



SOCI 301.01 (SOCIAL CONTEXTS AND HEALTH)			
Pre-Requisites	SOCI 201		
Instructor:	V. A. Haines	Lecture Location:	ICT 121
Phone:	(403) 220-7605	Lecture Days/Time:	TuTh 9:30AM-10:45AM
Email:	haines@ucalgary.ca		
Office:	SS 946	Office Hours:	Mo 11:45AM-1:00PM Tu 11:45AM-1:00 PM or by other arrangement Conducted via Zoom accessed through D2L
Instructor Email Policy	<p>Email must be sent from your ucalgary account. Please put your course number and section in your email's subject line and include your full name and student ID. Questions that can be answered by consulting the course outline, other information on the D2L site for this course or information in your Student Centre will not be answered. Contact the IT Support Centre with technical issues.</p> <p>Email is for administrative purposes only (e.g., setting up appointments, clarifying course activities, requesting excused absences for missed exams). Questions about material in lectures and required reading and preparing for exams must be raised during lectures, in office hours or by appointment. Please note: All office hours and appointments will be conducted through Zoom, accessed through D2L</p>		

Course Description

Part I addresses what sociology brings to the return to social context in the health arena. Part II focuses on social statuses as positions in a social hierarchy, exploring links between class and health, gender and health, race, ethnicity and health and age and health. Part III discusses the neighborhood-health connection. Social networks and health are discussed in Part IV. Part V moves beyond basic research on social contexts and health to address policy implications of this research.

Course Objectives/Learning Outcomes

The objective of this course is to explore how social statuses, neighborhoods and social networks shape health. After completing this course, students will be familiar with theoretical and methodological tools sociologists use to study health effects of these social contexts. They will know how physical health and mental health are distributed across social strata defined by class, gender, race, ethnicity, and age. They will understand the ways in which characteristics of the neighborhoods where individuals live and characteristics of the social networks in which individuals are embedded shape their physical and mental health. They will be able to link basic research on

social contexts and health to ongoing efforts to develop efficient and effective interventions to improve health and reduce health inequalities.

Required Textbooks, Readings, Materials, Electronic Resources

TEXTBOOK: William C. Cockerham. (2021) *Social Causes of Health and Disease*. Third Edition. Cambridge: Polity.

JOURNAL ARTICLES: Available online through the University of Calgary Library at no cost to you.

BOOK CHAPTERS: Available online through the University of Calgary Library at no cost to you.

LEARNING TECHNOLOGIES AND REQUIREMENTS

There is a D2L site for this course that contains all class resources and materials (see d2l.ucalgary.ca). Please make sure that you are familiar with D2L shell by the first day of classes.

Office Hours are conducted through Zoom, accessed through D2L. You can find a helpful guide from the Taylor Institute for Teaching and Learning on how to access and use D2L here: <https://elearn.ucalgary.ca/getting-started-with-d2l-students>

In order to engage successfully in their learning experiences at the University of Calgary, reliable access to the following technology is required:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

Contact the IT Support Centre with technical issues.

Schedule of Lectures and Readings

Background: first day of classes = Jan. 9; recognized holidays (university closed) = Jan. 1, Feb. 20, Apr. 7, Apr. 10; term break (no classes) = Feb. 19-25; last day of classes = Apr. 12

The following is a brief summary of the dates when the major topics will be covered, the topic-specific readings from *Social Causes of Health and Disease* and, where required, additional readings (overviews and empirical examples) in the forms of journal articles and book chapters. Minor departures from this outline should be expected.

PART I. PREPARING THE WAY

Introduction: What does Sociology Bring to the Table? (Jan. 10)

Social Causes of Health and Disease Chapter 1:1-21, 26-30

Braveman, P., S. Egerter, and D.R. Williams. 2011. "The Social Determinants of Health: Coming of Age." *Annual Review of Public Health* 32:381-398, Introduction.

Diex Roux, A.V. 2022. "Social Epidemiology: Past, Present, and Future." *Annual Review of Public Health* 43:79-98, The Social Patterning of Health: Describing and Inferring Social Causation
Large

Sociological Theories and Methods. (Jan. 12-24)

Social Causes of Health and Disease Chapter 2:32-59; Chapter 3:70-71

Strategic Illustration: Cockerham's Health Lifestyles Paradigm

Social Causes of Health and Disease Chapter 3:61-62, 72, 80-82, 86-88

PART II. SOCIAL STATUSES AND HEALTH

Class and Health. (Jan. 24-31)

Social Causes of Health and Disease Chapter 4:90-95, 102-104, 105-115; Chapter 1:21-26

Braveman, P., S. Egerter, and D.R. Williams. 2011. "The Social Determinants of Health: Coming of Age." *Annual Review of Public Health* 32:381-398, The Patterns of Association between Social Factors and Health; Education and health; Income, Wealth, and Health; The Health Effects of Social Factors Across Lifetimes and Generations.

Phelan, J.C., B.C. Link and P. Tehranifar. 2010. "Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence, and Policy Implications." *Journal of Health and Social Behavior* 51(Extra Issue): S28-S40, excluding Returning to the Theory: Refinements and Limitations, Implications for Health Policy.

Gender, Race, Ethnicity, Age and Health. (Feb. 7-14)

Social Causes of Health and Disease Chapter 7:151-166; Chapter 6:139-150; Chapter 8:167-181

Explaining Social Status-Health Relationships: The Stress Process Model (Feb. 14-28)

Social Causes of Health and Disease Chapter 5:123-128

Aneshensel, C.S. and W.R. Avison. 2015. "The Stress Process: An Appreciation of Leonard I. Pearlin." *Society and Mental Health* 5:67-85, The Stress Process: Reconceptualizing Stressors; Figure 1; The Stress Process as a System: Undertaking Explanation; The Stress Process: Reclaiming Social Structure.

Thoits, P.A. 2010. "Stress and Health: Major Findings and Policy Implications." *Journal of Health and Social Behavior* 51(Extra Issue): S41-S53, excluding Policy Implications, Future Directions in Policy-Relevant Stress Research. .

PART III. NEIGHBORHOODS AND HEALTH

The Neighborhood Effects Framing (Feb. 28-Mar. 9)

Social Causes of Health and Disease Chapter 9:182-194

Sampson, R.J., J.D. Morenoff, and T. Gannon-Rowley. 2002. ""Assessing 'Neighborhood Effects': Social Processes and New Directions in Research." *Annual Review of Sociology* 28:443-478,

excluding Methodological Challenges; Spatial Dynamics of Child Well-Being; Toward a Benchmark of Ecometric Data, details of each study in Tables 1, 2, and 3.

Diez Roux, A.V. and C. Mair. 2010. "Neighborhoods and Health." *Annals of the New York Academy of Sciences* 1186:125-132, excluding A note on types of group (or "neighborhood") effects

Arcaya, M. C., R. D. Tucker-Seeley, R. Kim, A. Schnake-Mahl, M. So, and S.V. Subramanian. 2016. "Research on Neighborhood Effects on Health in the United States: A Systematic Review of Study Characteristics." *Social Science & Medicine* 168:16-29, excluding sections 1.1; 1.2; 1.3; 1.4; 1.5; 2.2; 2.6; 3.2; 3.3; 3.4.

Empirical Example: Ross, C.E. 2000. "Neighborhood Disadvantage and Adult Depression." *Journal of Health and Social Behavior* 41:177-187.

The Neighborhood Social Capital Framing (Mar. 14-21)

Social Causes of Health and Disease Chapter 10:195-200, 205-210

Kawachi, I. 2010. "Social Capital and Health". Pp. 18-32 in *Handbook of Medical Sociology* (6th ed.), edited by C.E. Bird, P. Conrad, A.M. Fremont and S. Timmermans. Nashville: Vanderbilt University Press. electronic resource, excluding Social Network Analysis, Experimental Approaches, Qualitative Approaches, Future Directions in Social Capital Research, Policy Implications of Social Capital for Health Promotion.

Moore, S. and I. Kawachi. 2017. "Twenty Years of Social Capital and Health Research: A Glossary." *Journal of Epidemiology & Community Health* 71:513-517, excluding Network Social Capital; Social Network Analysis; Tie Strength.

Kawachi, I and S.V. Subramanian. 2018. "Social Epidemiology for the 21st Century." *Social Science & Medicine* 196:240-245, Social capital and population health.

Empirical Example: Lochner, K.A., I. Kawachi, R.T. Brennan and S.L. Buka. 2003. "Social Capital and Neighborhood Mortality Rates in Chicago." *Social Science & Medicine* 56:1797-1805.

PART IV. SOCIAL NETWORKS AND HEALTH

The Social Networks Framing (Mar. 21-30)

House, J.S., K.R. Landis and D. Umberson. 1988. "Social Relationships and Health." *Science* 241 (No. 4865):540-545, excluding Prospective Mortality Studies of Human Populations and Experimental and Quasi-Experimental Research.

Berkman, L.F., T. Glass, I. Brissette and T.E. Seeman. 2000. "From Social Integration to Health: Durkheim in the New Millennium." *Social Science & Medicine* 51:843-857, excluding John Bowlby: the architect of attachment theory; Representing network data; Physiologic pathways and the social environment in adulthood.

Umberson, D. and J.K. Montez. 2010. "Social Relationships and Health: A Flashpoint for Health Policy." *Journal of Health and Social Behavior* 51(S):S54-S66, excluding, Public Policy: Social Ties and Health of the Population; Policy Foundation; Policy Goals; Future Research.

Kawachi, I and S.V. Subramanian. 2018. "Social Epidemiology for the 21st Century." *Social Science & Medicine* 196:240-245, Social capital and population health

Empirical Example: Haines, V.A. and J.S. Hurlbert. 1992. "Network Range and Health." *Journal of Health and Social Behavior* 33:254-266.

Empirical Example: Child, S., A.T. Kaczynski, and S. Moore. 2017. "Meeting Physical Activity Guidelines: The Role of Personal Networks Among Residents of Low-Income Communities." *American Journal of Preventive Medicine* 53:385-391.

Empirical Example: Cornwell, B., X. Yan, R.F. Carlin, L. Fu, J. Wang, and R.Y. Moon. 2021. "Social network influences on new mothers' infant sleep adjustments." *Social Science & Medicine* 269:113585

The Network Social Capital Framing (Mar. 30-Apr. 6)

Social Causes of Health and Disease Chapter 10:200-205

Kawachi, I. 2010. "Social Capital and Health". Pp.18-32 in *Handbook of Medical Sociology* (6th ed.), edited by C.E. Bird, P. Conrad, A.M. Fremont and S. Timmermans. Nashville: Vanderbilt University Press. electronic resource, Definitions of Social Capital, Mechanisms through Which Social Capital Influences Health Outcomes, Surveys, Social Network Analysis.

Moore, S. and I. Kawachi. 2017. "Twenty Years of Social Capital and Health Research: A Glossary." *Journal of Epidemiology & Community Health* 71:513-517, Network Social Capital; Social Network Analysis; Tie Strength.

Empirical Example: Song, L. and N. Lin. 2009. "Social Capital and Health Inequality: Evidence from Taiwan." *Journal of Health and Social Behavior* 50:149-163.

Empirical Example: Webber, M.P. and P.J. Huxley. 2007. "Measuring Access to Social Capital: The Validity and Reliability of the Resource Generator-UK and its Association with Common Mental Disorder." *Social Science & Medicine* 65:481-492.

Empirical Example: Sun, X., K. Liu, M. Webber and L. Shi. 2017. "Individual Social Capital and Health-Related Quality of Life among Older Rural Chinese." *Ageing & Society* 37:221-242.

Empirical Example: Haines, V.A., J.J. Beggs and J.S. Hurlbert. 2011. "Neighborhood Disadvantage, Network Social Capital, and Depressive Symptoms." *Journal of Health and Social Behavior* 52:58-73.

PART V. WRAPPING UP

Where are we? Where should we go from here? Implications for intervention research? (Apr.6-11)

Social Causes of Health and Disease Concluding Remarks:210-219

Braveman, P., S. Egerter, and D.R. Williams. 2011. "The Social Determinants of Health: Coming of Age." *Annual Review of Public Health* 32:381-398, Priorities for Future Research.

Phelan, J.C., B.C. Link and P. Tehranifar. 2010. "Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence, and Policy Implications." *Journal of Health and Social Behavior* 51(Extra Issue): S28-S40, Implications for Health Policy.

Thoits, P.A. 2010. "Stress and Health: Major Findings and Policy Implications." *Journal of Health and Social Behavior* 51(Extra Issue): S41-S53, Policy Implications, Future Directions in Policy-Relevant Stress Research.

Arcaya, M. C., R. D. Tucker-Seeley, R. Kim, A. Schnake-Mahl, M. So, and S.V. Subramanian. 2016. "Research on Neighborhood Effects on Health in the United States: A Systematic Review of Study Characteristics." *Social Science & Medicine* 168:16-29, Identifying interventions that work.

Umberson, D. and J.K. Montez. 2010. "Social Relationships and Health: A Flashpoint for Health Policy." *Journal of Health and Social Behavior* 51(S):S54-S66, Public Policy: Social Ties and Health of the Population; Policy Foundation; Policy Goals; Future Research.

Moore, S. and I. Kawachi. 2017. "Twenty Years of Social Capital and Health Research: A Glossary." *Journal of Epidemiology & Community Health* 71:513-517, Social Capital Interventions; Conclusion.

Moon, G. and J. Pearce. 2020. Twenty-five years of Health & Place: Citation classics, internationalism and interdisciplinarity. *Health & Place* 61 102202, 3. Citation classics, Table 2.

Moore, S. and R.M. Carpiano. 2020. Introduction to the special issue on "social capital and health: What have we learned in the last 20 years and we do we go from here?" *Social Science & Medicine* 257 113014

Carpiano, R.M. and S. Moore. 2020. So what's next? *Social Science & Medicine* 257 113013

Diex Roux, A.V. 2022. "Social Epidemiology: Past, Present, and Future." *Annual Review of Public Health* 43:79-98, Policies and Interventions: Intervening on Individuals, Community, and Society

Methods of Assessment and Grading Weights

COMPONENT	WEIGHTING	DUE DATES/DAY
Examination One	20%	Feb. 2
Examination Two	25%	Mar. 2
Examination Three	25%	Mar. 23
Final Examination	30%	Registrar-scheduled
Total	100%	

All examinations: Modality = in-person; Type = multiple choice and true or false.

All examinations cover material presented in lectures and readings.

All examinations are closed-book examinations that must be taken individually. Only one attempt at each examination is allowed.

All final grades must be calculated in accordance with the information on the course outline. Please note: You **cannot** do extra work for extra credit to raise your grade.

Examination One, Examination Two and Examination Three can be written only as scheduled on the course outline.

Please note: Some questions on Examination Two bring in material covered on Examination One. Some questions on Examination Three bring in material covered on Examination One or Examination Two.

Final Examination

Final Examination	Y
Format	Registrar scheduled
Modality	In-person
Type	Multiple choice and true or false
Duration	90 minutes
Aids	None allowed

Please note: Some questions on the Final Exam bring in material covered on Examination One, Examination Two or Examination Three.

Unless a Deferred Final Examination is granted by the Registrar's Office, the Final Examination can be written only as scheduled by the Registrar.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website, go to: <https://library.ucalgary.ca>

Absence From a Mid-term Examination:

Students who are absent from a scheduled term examination for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed examination to request an excused absence for the missed examination. A copy of this email may be requested as proof of the attempt to contact the instructor. Where an excused absence is received, the percentage weight of a missed examination will be transferred to the other course components. Please note: There are no make-up tests for Examination One, Examination Two or Examination Three. Also please note: You cannot request an excused absence for an examination after you have written the examination

IMPORTANT POLICIES AND INFORMATION

Absence From a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of that email may be requested as proof of the attempt to contact the instructor. Where an excused absence is received, the percentage weight of a missed examination will be transferred to the other course components. Please note: There are no make-up tests for Examination One, Examination Two or Examination Three. Also please note: You cannot request an excused absence for an examination after you have written the examination.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at: https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/P22_deferral-of-term-work_lapseGrade.pdf

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Deferral of a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Reappraisal of Grades:

For Reappraisal of Graded Term Work, see Calendar I.2

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

For Reappraisal of Final Grade, see Calendar I.3

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Misconduct:

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

Plagiarism And Other Forms Of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Recording of Lectures:

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

Academic Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services. SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on Student Accommodations is available at

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy (FOIP) Act:

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation:

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be

reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

Important Dates:

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives
Phone: 403-220-6551
Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca
Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association
Phone: 403-220-5997
Email: askgsa@ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed.

We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.