

**Health, Aging and Society 3AA3**  
**The State, Civil Society and Health**  
**Fall 2016**

Academic Yr. 2016-2017; First Half	Monday 12:30 - 1:20 & Thursday 11:30 - 1:20
Location:	Psychology Building (PC) 155
Instructor:	Chelsea Gabel, Health, Aging and Society and Indigenous Studies Program
Office:	KTH (Kenneth Taylor Hall), 2nd floor ( <b>Room 235</b> )
Office Hours:	Thursday 1:30 - 3:00 (after class)
E-mail:	<a href="mailto:gabelc@mcmaster.ca">gabelc@mcmaster.ca</a> Students should put "3AA3" in the subject line of messages regarding this course.

**Course Content and Objectives:**

This course explores the meanings, roles and interactions of state and civil society with respect to health issues. Focusing on Canadian experiences, this course will examine the ways in which our notions of "health" and "health care", and the "appropriate roles of state, civil society and individuals in defining these ideas and creating public policy are contested and resolved (or not) in public policy, public discourse and emerging models of public participation.

By the end of the course, students should have a good grasp of the meaning of state and civil society, an understanding of the Canadian health care "system", an appreciation for the politics of health, as they extend beyond formal health care systems, and knowledge about several substantive issues as well as about some of the theories used to frame them.

**Course Format:**

This is an interactive lecture based course intended to build upon the students' knowledge and experience. Students are expected to attend every class prepared to discuss the required readings, and to share what they know in discussion with other students. Student presentations are built into the course to support the development of collegial work practices and problem-solving.

**Evaluation:**

**Participation in Class: 10%**

Class participation grades are notoriously difficult to document. I will make allowances for differences in personal style. In this course they will be based upon:

- observed mastery of the required readings assigned each week
- observed ability to engage other students in discussion relevant to the course
- consistency of participation in the course, i.e., students ability to actively participate in class and message board discussions and to actively apply concepts and issues being presented in relation to their own research interests as well as providing constructive peer feedback

- students preparation with questions and/or comments to pose

\* You will have an opportunity to complete a self-reflection sheet at the end of the term that may impact your participation grade.

### **Participation on Message Board in Avenue to Learn: 10%**

For the first five weeks, classes will only be held on Thursdays only. Starting in week 7, classes will be held every Monday and Thursday (October 24th will be the first Monday class).

Although Monday classes are not taking place in the classroom for the first six weeks, you will be expected to participate on the Avenue to Learn discussion board during our slotted class time. Each Friday, I will pose a question or post an article that you will be asked to respond to in no more than 250 words. In order to receive full participation grades, you **must** respond during our slotted class time (Monday from 12:30 - 1:20).

### **Group presentation: 30%**

Students are invited to sign up to do a class presentation on selected weeks in groups of 5-6.

**\* You will have the option to either write an in class quiz at the beginning of term or write a short paper at the end of term. You cannot do both so choose wisely.**

### **In-Class Quiz: 20%**

There will be an in in-class quiz on week 7 Thursday, October 20th. The quiz will cover the first three weeks of class (focusing primarily on the basics of government and Canada's health system). The format of the quiz will be multiple choice, defining concepts and answering short answer questions.

**OR**

### **Short paper: 20%**

Students will prepare a 4-5 page paper which will include a summary of the topic and a thorough critique of the Canadian Health Services Research Foundation *Mythbusters* series (was the CHSRF piece fair and accurate in its presentation?). You are required to use scholarly sources, including books and journals to support your argument. The assignment is due Thursday, November 24th.

### **December take home essay exam: 30%**

The December exam will be a take home exam. The exam will be **posted on Avenue to Learn on Friday, December 9th, 2016**. You will need to submit the exam by **4:00pm on Wednesday, December 14th, 2016** via Avenue to Learn. **DO NOT** e-mail your exam to me. You will be required

to answer 2 out of 5 essay questions. Your exam answers are to be no more than 4 pages in length each.

### **Course Management Policies:**

#### Class Communication:

You can reach me by email at gabelc@mcmaster.ca. Please include the course code in the subject line, and your full name and student number in the body of the email. I will endeavour to respond within 24 hours (**excluding weekends and holidays**). If your question is of a general nature, you might try posting it in the discussion section of Avenue to Learn.

In the context of a university course, email is a mode of professional communication. Please keep the conventions of professional communication in mind when composing messages (e.g. use full sentences with proper punctuation, be polite, and refrain from using informal abbreviations).

A note about e-mail: If you have a complicated question, it is often easier and more productive to discuss the question in person during office hours or before or after class rather than by email. I have weekly office hours, and am happy to meet at other times.

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

#### Academic Accommodation Of Students with Disabilities:

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities: <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

#### Email Accommodation Statement:

If you have an accommodation need for a planned meeting, please e-mail me directly and I will do my best to make appropriate arrangements. Should you require any materials sent via this e-mail address in an alternate/accessible format, please let me know.

#### Academic Integrity:

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of

zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

### **Grading Rubric for all Written Work**

*A range.* Between excellent and exceptional work that combines the following characteristics in differing degrees: a superior grasp of course material, both conceptual and substantive; a strong analytic reading of written materials used; some original insights and generally very thoughtful; and exceptional writing skills.

*B range.* Strong, good work that combines the following characteristics in differing degrees: a firm grasp of course material, by and large, though there are some minor errors or misunderstandings; a competent analytic reading of written materials used; not especially original but well considered; and competent writing skills.

*C range.* Average work that displays the following characteristics in differing degrees: perhaps shaky but passable understanding of course material; largely reiterative or summative (rather than analytic) reading of written material; displays a moderate effort to think through issues; shaky but intelligible writing skills.

*D range.* Poor work that displays the following characteristics in differing degrees: Student appears to have made little to no effort to tackle lecture or reading materials; misunderstands them fairly seriously; and has poor writing skills.

*F.* No work or insulting work. Student either did not turn in work or what was turned in showed no serious effort to keep up with or tackle course material, took no care with readings, and was sloppily presented.

Writing skills: At the very least, your writing should demonstrate correct spelling and grammar. I strongly urge you to visit the university’s writing lab if you know you have problems in this area.

\* I reserve the right to adjust final marks by up to 5% of the total earned by the student in order to account for unusually good or unusually poor classroom participation and conduct

### **Contesting Grades**

If you wish to contest the grade assigned, you will need to indicate why in writing. Using the grading rubric described above, support your argument with examples from your paper of how you believe you satisfied the criteria better than your grade reflected.

## **Avenue to Learn**

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes. Please check the website at least once a week for announcements.

## **Format for Written Assignments**

Assignments should be submitted through Avenue to Learn. Please do not submit assignments by email; they will not be accepted in this form.

Be sure to use 12-point font, one-inch margins, and double spacing.

## **Deadlines and Extensions**

Assignments are to be submitted during the class period on the due date (see weekly timetable below). Late submissions will be penalized at 3% per day up to one week past the due date, after which time late submissions will not be accepted unless an extension has been granted.

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”. Please note these regulations have changed beginning Spring/Summer 2015.

## **Readings**

Please see the weekly schedule provided below. Most of the readings are available in the course pack, which can be purchased at *Campus Store* or can be accessed online.

## Weekly Readings

### Week 1:

#### September 8 - Introduction

The first class will be devoted to discussing students' goals and expectations, providing an overview of the course, signing up for class presentations and reviewing course assignments and readings.

#### September 12 - Monday Discussion Board

### Week 2:

#### September 15 - The State

Gabel, Chelsea "Politics, Social Justice and Health" in James Gillett, Gavin Andrews, and Mat Savelli eds., *Health and Society: Critical Perspectives* (Oxford University Press, 2016) (This reading will be posted in the *course readings* section on avenue to learn)

Hobbes, Thomas. 1996 (1651). Pt. II, Chap. XVII, "Of the Causes, Generation, and Definition of a Commonwealth" In *Leviathan* (ed. A.P. Martinich). New York: W.W Norton & Company, pp. 125-129 (coursepack)

Rousseau, Jean Jacques. 1962 (1762). Book I, Part I, "The Subject of the First Book, Part II, "Of Primitive Societies", Part VI, "Of the Social Pact. " In *Social Contract: Locke, Hume, Rousseau*. New York: Oxford University Press, pp. 169-172, 179-182 (coursepack)

#### September 19 - Monday Discussion Board

### Week 3:

#### September 22nd - Civil Society and Health Activism

Robert D. Putnam (1995) Bowling Alone: America's Declining Social Capital. *Journal of Democracy* 6 (1)- 65-78 (coursepack)

Halmshaw, Caroline, and Kate Hawkins. (2004). Capitalising on Global HIV/AIDS Funding: The Challenge for Civil Society and Government. *Reproductive Health Matters* 12 (24): 35-41.66 (coursepack)

Video: Patents and Patients

#### September 26th - Monday Discussion Board

**Week 4:****September 29th - The Basics of Government, Canada's Health "System": Institutions**

Fierlbeck, Katherine (2011) Health Care in Canada: A Citizens Guide to Policy and Politics. *Funding Health Care* (ch 1). Toronto: University of Toronto Press, pp. 3-43 (coursepack)

Miljan, Lydia (2008) Public Policy in Canada: An Introduction (Fifth edition). *Health Policy* (ch 7). Oxford: Oxford University Press, pp. 177-203 (coursepack)

Video: The Healthcare Movie

**October 3rd - Monday Discussion Board****Week 5:****October 6th - \*Presentation Preparation with your Group (Group Activity) & Quiz Review****Week 6:****Week of October 10th - Fall Break (No Class or Discussion Board)****Week 7:****October 17th - Monday Discussion Board****October 20th - In-Class Quiz****Week 8:**

**October 24th - Presentation #1:** *The Canadian political culture and the values associated with it have helped keep the health care system from fundamental change. In general, have these values helped or hindered the quality of care available to most Canadians?*

**October 27th - Values and Ideas**

How do our values and ideas about health shape the public conversation?

**Abelson J, Miller FA and Giacomini M. What does it mean to trust a health system: A Qualitative Study of Canadian Health Care Values. Health Policy 2009; 91:63-70 (coursepack)**

Giacomini M, Hurley J, Gold I, Smith P, Abelson J. The policy analysis of 'values talk': lessons from Canadian health reform. *Health Policy*, 2004; 67(1):15-24 (coursepack)

## **Week 9:**

**October 31st - Presentation #2:** *Some believe that as primary health care practitioners, physicians hold the moral high ground when expressing their position on the health care system. Do physicians have the answers or are they are they part of the problem? What about other advocacy groups?*

### **November 3rd - The Structure and Role of Interests, Social Movements and Health Social Movements**

Smith, Miriam (2005). A Civil Society? Collective Actors in Canadian Political Life Chapter 2. *Understanding Group Politics and Social Movements in Canada*, Peterborough: Broadview Press (coursepack)

Orsini, Michael (2014). Health Social Movements: The next wave in contentious politics? Chapter 14. *Group Politics and Social Movements in Canada* Miriam Smith (ed), Peterborough: Broadview Press (coursepack)

Laforest, R., and M. Orsini, "Evidence Based Engagement in the Voluntary Sector: Lessons from Canada", *Social Policy and Administration*, Vol. 9 (5), October 2005, pp. 481-497 (coursepack)

## **Week 10:**

**November 7th - Presentation #3:** *Pharmacare would allow more Canadians to have access to medications they need. It also has the potential to reduce the overall cost of drugs in Canada. At the same time, Pharmacare can be very costly and further increase pharmaceuticalization of society. As a group, discuss your position.*

### **November 10th - Big Pharma**

Fierlbeck, Katherine (2011) *Health Care in Canada: A Citizens Guide to Policy and Politics. Drugs and Drug Policy* (ch 7). Toronto: University of Toronto Press, pp. 151-195 (will be posted in the readings section on Avenue to Learn)

Katherine Boothe. (2013) "Ideas and the limit on program expansion: the failure of nation-wide pharmacare in Canada, 1944-2002" *Canadian Journal of Political Science* 46(2).

Joseph Dumit, *Pharmaceutical Witnessing and Direct-to-Consumer Advertising. Drugs for Life: How Pharmaceutical Companies Define Our Health*. Durham, NC: Duke University Press, 2012. 55-86.

Video: Big Bucks, Big Pharma : Marketing Disease & Pushing Drugs



## Week 11:

### The Public/Private Divide and the Prospects for Reform (Revisited)

Antonia Maioni and Christopher Manfredi, "When the Charter Trumps Health Care – A Collision of Canadian Icons," *Policy Options*, Sept. 2005, 52-56 (coursepack)

Robert Evans and Noralou P. Roos, "What is right about the Canadian health care system?" *The Milbank Quarterly*, Vol. 77, No. 3, 1999 (coursepack)

Colleen Flood and Tom Archibald, "The Illegality of Private Health Care in Canada," *Canadian Medical Association Journal*, Mar. 20, 2001, 164 (6) (coursepack)

**November 14th - Presentation #4:** *This group will present on the boundaries between what we pay for privately and what the public system should cover? E.g. the case for reproductive technology; the cost of plastic surgery gone bad; dental coverage, other topics (your choice but clear with the instructor first)*

**November 17th - Presentation #5, #6 & #7:** *These three groups will present on the argument for a parallel private system, the argument for single payer nonprofit delivery & the argument for public private partnerships*

## Week 12:

**November 21st - Presentation #8:** *Canada is a multicultural country with many individuals belonging to the visible minority groups. We also have Indigenous peoples, immigrants and refugees who have specific health care needs. Designing health care services targeting the needs of communities may be beneficial, but some people argue that it may lead to social exclusion. Take your side arguing for or against community-based health care.*

### November 24th - Indigenous Health in Colonial/Post Colonial Perspective (Short Paper Due)

What role should the state play in Indigenous health?

Waldram B., Waldram, D. Ann Herring, T. Kue Young. (2006). Aboriginal Health in Canada: Historical, Cultural and Epidemiological Perspectives. Chapter 1: *An overview of the Aboriginal peoples of Canada*. pp, 3-22. Toronto: University of Toronto Press (coursepack)

National Collaborating Centre for Aboriginal Health (2011). *Setting the Context: The Aboriginal Health Legislation and Policy Framework in Canada* [http://www.nccah-ccnsa.ca/docs/Health%20Legislation%20and%20Policy\\_English.pdf](http://www.nccah-ccnsa.ca/docs/Health%20Legislation%20and%20Policy_English.pdf) (Access Online)

Richardson, Lisa and Matthew Stranbrooke (2015) "Caring for Aboriginal patients requires trust and respect, not courtrooms" Editorial, *Canadian Medical Association Journal* <http://www.cmaj.ca/content/early/2015/01/19/cmaj.141613> (Access Online)

Galloway, Gloria "Ontario First Nations girl taken off chemotherapy has died", The Globe and Mail, January 19, 2015, <http://www.theglobeandmail.com/life/health-and-fitness/health/health-care-must-do-better-at-respecting-aboriginal-patients-journal-urges/article22517597/> (Access Online)

Video: Thirst

## **Week 13:**

**November 28th - Presentation #9:** *Should a person have a right to harm her or himself and how is this decided? Who is acting as "owner" of your body, you or the state?*

### **December 1st - Public Health**

Colgrove, J. (2006). "The Ethics and Politics of Compulsory HPV Vaccination." *New England Journal of Medicine* 355(23): 2389-2391.

Horowitz, Julia "California lawmakers pass hotly contested school vaccine bill.", The Globe and Mail, June 29, 2015, <http://www.theglobeandmail.com/news/world/california-lawmakers-pass-hotly-contested-school-vaccine-bill-sends-to-governor/article25186606/> (Access Online)

MacNeil, J. and B. Pauly (2010). "Impact: a case study examining the closure of a large urban fixed site needle exchange in Canada." *Harm Reduction Journal* 7(1): 11.

## **Week 14:**

### **December 5th - Health and Health Care: A Woman's Issue?**

Boscoe, M., Basen, G., Alleyne, G., Bourrier-Lacroix, B. & White, S. (2004). The women's health movement in Canada: Looking back and moving forward. *Canadian Woman Studies*, 24(1), 7-13.

Rankin, Pauline and Jill Vickers (2001). "Women's Movements and State Feminism: Integrating Diversity into Public Policy" *Status of Women Canada*  
<http://www.bcsth.ca/sites/default/files/Rankin%20and%20Vickers-%20Integrating%20Diversity%20into%20Public%20Policy.pdf> (Access Online)

Tone, A. (2012). Medicalizing reproduction: The Pill and home pregnancy tests. *The Journal of Sex Research*, 49(4), 319-327.