even if the email ends with a “thank you”.
- I reply to emails within 2 business days, but because life happens, if you do not hear back within that time, please resend your email. If your question involves deadlines, please schedule a virtual appointment (you can book yourself through the e-Class link) to discuss your reasons. I can only accommodate your unique circumstances if I know about them in a timely fashion.

Reaching all course participants:

- *Group forum*: feel free to use it to post clarificatory questions (“can somebody help with the concept of dominant narrative?”). Hopefully, someone will volunteer an answer and if no one does, I will. Collectively addressing some questions will also help to keep my inbox manageable.
- *e-lounge*: I am sure people are dying to hang out and meet up on campus or elsewhere, but because we are all busy and often times separated by long distances, I have created a virtual lounge, which is open 24/7, that you are free to use to meet with your peers – for instance, to study in groups. You can use the *group forum* to coordinate with others the use of this lounge.

How will your work be evaluated?

Woody Allen famously said that 95% of life is showing up. While in this course there is no credit for showing up, I count on your attendance to create community and to offer an emotionally supportive and intellectually stimulating learning experience.

The table shows the breakdown of assignments by category, frequency, and weighted percentage.

Category	Assignment	Deadline	Frequency	% Grade
Bloggng	Health Policy in Canada Forum <i>Participant</i>	Weekly	Any 6 of 12 weeks	20%
	Topics in Public Policy Forum <i>Participant</i>	Weekly	Any 6 of 12 weeks	20%
Presentation / Facilitation Skills	Health Policy in Canada Forum <i>Discussant</i>	Week 2 through 11 (sign-up sheet)	Once in the term	5%
	Topics in Public Policy Forum <i>Discussant</i>	Week 2 through 11 (sign-up sheet)	Once in the term	5%
	Presentation 3-minute thesis style	Week 12	Once in the term	5%
Serious Writing	Letter to Editor (refereed journal / newspaper / other)	Week 4	Once in the term	5%
	Policy Brief	Week 8	Once in the term	20%
	Policy & Equity Work Plan	Week 12	Once in the term	20%

What are the assignments about and what is their purpose?

Public Forum “Introductions” (“Introductions Forum”) – While not quite an assignment (you do not earn credit for participating – sorry!) the goal of this forum is to help us become acquainted with one another beyond the limits of the remote environment as well as show you how in practice our work and conversations will unfold. As to the limitations of virtual communication, my own take is that all forms of human communication, even face-to-face work in a physical classroom, have limitations. While in physical classrooms we enjoy occasional hallway conversations, we are still subject to limitations (e.g., everyone is busy and hallway conversations tend to be brief unless we plan for longer encounters). I will provide a guideline for posting, but feel free to deviate from it so long as it serves the forum’s purpose. While participation is voluntary, I really hope everyone will contribute. Once I complete updating the course website sometime in August, I will open the forum, post, and invite everyone to join.

Public Forum “Health Policy in Canada” (“Textbook Forum”) - The goal of this forum is to get you to engage with the required textbook. Because students in our program come from all walks of life and have a wide range of backgrounds and experiences, the best way that I know of to provide an overview of theories, methods, and issues foundational to public policy and health in Canada is through a textbook. Specifically, each week the same or a similar set of questions will guide your blogging, inviting you to identify the main points of the week’s chapter, take away points for you, and implications of these points for your research interests and professional endeavours. As well, by reflecting on similarities and differences between what you take away and what others take away, we will expand our conversations between and beyond real-time meetings. Posts will be around 500 words, graded pass/fail depending on the quality of your writing and the depth of your engagement. I will provide a rubric to further clarify the standards. While I welcome your participation as frequently as you feel so inclined, only one post per week per forum, and only your best 6 of 12 posts, will count towards your final grade.

Public Forum “Topics in Public Policy” (“Topics Forum”) - The goal of this forum is to train you to perform critical policy analyses by exposing you, and inviting you, to think about what distinguishes relatively mainstream (dominant) views from critical (counterhegemonic) ones. The forum will consist of a range of case studies and issues of health relevance and include diverse material (e.g., news clips). Specifically, each week the same or a similar set of questions will guide your blogging, inviting you to identify, and reflect on, assumptions underlying different policy narratives. As well, by reflecting on similarities and differences between what you take away and what others take away, we will expand our conversations between and beyond real-time meetings. Posts will be around 500 words, graded pass/fail depending on the quality of your writing and the depth of your engagement. I will provide a rubric to further clarify the standards. While I welcome your participation as frequently as you feel so inclined, only one post per week per forum, and only your best 6 of 12 posts, will count towards your final grade.

Forums Discussant - All seminar participants will act as discussants *in each forum once in the term* (so twice in total during the term), in pairs or groups of up to 3 students (if necessary). As a discussant, you will develop specific skills (panels in academic conferences often include discussants) and engage with the views of your peers. Your tasks will include: 1) reading all posts; 2) identifying similarities and contrasts; and 3) posting your analysis, by way of closure, about how you think participants’ views contribute to our evolving understanding of health policy and equity. The week you participate as discussant in each forum you will also monitor and moderate the chat window where participants post comments during our synchronous meeting. After class, you will contribute to our knowledge base (via a “database” activity) describing what challenges you faced and what lessons you learned in this role. In our first meeting you will sign-up for these tasks (via the "choice" link under “module 1”)

Letter to the editor - Letters to editors of any medium, from newspapers to refereed journals, are an excellent way to train yourself to communicate your views on a given issue briefly, persuasively, and intelligibly (i.e., free of jargon). I have become a much better writer myself in the course of training students to write these letters (many of which, I should say, have gone unpublished, so please do not despair if you try and fail!). Specifically, you will select an article from your favourite (or least favourite!) newspaper, or an article from a professional journal, on a topic of your interest, preferably with any claim that annoys you enough to compel you to challenge it. You will then identify one or two points that capture the dominant narrative on the issue at hand and articulate a counter narrative that communicates your point, drawing from solid evidence and arguments, in no more than 250 words. We will spend time in class discussing this assignment and I will share my own and my students' examples.

Policy Brief - A policy brief is a concise summary that distills complex information on a relevant issue deemed of public policy relevance, lays out the options to deal with it, and recommends courses of action. Policy briefs are written by policy analysts who may or may not be experts on the issue at hand but can conduct high quality public policy research, thus the need for you to master the skill. For our purpose, you will role-play a policy analyst - working for any level of the Canadian government or for a local, national or international NGO. You will choose any policy issue – e.g., public transit, postsecondary education, nursing homes – and write a brief with recommendations for policy action. While you are free to choose a topic different from what you might address in your research project – because, for instance, you want to learn about an issue even if you do not plan to pursue research on it - ideally, you will choose a topic that you intend to investigate further, either as the culmination of your MA degree (your Major Research Paper or MRP) or an aspect of your PhD thesis. Choosing a topic that excites you enough to take you through the program will be especially beneficial if you are here for the shorter term (an MA degree). We will dedicate class time to brainstorm about the topic you choose and to peer review your writing.

Policy and Equity Work Plan – The goal of this assignment is to create a space to get you started with the research that will culminate your graduate career. My personal goal is to help you to identify, and begin the exploration of, an issue that drives your passion enough to keep you going through graduate school, while drawing from the intellectual community in our course. The work plan will (hopefully) build on your policy brief - if you are an MA student towards the 'overview' (about 2 double-spaced pages excluding references) of your Major Research Paper, or, if you are a PhD student, an exploration of a topic of your interest (about 5 or 6 double-spaced pages excluding references) to inform your 2nd Comprehensive Exam. I will provide extensive guidance on this project in class and create spaces, including peer reviews, for you to discuss your ideas with your peers and receive feedback from me.

Presentation - The goal of this assignment is to create a space to share your Work Plan with your fellow graduate students and me. The task is to prepare a presentation that conveys your message to an educated non-expert audience (i.e., free from jargon) in no more than 5 minutes, by telling a good story, best achieved by talking to your audience rather than reading from your notes (even if you may want to keep your notes close by!). There is plenty of room in this assignment to be creative, by, for instance, relying on a single PowerPoint slide to support your narration, preparing an infographic to discuss with your audience, or even replacing a live presentation with a 'voice over Power Point', all skills worth developing if you work in public policy. I will provide a guideline with basic questions to consider as you prepare, and we will spend class time to discuss the assignment.

What additional resources do we have to support our learning of public policy?

- Toolbox: A wealth of resources related to critical policy studies (theory, methods, examples), as well as examples of MA and PhD work and links to program-relevant documents. Just dive in and explore!
- Glossary: For course participants to build collectively, I invite you to incorporate concepts that you find important and would like to share, with brief descriptions and relevant links
- Debating capitalism: Resources collected over the years to explore the workings of capitalism and its relationship to other policy relevant concepts/issues (e.g., neoliberalism; imperialism)
- History, policy, and politics documentary: Material I collected over years, for your own enjoyment.

What if I would like to get started with some readings in the summer?

The best advice I can offer is that you sift through the textbook. It will get you a step ahead and ease your journey through the always challenging first term of graduate school. If you are PhD student, it will also give you an excellent introduction to the basic issues to address in your 1st Comprehensive Exam.

Additional and engaging preparatory readings include the following:

- Engels, F. (1845). *The Condition of the English Working Class* (Oxford Paperbacks). New York, Oxford University Press.
- Raphael, D., T. Bryant, J. Mikkonen and A. Raphael (2020). "The social determinants of health: The Canadian facts, 2nd edition." <https://thecanadianfacts.org/>.

Topics @ a Glance

Unit 1

Foundations of Public Policy and Health

Module 1 – Introducing Health Policy and Policy Studies

Module 2 – Ways of Knowing in Health Policy and Health Studies

Module 3 – Theories of Public-Policy

Module 4 – Understanding Policy Change

Module 5 – Influences on public policy

Unit 2

Public-Policy, Health Care and the State

Module 6 – Overview of the Canadian Healthcare System

Module 7 – Healthcare Reform in Canada and the USA

Module 8 – Markets in Health Policy

Module 9 – Welfare States and Public Policy

Unit 3

Democratizing Public Policy, Democratizing Health

Module 10 – Canadian Federalism, the Canadian Social Union, and Health Policy

Module 11 – Globalization, Trade and Health Policy

Module 12 – The Future of Health Policy, in Canada and Beyond

General plan @ a glance

For all deadlines there will be a “grace period”, through 9 am of the day following each deadline.

Week / Date	Topic	Activity	Assignment due
1 9/08	Introducing Health Policy and Policy Studies	<ul style="list-style-type: none"> ✓ Introductions ✓ Walk through course website ✓ Distribute facilitation 	Public forums: Midnight of Sunday after class
2 9/15	Ways of Knowing Health Policy and Health Studies	<ul style="list-style-type: none"> ✓ Facilitated discussion 	Public forums: Midnight of Sunday after class
3 9/22	Theories of Public Policy	<ul style="list-style-type: none"> ✓ Facilitated discussion ✓ Letter to Editor: Nuts & bolts 	Public forums: Midnight of Sunday after class
4 9/29	Understanding Policy Change	<ul style="list-style-type: none"> ✓ Letter to Editor: troubleshooting ✓ Facilitated discussion ✓ Guest lecture - Toba Bryant: Becoming a policy scholar 	Letter to the editor: Midnight of Wednesday after class Public forums: Midnight of Sunday after class
5 10/06	Influences in Public Policy	<ul style="list-style-type: none"> ✓ Policy brief: Nuts & bolts ✓ Facilitated discussion 	Public forums: Midnight of Sunday after class

Reading week October 10 - 16

6 10/20	Overview of the Canadian Health Care System	<ul style="list-style-type: none"> ✓ Policy brief: Peer review ✓ Guest lecture: Alvin Finkel, History of Social Policy in Canada 	Policy brief: Draft (bring to class) Public forums: Midnight of Sunday after class
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7 10/27	Health Care Reform in Canada and the USA	<ul style="list-style-type: none"> ✓ Policy brief: troubleshooting ✓ On-the-fly policy analysis: Shop4Insurance in the USA 	Public forums: Midnight of Sunday after class
8 11/03	Markets and Health Policy	<ul style="list-style-type: none"> ✓ Policy brief: troubleshooting ✓ Policy & Equity Work Plan & Presentation: Nuts & bolts ✓ Facilitated discussion 	<p>Policy brief: Midnight of Wednesday after class</p> <p>Public forums: Midnight of Sunday after class</p>
9 11/10	Welfare States and Public Policy	<ul style="list-style-type: none"> ✓ Facilitated discussion ✓ Health Graduate Student Panel: TBD, showcase / discussion of MA and PhD work 	Public forums: Midnight of Sunday after class
10 11/17	Canadian Federalism, the Canadian Social Union, and Health Policy	<ul style="list-style-type: none"> ✓ Facilitated discussion ✓ Policy & Equity Work Plan & Presentation: Peer Review 	<p>Policy & Equity Work Plan & Presentation: Drafts (bring to class)</p> <p>Public forums: Midnight of Sunday after class</p>
11 11/24	Globalization, Trade and Health Policy	<ul style="list-style-type: none"> ✓ Policy & Equity Work Plan & Presentation: Troubleshoot ✓ Guest lecture: Faisal Mohamed, The Politics of Pharmaceutical Policy in Canada 	Public forums: Midnight of Sunday after class
12 12/01	The Future of Health Policy in Canada and Beyond	<ul style="list-style-type: none"> ✓ Presentations ✓ Lessons learned and moving forward. 	<p>Policy & Equity Work Plan & Presentations: Midnight of Sunday after class</p> <p>Public forums: Midnight of Sunday after class</p>

What happens if I need extensions to turn in assignments?

I am open to considering extensions for selected assignments, but please discuss your need with me as soon as possible, as otherwise, in fairness to students who do turn in their work on time, you will not be able to earn full credit. That said, note that assignments are distributed throughout the term to minimize the likelihood that you will be overwhelmed by deadlines at any given moment – at least in the context of this course (as I cannot speak for demands from other courses or demands beyond the program's). Note as well that not all assignments are necessary to earn excellent grades – for instance, only your best 6 of 12 posts for each forum will count (and you can even skip 6 weeks of posts altogether), posts are “low stakes” writing (meaning that, for instance, you do not need formal references as with formal academic work), and my grading standards, while rigorous, are very flexible. Note finally that certain assignments, for instance, participating as discussant of a forum, involve engaging with your peers during specified times in the term, so their work depends on the discussant's work and an “extension” for the discussant role would make the assignment pointless. For all these reasons, barring extenuating circumstances I cannot offer extensions for certain portions of the course.

How do I file for formal accommodations?

Please refer to the guidelines on academic accommodation, counseling, and disability services, for detailed description of the responsibility of course directors and students. Once you receive your accommodations, please book yourself a virtual office hours appointment with me (i.e., do not just email me the form) so that we can discuss how I can best support your learning without undermining the academic integrity of the course. Bear in mind that if you need accommodations that do not neatly fit in a formal category and if you are unable to receive a certificate (for instance, you have caregiving responsibilities that do not involve health problems so you cannot get a medical certificate), I am always willing to accommodate your unique needs, whatever those may be, so just approach me.

What does the Senate say about academic honesty?

The [Policy on Academic Honesty](#) is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards.

The **Faculty of Graduate Studies Academic Integrity Module** is designed to provide the graduate community with information and resources on the expectations of academic integrity at York University. Community members have an obligation to maintain the highest standards of academic honesty throughout their studies in accordance with the Senate Policy on Academic Honesty. **Upon completion of this module**, students will have a better understanding of what constitutes a scholastic offence, as well as their responsibilities in relation to a variety of academic principles.

I look forward to an intellectually stimulating term together!

Weekly guiding questions, readings & viewings

Note: Please always rely on the e-Class material as the reading/viewing selections may change slightly over the term.

Week 1	<p>Guiding questions:</p> <ul style="list-style-type: none">• What is public policy? How does it influence health and the distribution of its social determinants?• What distinguishes critical from conventional approaches to public policy? How do contrasting approaches shape public policy formulation, development, and implementation?• Weekly questions on discussion boards <p>Required</p> <p><i>Zoom meeting & textbook forum- Introducing health policy and policy studies</i></p> <ul style="list-style-type: none">• Bryant, Chapter 1 <p><i>Topics forum – What do we mean by critical views on public policy?</i></p> <ul style="list-style-type: none">• Gee, M. (2020). Differing COVID-19 rates around Toronto underline enduring gaps in well-being, Toronto Star, June 5, 2020• World Health Organization (2013). "The 8th Global Conference on Health Promotion, Helsinki, Finland, 10-14 June 2013 - The Helsinki statement on Health in All Policies."• Bethune, N. (1940). "Wounds." The Global Consciousness Project: noosphere.princeton.edu /bethune.html <p>Recommended</p> <ul style="list-style-type: none">• Blaxter, M. (2004). Health. Cambridge, Polity Press.• Aggleton, P. (1990). Health. Psychology Press.• Hartley, D. (2019). Social Policy, 3rd Edition. Wiley.• Calhoun, C. (1995). Critical Social Theory. Blackwell. <p>Classics</p> <ul style="list-style-type: none">• Welfare and wellbeing: Richard Titmuss's contribution to social policy. Pete Alcock, Howard Glennerster, and Ann OakleyDubos, R., D. Savage and R. Shadler (eds). Policy Press• (1966). "Biological Freudianism: Lasting effects of early environmental influences." Pediatrics 38(5): 789-800.• Allende, S. (1939). "Chile's Medical Social Reality -- 1939 (excerpts)." Social Medicine 1(3): 152 – 155.• Engels, F. (1845). The Conditions of the Working Class in England. Marxists.org
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<p>Week 2</p>	<p>Guiding questions:</p> <ul style="list-style-type: none"> • How do different ways of thinking about the nature of being (ontology) and knowing (epistemology) influence which problems are seen as amenable to policy interventions? • How do causal accounts on these problems influence what count as solutions to them? • Weekly questions on discussion boards <p>Required</p> <p><i>Zoom meeting & textbook forum - Ways of knowing health policy and health studies</i></p> <ul style="list-style-type: none"> • Bryant, Chapter 2 <p><i>Topics forum – The problem of world hunger</i></p> <ul style="list-style-type: none"> • Editorial. (2017). "Imagine a world free from hunger and malnutrition." <i>Lancet</i> 390 (10102): 1563. • Navarro, V. (2004). "The World Health Situation." <i>International Journal of Health Services</i> 34(1): 1-10. • Resumen Latinoamericano (2020). Child hunger in Guatemala. • William Blum (2008). <i>Guatemala, 1962 to 1980s: The ideas of Jacobo Arbenz and a less publicized "final solution"</i>. Monroe: Common Courage Press. <p>Recommended</p> <ul style="list-style-type: none"> • La Via Campesina (2020). UN Declaration on the Rights of Peasants and Other Peoples • Diem, S., M. D. Young, A. D. Welton, K. C. Mansfield and P.-L. Lee (2014). "The intellectual landscape of critical policy analysis." <i>International Journal of Qualitative Studies in Education</i> 27(9): 1068-1090. • Bacchi, C. (2016). "Problematizations in Health Policy: Questioning How "Problems" Are Constituted in Policies." <i>SAGE Open</i> 6 (2) • Codd, J. A. (1988). The construction and deconstruction of educational policy documents. <i>Journal of Education Policy</i>, 3(3), 235–247. • Wilson, J. P. (1983). <i>The Nature and Variety of Social Theory</i> (Ch. 1), in <i>Social Theory</i>. Upper Saddle River, Prentice Hall College Div. <p>Classics</p> <ul style="list-style-type: none"> • Link, B. and J. Phelan (1995). "Social Conditions as Fundamental Causes of Disease." <i>Journal of Health and Social Behavior</i> 35: 80-94. • Tesh, S. (1981). Disease Causality and Politics. <i>Journal of Health Politics, Policy and Law</i>, 6(3), 369–390. • Cassell, J. (1976). "The contribution of the social environment to host resistance: The 4th Wade Hampton Frost lecture." <i>American Journal of Epidemiology</i> 104(2): 107-123. • Sigerist, H. E. (1941). "Health." <i>Journal of Public Health Policy</i> 17(2): 204-234.
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Week 3	<p>Guiding questions:</p> <ul style="list-style-type: none"> • How have ideal-type public policy theories (e.g., pluralism, institutionalism, political economy) informed the evolution of the capitalist welfare state? How has this trajectory diverged among the different welfare regimes? • How do different theories relate to different health paradigms and in so doing offer contrasting explanations for the distribution of the SDOH? • Weekly questions on discussion boards <p>Required</p> <p><i>Zoom meeting & textbook forum - Theories of public policy</i></p> <ul style="list-style-type: none"> • Bryant, Chapter 3 <p><i>Topics forum – Conventional and critical views on the social determinants of health</i></p> <ul style="list-style-type: none"> • World Health Organization (2008). "World Health Organization (2005 - 2008). Commission on the Social Determinants of Health – Executive summary" • Weil, A. (2020). "Tackling Social Determinants of Health Around the Globe." <i>Health Affairs</i> 39 (7): 1118-112 • Interview with Prof. Sir Michael Marmot (video) • Navarro, V. (2009). "What do we mean by the Social Determinants of Health." <i>International Journal of Health Services</i> 39 (3): 423-441 <p>Recommended</p> <ul style="list-style-type: none"> • Harris, P., F. Baum, S. Friel, T. Mackean, A. Schram and B. Townsend (2020). "A glossary of theories for understanding power and policy for health equity." <i>Journal of Epidemiology and Community Health</i> 74(6): 548-552. • Farmer, P. E., B. Nizeye, S. Stulac and S. Keshavjee (2006). "Structural violence and clinical medicine." <i>PLoS medicine</i> 3(10): e449-e449. <p>Classics</p> <ul style="list-style-type: none"> • Dwivedi, O. P., W. Graf and J. Nef (1985). "Marxist contributions to the theory of the administrative state." <i>The Indian Journal of Political Science</i> 46(1): 1-17. • Meyer, J. W. and B. Rowan (1977). "Institutionalized Organizations: Formal Structure as Myth and Ceremony." <i>American Journal of Sociology</i> 83(2): 340-363. • DiMaggio, P. J. and W. W. Powell (1983). "The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields." <i>American Sociological Review</i> 48(2): 147-160. • Esping-Andersen, G. (1990). "The Three Political Economies of the Welfare State." <i>International Journal of Sociology</i> 20(3): 92-123.
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<p>Week 4</p>	<p>Guiding questions:</p> <ul style="list-style-type: none"> • What explains policy change? What is the relative weight of material forces (e.g., class power) and ideas in the process of change? • What competing explanations account for the shift from Keynesian to neoliberal public policy in the 20th century? How do competing conceptions of neoliberalism influence the way this shift is explained? • Weekly questions on discussion boards <p>Required</p> <p><i>Zoom meeting & textbook forum - Understanding policy change</i></p> <ul style="list-style-type: none"> • Bryant, Chapter 4 <p><i>Topics forum – Rhetoric vs. practice of neoliberal policy</i></p> <ul style="list-style-type: none"> • Harvard Extension (2018) Pros and cons of neoliberalism (video) • Baradaran, M. (2020). The Neoliberal Looting of America, The New York Times • Harvey, D. (2016). "Neoliberalism is a political project: An interview by Bjarke Skaerlund Risager." Jacobin Magazine • Navarro, V. (2007). "Neoliberalism as a Class Ideology or the Political Causes of the Growth of Inequalities." International Journal of Health Services 37(1): 47-62. <p>Recommended</p> <ul style="list-style-type: none"> • Collins, T. (2005). "Health policy analysis: A simple tool for policy makers." Public Health 119(3): 192-196. • Kingdon, J. (2013). Agendas, Alternatives, and Public Policies (New International Edition). Pearson. • Willyard, K. (2016). Marxism, Neo-Marxism, and the Politics of Public Policy. Academic Blog, 2016 <p>Classics</p> <ul style="list-style-type: none"> • Hecllo, H. H. (1972). "Policy Analysis." British Journal of Political Science 2 (1): 83-108. • Cohen, M. D., J. G. March and J. P. Olsen (1972). "A Garbage Can Model of Organizational Choice." Administrative Science Quarterly 17(1): 1-25. • Sabatier, P. A. (1988). "An Advocacy Coalition Framework of Policy Change and the Role of Policy-Oriented Learning Therein." Policy Sciences 21 (2/3): 129-168. • Hall, P. A. (1993). "Policy Paradigms, Social Learning and the State: The Case of Economic Policy-Making in Britain." Comparative Politics 25 (3): 275-296. • Wilsford, D. (1994). "Path Dependency, or Why History Makes It Difficult but Not Impossible to Reform Health Care Systems in a Big Way." Journal of Public Policy 14(3): 251-283.
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Week 5	<p>Guiding questions:</p> <ul style="list-style-type: none"> • What forces shape the development and implementation of public policy? What is the nature of the relationship between these forces? What do classic frameworks – such as pluralism, (new) institutionalism, or elite theory - propose as policy relevant forces? • How do different assumptions about the social world influence which forces are identified as relevant to policy? • How do the social forces that influence the policy process might also influence the nature of health and social research? • Weekly questions on discussion boards <p>Required</p> <p><i>Zoom meeting & textbook forum - Influences in public policy</i></p> <ul style="list-style-type: none"> • Bryant, Chapter 5 <p><i>Topics forum – How does political ideology influence health research?</i></p> <ul style="list-style-type: none"> • Sipido, K. R., F. Antoñanzas, J. & al. (2020). "Overcoming fragmentation of health research in Europe: lessons from COVID-19." <i>Lancet</i>. • Navarro, V. (2004). "The Politics of Health Inequalities Research in the United States." <i>International Journal of Health Services</i> 34(1): 87-99. <p>Recommended</p> <ul style="list-style-type: none"> • Dahl, R. (2009). <i>A Conversation with Robert Dahl</i> • Gilens, M. and B. Page (2014). "Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens." <i>Perspectives on Politics</i> 12(3): 564-581 <p>Classics</p> <ul style="list-style-type: none"> • Lasswell, H. D. (1927). "The Theory of Political Propaganda." <i>The American Political Science Review</i> 21(3): 627-631. • Easton, D. (1957). "An Approach to the Analysis of Political Systems." <i>World Politics</i> 9 (3): 383-400. • Domhoff, G. W. (1967). <i>Who Rules America?</i> Prentice Hall. • Leichter, H. M. (1976). "Politics and Policy in two Philippine Cities." <i>Comparative Political Studies</i> 8 (4): 379-412. • Dahl, R. A. (1978). "Pluralism Revisited." <i>Comparative Politics</i> 10(2): 191-203. • Lindquist, E. A. (1993). Think tanks or clubs? Assessing the influence and roles of Canadian policy institutes. <i>Canadian Public Administration</i>, 36(4), 547–579.
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Week 6	<p>Guiding questions:</p> <ul style="list-style-type: none"> • How has federalism both constrained and enabled Medicare’s development? • How have the medical profession and the insurance sector influenced Medicare? • How have these constraints & influences affected equity in access to health care? • Weekly questions on discussion boards <p>Required</p> <p><i>Zoom meeting & textbook forum - Overview of the Canadian health care system</i></p> <ul style="list-style-type: none"> • Bryant, Chapter 6 <p><i>Topics forum – Social mobility and class structure in Canada</i></p> <ul style="list-style-type: none"> • MacLeans (2018). Canada is one of the most socially mobile countries in the world. Here's why. • Boozary, A. and A. Laupacis (2020). "The mirage of universality: Canada’s failure to act on social policy and health care." <i>Canadian Medical Association Journal</i> 192 (5). • Porter, J. (1963). "The Power Structure in Canadian Society." <i>Canadian Public Administration</i> 6 (2): 140-147. <p>Recommended</p> <ul style="list-style-type: none"> • Beveridge Report 1942 (summary) & Marsh Report 1943 (summary) • Jaffary, S. K. (1943). "Social Security: The Beveridge and Marsh Reports." <i>The Canadian Journal of Economics and Political Science / Revue Canadienne d' Economique et de Science politique</i> 9(4): 571-592. • Clement, W. (1980). "Searching for Equality: The Sociology of John Porter." <i>Canadian Journal of Political and Social Theory</i> 4(2): 97-114. & Maclean’s (1968). <i>Maclean’s Interviews John Porter</i> • Finkel, A. (2004). "The State of Writing on the Canadian Welfare State: What's Class Got to Do with It?" <i>Labour / Le Travail</i> 54: 151-174. • Reisman, D. (2001). <i>Richard Titmuss: Welfare and Society</i>. New York: Palgrave. <p>Classics</p> <ul style="list-style-type: none"> • Roosevelt, F. D. and W. Churchill (1941). "The Atlantic Charter." The Avalon Project Yale Law School, Lillian Goldman Law Library. • Sigerist, H. E. (1943). "From Bismarck to Beveridge: Development and Trends in Social Security Legislation." <i>JPPP</i> 20 (4): 474-496. • Marshall, T. H. (1950). <i>Citizenship and Social Class</i>. Cambridge University Press. • Briggs, A. (1961). "The Welfare State in Historical Perspective." <i>European Journal of Sociology / Archives Européennes de Sociologie</i> 2 (02): 221-258. & Jones, N. (2016).
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<p>Week 7</p>	<p>Guiding questions:</p> <ul style="list-style-type: none"> • How have the major initiatives to reform health care in Canada (e.g. Mazankowski vs. Romanow) and internationally (e.g. Alma Ata vs. World Health Report 2000) construed the meaning of ‘reform’? • What contrasting conceptions of health and health care inform contrasting meanings of ‘reform’, nationally and internationally? • How do contrasting policy theories inform our analysis of the struggles to fulfil the promise of the principles enshrined in the Canada Health Act of 1984? • Weekly questions on discussion boards <p>Required</p> <p><i>Zoom meeting & textbook forum - Healthcare reform in Canada and the USA</i></p> <ul style="list-style-type: none"> • Bryant, Chapter 7 <p><i>Topics forum –Contested meanings of health reform</i></p> <ul style="list-style-type: none"> • MacIntyre, H. (2011). "The Canada Health Act: Preventing much needed health care reform." Fraser Institute Winter • Canadian Doctors for Medicare (2012). Neat, Plausible, and Wrong: The Myth of Health Care Unsustainability. Canadian Doctors for Medicare • Krugman, P. (2016). "Health Care Reform Realities." New York Times • Chaufan, C. (2015). Why US-Style health reform does not work and what to do about it. In Perspectives in Health Reform, New York: ABC-CLIO: 159-171. • World Health Organization (2000). World Health Report: Improving Health Systems Performance (introductory message from Director General Gro Brundtland) • Navarro, V. (2001). "The New Conventional Wisdom: An Evaluation of the Who Report Health Systems: Improving Performance." International Journal of Health Services 31 (1): 23-33. <p>Recommended</p> <ul style="list-style-type: none"> • Navarro, V. (2016). "The Birth and Death of Single-Payer in the Democratic Party." Jacobin Magazine May 5. • Zeese, K. and M. Flowers (2013). "Obamacare: The Biggest Insurance Scam in History." Truthout. • Chaufan, C. (2014). "Is the Swiss Health Care System a Model for the United States?" International Journal of Health Services 44(2): 255-267. <p>Classics</p> <ul style="list-style-type: none"> • Romanow, R. J. (2002). "Building on Values: The Future of Health Care in Canada." Commission on the Future of Health Care in Canada. • Mazankowski, D. (2001). "A Framework for Reform: Report on the Premier's Advisory Council on Health." • Lipset, S. M. (1986). "Historical Traditions and National Characteristics: A Comparative Analysis of Canada and the United States." The Canadian Journal of Sociology 11 (2): 113-155.
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Week 8	<p>Guiding questions:</p> <ul style="list-style-type: none"> • What is the relative role of markets and states in the making of health policy in contemporary Canada? How does this role vary along different welfare regimes? • What is the thrust of the critical economy challenge to the frame “markets vs. state”? What are the implications of this challenge for the formulation, development and implementation of public/health policy, nationally and globally? • How does the official image of Canada in the world contrast with the historical record and current policy practice? What evidence supports competing narratives? • Weekly questions on discussion boards <p>Required</p> <p><i>Zoom meeting & book forum - Markets and health policy</i></p> <ul style="list-style-type: none"> • Bryant, Chapter 8 • Panitch, L. (2019). States and Capitalist Society. The Bullet <p><i>Topics forum – The development of underdevelopment and the politics of foreign aid policy</i></p> <ul style="list-style-type: none"> • Global Affairs Canada (October 17, 2020). Statement on International Day for the Eradication of Poverty. Ottawa, Ontario • Globe & Mail (2020). The West Can't Turn It's Back on the Developing World Now. April 2. • Shipley, T. (2020). Canada in the World (Introduction). Fernwood Publishing. • Amartya Sen (1993). "The Economics of Life and Death." Scientific American May: 40-47. • Vicente Navarro (2000). "Development and Quality of Life: A Critique of Amartya Sen's Development as Freedom." International Journal of Health Services 30 (4). <p>Recommended:</p> <ul style="list-style-type: none"> • Curtis, M. J., Tim (2017). "Honest Accounts 2017: How the World Profits from Africa's Wealth." globaljustice.org June 7 • Ghimire, S. (2020). "Canadian imperialism and the politics of microfinance." Studies in Political Economy 101(2): 155-173. <p>Classics:</p> <ul style="list-style-type: none"> • Meiksins Wood, E. (1994). From Opportunity to Imperative: The History of the Market. Monthly Review, 14–40. • Stone, D. A. (1989). " Causal Stories and the Formation of Policy Agendas." Political Science Quarterly 104(2): 281-300 • Escobar, A. (1988). "Power and Visibility: Development and the Invention and Management of the Third World." Cultural Anthropology 3(4): 428-443. • Navarro, V. (1974). "The Underdevelopment of Health or the Health of Underdevelopment: An Analysis of the Distribution of Human Health Resources in Latin America." International Journal of Health Services 4(1): 5-27. • Gunder Frank, A. (1966). "The Development of Underdevelopment." Monthly Review 18(4): 17 – 31.
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<p>Week 9</p>	<p>Guiding questions:</p> <ul style="list-style-type: none"> • What are the key characteristics of the variety of welfare regimes under capitalism? Under which historical circumstances did these regimes come into being? • What are the strengths and weaknesses of welfare regimes analysis? How does it shape the possible range of public policy approaches and options? • Can capitalism be “reformed” and “saved from itself”? How would different theoretical lenses inform our answers, and in turn shape equity in health and public policy? • Weekly questions on discussion boards <p>Required:</p> <p><i>Zoom meeting & book forum - Welfare states and public policy</i></p> <ul style="list-style-type: none"> • Bryant, Chapter 9 • CPP Investments https://www.cppinvestments.com/about-us • Robert Reich (2015). Saving Capitalism, The Agenda with Steve Paikin (video) • Kevin Kerrett (2020). Pension Fund Capitalism and the Campaign to "Make Revera Public" (video) • Richard Wolff (2019). Can "Accountable" Capitalism Exist? The Zero Hour with RJ Eskow (video) <p><i>Topics forum – Medical education policy and the reproduction of health inequities</i></p> <ul style="list-style-type: none"> • Harvard Medical School (2019). The health benefits of strong relationships • World Health Organization (2020). A healthy diet, a healthier world (video) & Guided self-help intervention reduces refugees’ psychological distress and improves wellbeing in humanitarian crises • Jacobin "Quick Takes" (2020). Self-Help Won't Fix Capitalism (video) • Guevara, E. (1960). "On Revolutionary Medicine." Marxist.org. • Waitzkin, H. (1981). "The social origins of illness: A neglected history." International Journal of Health Services 11(77-103). <p>Recommended:</p> <ul style="list-style-type: none"> • Skerrett, K., Weststar, J., Archer, S., & Roberts, C. (n.d.). The Contradictions of Pension Fund Capitalism. Cornell University Press. • Weyland, K. (2005). Theories of Policy Diffusion: Lessons from Latin American Pension Reform. World Politics, 57(2), 262–295. • Kirk, E. J., & Kirk, J. M. (2010). Cuban Medical Cooperation in Haiti: One of the World’s Best-Kept Secrets. Cuban Studies, 41, 166–172. <p>Classics:</p> <ul style="list-style-type: none"> • Navarro, V. (1992). Has Socialism Failed? An Analysis of Health Indicators under Socialism. International Journal of Health Services, 22(4), 583–601 • Frank, J. P. (1790). The People’s Misery: Mother of Diseases, an Address, Delivered in 1790 by Johann Peter Frank, Translated from the Latin, with an Introduction by Henry Sigerist (1941). John Hopkins University Press, ProQuest Information and Learning Company. 9: 81-100.
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<p>Week 10</p>	<p>Guiding questions:</p> <ul style="list-style-type: none"> • What does the literature mean by the “shift” from cooperative federalism to executive federalism to collaborative federalism, and what do these varieties of federalism entail? How would different theoretical lenses – pluralism, welfare state regimes theory and Marxist approaches - explain this shift? • Why has austerity in health and social policy become more entrenched despite ostensible attempts to improve funding via the Health Accords and the Social Union Framework Agreement? How would different theoretical lenses explain this apparent contradiction? • Where is the missing politics of Canadian Federalism in public debates? How does it shape COVID-19 public health policy in Canada at the different levels of government? • Weekly questions on discussion boards <p>Required:</p> <p><i>Zoom meeting & book forum - Canadian federalism, the Social Union and health policy</i></p> <ul style="list-style-type: none"> • Bryant, Chapter 10 • Thomas Hueglin (2011). How does Canadian federalism work? (video) • Vicente Navarro (2016). <i>Is The Nation-State and its Welfare State Dead? A Critique Of</i> Varoufakis. <p><i>Topics forum – Health implications of structural racism in the criminal justice system</i></p> <ul style="list-style-type: none"> • Government of Canada – Policing: Service and Information • Globe and Mail (June 8, 2020). Editorial – Want better police? Follow the nine commandments of good policing • Samphir H. (June 8, 2020). Policing Black Lives: Confronting Canada’s historical amnesia, Black expendability, and the path forward - interview with Robyn Maynard. • Elich, R. (June 18, 2020) Lessons from Cuban Police. Resumen Latinoamericano <p>Recommended:</p> <ul style="list-style-type: none"> • Zeese, K. and M. Flowers (June 21, 2020). Police Violence and Racism Have Always Been Tools Of Capitalism • Chris Hedges interviews Glen Ford (2017). The Legacy of Barak Obama for the Black working class (video) <p>Classics:</p> <ul style="list-style-type: none"> • Government of Canada. (1999.). Social Union Framework Agreement: A Framework to Improve the Social Union for Canadians • Lazar, H. (2000). The Social Union Framework Agreement: Lost Opportunity or New Beginning? (Working Paper 3) [Working paper]. • Horne, G. (2018). The Apocalypse of Settler Colonialism. Monthly Review. New York, Monthly Review Press. 69: 1-21.
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Week 11	<p>Guiding questions:</p> <ul style="list-style-type: none"> • What is globalization? What are the contrasts between narratives of globalization and how do these narratives describe the role of the welfare state? What are the implications of contrasting narratives for policy formulation, development and implementation? • What are “free trade agreements”? Who is free to do what and under what conditions? What are the contrasts between different descriptions of, and explanations for, such agreements and how do they vary in how they describe the role of states in these treaties? • What have been the effects of NAFTA on the health and well-being of ordinary peoples of Canada, the USA and Mexico? What lessons can be drawn from NAFTA to anticipate the social and health effects of other treaties (e.g., NAFTA 2.0)? • Weekly questions on discussion boards <p>Required:</p> <p><i>Zoom meeting & textbook forum - Globalization, trade and health policy</i></p> <ul style="list-style-type: none"> • Bryant, Chapter 11 <p><i>Topics forum – Public policy and contested meanings of capitalist globalization</i></p> <ul style="list-style-type: none"> • Thomas Friedman (2008). “The “flat world” (selection of video clips) • Steve Smith (2016)., Has globalization undermined the state? (video) • Leo Panitch, The Making of Global Capitalism (video) • Panitch, L. and M. Konings (2009). "Myths of Neoliberal Deregulation." <i>New Left Review</i> 57 (May / June): 67-83. • Navarro, V. (1999). "Health and Equity in the World in the Era of “Globalization”." <i>International Journal of Health Services</i> 29(2): 215-226. <p>Recommended:</p> <ul style="list-style-type: none"> • Chang, H.-J. (2002). <i>Kicking Away the Ladder: An Unofficial History of Capitalism, Especially in Britain and the United States.</i> <i>Challenge</i>, 45(5), 63–97. • Panitch, L., & Gindin, S. (2013). <i>The Making of Global Capitalism: The Political Economy Of American Empire.</i> Verso. <p>Classics:</p> <ul style="list-style-type: none"> • Gallagher, J., & Robinson, R. (1953). The Imperialism of Free Trade. <i>The Economic History Review</i>, 6 (1), 1–15 • Friedman, M. (1970, September 13). A Friedman Doctrine-- The Social Responsibility of Business Is to Increase Its Profits (Published 1970). <i>The New York Times</i>.
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Week 12	<p>Guiding questions:</p> <ul style="list-style-type: none"> • What social and political forces are shaping the future of health policy, in Canada and beyond? What lenses can help us to think about the polis/market dichotomy, the demise of Keynesianism, and the growing inequities in health, at home and abroad, within and among nations? • How has the Covid-19 pandemic exacerbated the contradictions of our global capitalist system and futures can we conceive of to transcend these contradictions? • What would a more democratic public policy look like? How can our work contribute to democratizing public policy? What inspiration can we draw from our collective work? • Weekly questions on discussion boards <p>Required:</p> <p><i>Zoom meeting & textbook forum - The future of health policy in Canada and beyond</i></p> <ul style="list-style-type: none"> • Bryant, Chapter 12 • Leo Panitch (2009). <i>The Crisis of Capitalism</i> (video) • Peter Dolack (2015). <i>Keynesianism Will Not Save the World</i>. CounterPunch, June 12 <p><i>Topics forum – Health implications of the politics of public policy in times of COVID-19</i></p> <ul style="list-style-type: none"> • Global Affairs Canada (2020). <i>Canada announces support for equitable access to new COVID-19 medical solutions</i>, June 27 • World Bank (2020). <i>President David Malpass: Remarks at High-Level Event on Financing for Development in the Era of COVID-19 and Beyond</i>. • IMF (2020). <i>Africa debt forgiveness is not off the table amid Covid-19 crisis, says IMF's President Kristalina Georgieva</i> (video) • Vijay Prashad (2020). <i>We Suffer from an Incurable Disease Called Hope: The Forty-Eighth Newsletter</i>. Tricontinental Institute • John Pilger (1992). <i>War by Other Means: The Making of Third World Debt</i> (video) <p>Recommended:</p> <ul style="list-style-type: none"> • Pilon, D. (2017). <i>Occupy Democracy: Exploring Democracy as a Relationship. Power and Resistance: Critical Thinking About Canadian Social Issues</i>. 6th edition. • Levy, A., & Russell, C. (2017, January 31). <i>Mapping the Canadian Left</i>. Rosa Luxemburg Stiftung NYC. • Ypi, L. (2019). "From Reform to Revolution: The Life and Work of Rosa Luxemburg." <i>Jacobin Magazine</i> (January) • Tricontinental Institute for Social Research (2020). <i>Corona Shock and Socialism & Health is a political choice</i>. <p>Classics:</p> <ul style="list-style-type: none"> • Robinson, C. (1999). "Capitalism, Marxism, and the Black Radical Tradition: An Interview with Cedric Robinson." <i>Perspectives on Anarquist Theory</i> (Spring). • Navarro, V. (1980). "The Nature of Democracy in the Core Capitalist Countries: Meanings and Implications for Class Struggle." <i>Insurgent Sociologist</i> 10(1): 3-15.
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Graduate Program in Health COVID-19 relevant policies (**please refer to footnote**)¹

Before coming to campus each day:

- Complete the COVID-19 screening checklist
- The course e-class site (you need Passport York to sign in) is your information source for up-to-date course announcements. We encourage you to visit your course website each morning before making your way to campus.
- If we find ourselves in a situation where we need to shift modes -- for this course only (in-person / online etc.), or for a single class -- there will be an e-class announcement.
- Your course director will post course materials to the e-class site.
- Seminar courses, designed as in-person, will NOT be recorded nor posted to e-class.
- With the resumption of most campus activities, and an evolving public health landscape, it is important for us to stay connected. The most up-to-date information about how COVID is affecting campus activities, including announcements and changes to university-wide protocols, is available on York's "[Better Together](#)" website.
- Most of the program's courses are scheduled for in-person delivery, with some courses designated for remote delivery. The expectation is that in-person courses will be taught on campus, subject to the plan for the number of in-person weeks announced by the course director at the start of the semester and will be subject to York's policies regarding access to campus.

Before coming to campus each day:

Complete the [COVID-19 screening checklist](#)

The [course e-class site](#) (sign-in with your York Passport) is your source for up-to-date course announcements. We encourage you to visit your course website **each morning before making your way to campus.**

- If we find ourselves in a situation where we need to shift modes -- for this course only (in-person / online etc.), or for a single class -- there will be an e-class announcement.
- Your course director will post course materials to the e-class site.
- Seminar courses, designed as in-person, will NOT be recorded nor posted to e-class.

Where to look for support and help?

The pandemic can impact students in different ways and we are committed to and focused on providing you with a learning environment that is engaging, supportive, flexible and respects academic integrity. We encourage you to connect as early as possible about your learning experience so that we can gain a deeper understanding of the challenges you may be facing, and work towards finding possible solutions.

- If you require some advice about **course related matters**, speak to your course director
- If you require **administrative help**, speak with Collette Murray (gradhlth@yorku.ca)
- For **academic advice** about the program, or your progress speak with your supervisors / advisors or the Graduate Program Directors (gpdhlth@yorku.ca Fall – Professor Tamara Daly and Winter term – Associate Professor Christo El Morr).
- A list of [important dates](#) at York
- Information about access to [Wellness Consultation and Counselling Services](#)
- [Academic Accommodations](#) through Student Accessibility Services
- [Documents and Forms for the graduate program in Health](#)

¹ **IMPORTANT:** This course is delivered remotely through a combination of synchronous and asynchronous meetings and activities. There are no COVID-19 related constraints (e.g., screening checklists) on participation. ALL meetings WILL be recorded unless participants oppose it. I will accommodate your needs OVER AND ABOVE official accommodations on an individual basis, so please do reach out to me to discuss them early in the term or as these needs arise.