



COURSE INFORMATION

Course Title	Course Code - Section	Credit Value
SOCI 479 Social Determinants of Health	SOCI 479 – 101	3
Class Time	Class Location	Session Term
Wed 2:00–5:00 pm	ANSO 203	2022W1

Description

Relationships between social phenomena (e.g., socioeconomic status, social class, gender, immigration, race/ethnicity) and the health of human populations. Note that all of the empirical research covered in the course is quantitative in nature.

Prerequisites and Anti-requisites

Three credits of 100-level SOCI is the only prerequisite for this course.

INSTRUCTOR INFORMATION

Course Instructor	Email	Office Hours
Gerry Veenstra, PhD	gerry.veenstra@ubc.ca	TBD (in Zoom)

I moved to Vancouver in 1998 after completing my PhD at McMaster University in Hamilton, Ontario (very near to where I grew up). I didn't know anyone when I first got here but I made some friends, played lots of soccer, got married and had a couple of kids – I won't be leaving this beautiful city anytime soon. My research primarily entails quantitative investigation of social determinants of health in Canada. You can find out more about me and my research here: <https://sociology.ubc.ca/profile/gerry-veenstra/>

ASSESSMENTS FOR LEARNING

Summary

#	Component	Weight
1	Exercises	60%
2	Presentation	10%
3	Final exam	30%
	Total	100%

Exercises

Much of class time will be comprised of in-class exercises and discussions. Students are expected to have read the readings beforehand and to come to class ready to discuss them in detail.

Presentation

At some point in the term students will be assigned to groups of two or three persons. Each group will contribute a presentation of approximately 15 minutes supplementing the content of the course.



Missed Exercises

Students who encounter medical, emotional or personal problems that affect their ability to attend class and complete the in-class exercises should be aware of the following course policies:

- First missed class: Submit the Student Self-Declaration form available in Canvas to the instructor. If in-term concession is granted the final grade for the exercises component of the course will be calculated from the completed exercises.
 - Second missed class: Submit the Request for Academic Concession and Student Self-Declaration forms to Arts Academic Advising Services. If in-term concession is granted the instructor will prepare a take-home test of the readings for the missed class to be written by the student at a later date.
 - Additional missed classes: Zero for the missed material.
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SCHEDULE

Week 1 (Sep 7): Introduction

Week 2 (Sep 14): The Social Determinants of Health

- Braveman P. et al. 2011. The social determinants of health: Coming of age. *Annual Review of Public Health* 32, 381-398.
- Adler N.E. et al. 2012. Rigor, vigor, and the study of health disparities. *PNAS* 109, S2, 17154-17159.

Week 3 (Sep 21): Socioeconomic Status and Health

- Veenstra G. & Vanzella-Yang A. 2020. Family income and self-rated health: Using fixed effects models to control for unobserved confounders and investigate causal temporality. *Social Science & Medicine* 250, 112884, 1-4.
- Burnett P.J. & Veenstra G. 2017. Margins of freedom: A field-theoretic approach to class-based health practices. *Sociology of Health & Illness* 39, 7, 1050-1067.

Week 4 (Sep 28): Gender and Health

- Courtenay W. 2000. Constructions of masculinity and their influence on men's well-being: A theory of gender and health. *Social Science & Medicine* 50, 1385-1401.
- Denton M. et al. 2004. Gender differences in health: A Canadian study of the psychosocial, structural and behavioural determinants of health. *Social Science & Medicine* 58, 2585-2600.

Week 5 (Oct 5): Indigeneity and Health

- Nelson S.E. & Wilson K. 2017. The mental health of Indigenous peoples in Canada: A critical review. *Social Science & Medicine* 176, 93-112.
- Wilk, P. et al. 2017. Residential schools and the effects on Indigenous health and well-being in Canada – a scoping review. *Public Health Reviews* 38, 8, 1-23.

Week 6 (Oct 12): Immigration and Health

- Setia M.S. et al. 2011. Self-rated health in Canadian immigrants: Analysis of the Longitudinal Survey of Immigrants to Canada. *Health & Place* 17, 658-670.
- Lu Y. et al. 2017. Health of newly arrived immigrants in Canada and the United States: Differential selection on health. *Health & Place* 48, 1-10.



Week 7 (Oct 19): Racial Health Inequalities I

- Gravlee C.C. 2009. How race becomes biology: Embodiment of social inequality. *American Journal of Physical Anthropology* 139, 47-57.
- Veenstra, G. 2009. Racialized identity and health in Canada: Results from a nationally representative survey. *Social Science & Medicine* 69:538-542.

Week 8 (Oct 26): Racial Health Inequalities II

- Monk E.P. 2015. The cost of color: Skin color, discrimination, and health among African Americans. *American Journal of Sociology* 121, 2, 396-444.
- Louie P. 2020. Revisiting the cost of skin color: Discrimination, mastery, and mental health among Black adolescents. *Society & Mental Health* 10, 1, 1-19.

Week 9 (Nov 2): Racial Health Inequalities III

- Veenstra G. 2011. Mismatched racial identities, colourism, and health in Toronto and Vancouver. *Social Science & Medicine* 73, 8, 1152-1162.
- Veenstra G. 2019. Black, White, Black and White: Mixed race and health in Canada. *Ethnicity & Health* 24, 2, 113-124.

Week 10 (Nov 16): Intersectionality and Health I

- Bowleg L. 2012. The problem with the phrase *Women and Minorities: Intersectionality* – an important theoretical framework for public health. *American Journal of Public Health* 102, 1267-1273.
- Bauer G. 2014. Incorporating intersectionality theory into population health research methodology: Challenges and the potential to advance health equity. *Social Science & Medicine* 110, 10-17.

Week 11 (Nov 23): Intersectionality and Health II

- Veenstra G. 2013. Race, gender, class, sexuality (RGCS) and hypertension. *Social Science & Medicine* 89, 16-24.
- Ickert, C. et al. 2021. Multilevel modeling of health inequalities at the intersection of multiple social identities in Canada. *The Sociological Quarterly* 63, 2, 214-246.

Week 12 (Nov 30) and Week 13 (Dec 7): Presentations



UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and as such there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the [UBC Senate website](#).

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#).

Academic Accommodation for Student with Disabilities

Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#). They will determine the student's eligibility for accommodations in accordance with [Policy 73: Academic Accommodation for Students with Disabilities](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Copyright

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LAND ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral and unceded territory of the $xwm\text{ə}kw\text{ə}y\text{ə}m$ (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people who for millennia have passed on their culture, history and traditions from one generation to the next on this site.