

HSOC 201
Introduction to Health & Society

Course Coordinator & Instructor:

Dr. Fabiola Aparicio-Ting, MPH PhD
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Office Hours/Policy on Answering Student Emails

Please book appointments by email. Email communications with the instructor and/or TA are welcome. All efforts will be made to respond to emails within 48 hours. Substantive issues are to be addressed in person, either in class or during an appointment.

Teaching Assistants:

Kaylee Ramage
PhD Candidate, Epidemiology
Community Health Sciences, Cumming School of Medicine
kaylee.ramage@ucalgary.ca

Time and Location:

Mondays & Wednesdays 3:00pm – 4:15pm
G500 Health Sciences Centre
Foothills Campus

Please consult course schedule to confirm location of individual sessions.

Prerequisite/Co-Requisite:

None

Course Description:

Introduction to public health, emphasizing the contributions of social research from several disciplinary traditions (anthropology, economics, epidemiology, geography, political science, psychology, and sociology). Students practice and refine several skill sets, including: public speaking, teamwork, leadership and academic writing.

Overarching Theme

This course will introduce students to the health research from the perspective of seven disciplines whose concepts and methods contribute to our understanding of health. In alphabetical order, these seven disciplines are:

1. Anthropology

2. Economics
3. Epidemiology
4. Geography
5. Political science
6. Psychology
7. Sociology.

Given the multidimensional nature of health, students will explore the various social contexts and factors that contribute to health and how these are examined through different health research perspectives. The course will use Homelessness as an example of a public health issue that can be explored through the various social science lenses.

This course has been designed to provide students with opportunities to practice and refine several skill sets, including: academic writing (well-structured sentences and paragraphs), note-taking, public speaking, teamwork, collaboration and leadership. In addition, students will develop critical thinking skills through discussion and group work focused on evaluating the merits of published research and documentaries.

Global Objectives

1. To foster an appreciation and understanding of the multi-dimensional factors that impact health and the contributions that various social science perspectives make to health research in an interactive classroom environment that is positive and engaging.
2. To develop writing skills essential for academic writing.
3. To develop collaboration skills essential for interdisciplinary health research.
4. To think critically about health information presented in the media and about published health research.

Learning Objectives

By the end of this course, students will be able to:

1. Paraphrase, summarize, compare and discuss original research reports written by anthropologists, economists, epidemiologists, geographers, political scientists, psychologists, and sociologists.
2. Distinguish between key concepts current in anthropology, economics, epidemiology, geography, political science, psychology, or sociology with reference to pertinent examples. Key concepts include different disciplinary perspectives, research methods, and conceptual frameworks utilized.
3. Apply key concepts current in anthropology, economics, epidemiology, geography, political science, psychology, sociology and/or veterinary medicine in describing public health issues and identifying avenues for health research.
4. Develop effective collaboration skills.
5. Discuss relationships between health and society, with reference to standard definitions and to pertinent examples.

6. Critically evaluate and identify the strengths and limitations of information presented in published health research and documentaries on various health topics.

Required Course Material

1. Peer-reviewed journal articles
Students will retrieve articles assigned as required readings from the University of Calgary's library collection that represent the seven disciplines introduced in this course. There is no required textbook for this course.
2. Documentaries
Students will select and present summaries of documentaries covering any topic related to social issues in health. The National Film Board of Canada has many documentaries that can be viewed for free and the library also has several documentaries that students can borrow. Students are free to choose any source for their documentary of choice as long as the instructor can also obtain a copy.
3. Your set of class notes. Any content presented in class, whether verbally or in written form, could be used for assessment purposes. Class discussion is understood to constitute content.

Recommended Textbooks/Readings

- Strunk, W., Jr., & White, E. B. (2000). *The Elements of Style* (4th ed.). Needham Heights, MA: Allyn & Bacon. (Available at UCalgary Library)
- Lunsford, A. A. (2008). *The St. Martin's Handbook* (6th ed.). Boston: Bedford/St-Martin's. (Available at UCalgary Library)
- University of Calgary Writing Support Centre
- Free consultations via drop-in sessions, e-mail, and scheduled appointments

A Note regarding readings

A list of required readings will be outlined on D2L and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the lecture material. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Instructors will proceed in class on the assumption that students have read completely the assigned readings. Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.

Evaluation

The University policy on grading and related matters is described in section F of the 2019-2020 Calendar.

In determining the overall grade in the course, the following weights will be used:

Description	Percentage of Grade	Due Date	Learning Objectives Addressed
Individual Assessments			
Class Participation – Active and productive participation in class activities and discussions	10%	All term	All learning objectives
Assignment 1 - Paraphrasing	5%	Wednesday October 3, 2018	#1
Assignment 2 - Paraphrasing & Discussion Paragraphs	10%	Wednesday October 31, 2018	#1, #2, #3, #5, #6
Final Exam	30%	Scheduled by the Registrar	All learning objectives
Group Assessments			
Journal Club - Oral Presentation Written summary	15% 5%	TBD (group sign-up in September)	#1, #2, #3, #5, #6
Documentary Review	20%	TBD (group sign-up in October) Presentations: Nov 27-Dec 4	#2, #3, #5, #6
Peer Evaluations	5%	One due at the time of Journal Club presentation and one at Doc Review presentation	#4

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

Final Examination: The final examination scheduled by the Registrar, will be cumulative and take 3 hours to complete. Use of unmarked copies of writing references (dictionary and/or a thesaurus) will be permitted, but no other resources may be consulted. Consult Section G of the University of Calgary Calendar for rules governing final examinations.

A Note regarding Writing Assignments:

Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2019-20 Calendar), writing is emphasized, and the grading thereof in determining a student's mark in this course. The Bachelor of Health Sciences values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (grammar, spelling, punctuation). The University of Calgary offers a number of instructional services through the Student Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

Grading Scheme:

Letter Grade	Description	Percentage
A+	Outstanding performance	97-100
A	Excellent performance	90-96
A-	Approaching excellent performance	85-89
B+	Exceeding good performance	80-84
B	Good performance	75-79
B-	Approaching good performance	70-74
C+	Exceeding satisfactory performance	65-69
C	Satisfactory performance	60-64
C-	Approaching satisfactory performance	57-59
D+	Marginal pass	54-56
D	Minimal pass	50-53
F	Did not meet course requirements	0-49

Missed Components of Term Work:

Late assignments will not be accepted and will automatically receive a mark of zero. The only exceptions to this are those in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation.

Extensions will not be granted on any assignment or presentations. The only exceptions to this are those in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation. Traffic jams and late or full buses are common events in Calgary and are NOT acceptable reasons for late arrivals to class, meetings and examinations. Please note that while absences are permitted for religious reasons, students are responsible for providing advance notice and adhering to other guidelines on this matter, as outlined in the University Calendar (<https://www.ucalgary.ca/pubs/calendar/current/e-4.html>).

Brightspace by Desire2Learn (D2L)

Brightspace (by D2L) is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that they receive all posted communications and documents and that they receive emails sent by instructors or fellow students through D2L.** Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

A laptop, desktop, tablet or mobile device is required for D2L access. If you need help accessing or using D2L, please visit the Desire2Learn resource page for students:
<http://elearn.ucalgary.ca/d2l-student/>.

Policies Governing the Course:

Attendance

It is important that you make every effort to attend all sessions since much of the learning in this course will be gained through in-class discussions. Marks for participation cannot be gained unless you are in attendance. Please notify the instructor directly via email for any extended absences.

Conduct During Lectures

The classroom should be respected as a safe place to share ideas without judgement - a community in which we can all learn from one another. Students are expected to conduct themselves in a mature and courteous manner during ALL lectures. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic.

Students are expected to take notes during class and should not rely solely on material supplied by the instructors.

Electronic Devices

The Bachelor of Health Sciences program aims to create a supportive and respectful learning environment for all students. The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. However, research studies have found that inappropriate/off-topic use of electronic devices in the classroom negatively affects the learning of both the user and those sitting nearby. Students are to refrain from accessing websites that may be distracting for fellow learners (i.e. personal email, Facebook, YouTube).

Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>

Cell phones (or similar devices) should **be turned off** (not merely silent) upon entering the classroom. Sending/receiving text messages or leaving the class to take calls is disruptive to the entire class and will not be tolerated unless absolutely necessary. Students who disregard this

rule during lectures or tutorials will be asked to leave. These items are not permitted under any circumstance during exams/quizzes, etc.

Copyright

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students (library.ucalgary.ca/files/library/guidance_for_students.pdf). Further information for students is available on the Copyright Office web page (<http://library.ucalgary.ca/copyright>)

A Note Regarding Instructor Intellectual Property

Generally speaking, course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the professor. **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.

Academic Accommodations Based on Disability or Medical Condition

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. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Accommodations on Protected Grounds other than Disability

Students who require an accommodation in relation to their coursework based on a protected ground other than disability, should communicate this need, preferably in writing, to their instructor or to the designated BHSc program contact, Mrs. Jennifer Logan (jljlogan@ucalgary.ca), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the creation of knowledge and the demonstration of knowledge having been learned. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html> Students are expected to be familiar with these standards and to uphold the policies of the University in this respect. Please know that the University and the Cumming School of Medicine take these rules seriously. **All incidences of academic dishonesty in this course, such as cheating and plagiarism, will be reported to the Associate Dean for investigation;** infractions will be noted on the record of a student found to be guilty.

Recording of Lectures

Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

Other Important Information

Freedom of Information and Protection of Privacy Act

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Appeals

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and may contact the Student Ombuds' Office (<http://www.ucalgary.ca/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct. Students should be aware that concerns about graded term work may only be initiated **within 10 days** of first being notified of the grade. <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Resources for Support of Student Learning, Success, Safety and Wellness

Student Success Centre	http://www.ucalgary.ca/ssc/
Student Wellness Centre	http://www.ucalgary.ca/wellnesscentre/
Distress Centre	http://www.distresscentre.com/
Library Resources	http://library.ucalgary.ca

Wellness and 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 SU Wellness Centre (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Ombuds' Office

The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca

BHSc Student Faculty Liaison Committee (SFLC)

The BHSc SFLC, with elected representatives from all majors, serves to raise issues of interest to BHSc students to the program administration, including items pertaining to curriculum, scheduling and events. A list of current representatives can be found on the BHSc website.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; the SU representatives for the Cumming School of Medicine can be reached at medrep1@su.ucalgary.ca or medrep2@su.ucalgary.ca.

Student Success Centre: The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

Emergency Evacuation/Assembly Points

As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area. For more information, see <https://www.ucalgary.ca/emergencyplan/building-evacuation/assembly-points>

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

HSOC 201 Schedule & Readings
Fall 2019

*** Readings and links are posted on D2L for direct access***

Session	Date	Topic	Readings & Assignments	Learning Objectives
1	Sept 9	Course Overview Introduction to Health & Society	Course outline (posted on D2L)	<ol style="list-style-type: none"> 1. Understand the expectations of the course. 2. Define health, society, and research. 3. Briefly discuss the social determinants of health.
2	Sept 11	Public Health & the Population Health approach	<p>Required: Public Health Agency of Canada: Core Competencies for Public Health in Canada. http://www.phac-aspc.gc.ca/php-ppsp/ccph-cesp/pdfs/cc-manual-eng090407.pdf</p> <p>What is the Population Health Approach? http://www.phac-aspc.gc.ca/ph-sp/approach-approche/index-eng.php</p>	<ol style="list-style-type: none"> 1. Define public health. 2. Describe how public health practice and research use the population health approach. 3. Identify ways in which <i>public health</i> differs from <i>public health care</i>. 4. Describe the population health approach. 5. Illustrate with examples what is meant by a focus on upstream factors.
3	Sept 16	Social Sciences in Public Health & Research Introduction to Paraphrasing in an Academic Context	<p>Required: Cohen, N.L. & Perl, S. (2003). Integrating behavioral and social science into a Public Health agency: A case study of New York City. <i>Journal of Urban Health</i>, 80 (4), 608-615.</p> <p>Recommended: Schneiderman, N & Speers, MA. (2001). Behavioural Science, Social Science and Public Health in the 21st Century (Chapter 1). In: <i>Integrating Behavioral and Social Sciences with Public Health</i>. Schneiderman N., Peers</p>	<ol style="list-style-type: none"> 1. Describe ways in which the social sciences contribute to public health research and practice. 2. Identify challenges to integrating the social sciences into public health practice and research. 3. Understand the importance of paraphrasing and the potential for plagiarism when paraphrasing goes wrong.

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			M.A., Silvia, J.M., Tomes, H. & Gentry, J.H. (eds). (p3-12). Washington, DC: American Psychological Association .	<ol style="list-style-type: none"> 4. Filter information from a text for abstractions and important ideas, not details. 5. Appropriately paraphrase short excerpts.
4	Sept 18	Calgary Homeless Foundation presentation: Michael Grant and guests	NONE	<ol style="list-style-type: none"> 1. Understand aspects of homelessness in Calgary. 2. Discuss some of the various factors that contribute to homelessness in Calgary.
5	Sept 23	Anthropology in Health Research Thinking Critically about Published Research	<p>Required: Persaud, S., McIntyre, L. & Milaney, K. (2010). Working homeless men in Calgary, Canada: hegemony and identity. <i>Human Organization</i>, 69(4), 343-351.</p> <p>Recommended: Lambert, H & McKeivitt, C. (2002). Anthropology in health research: from qualitative methods to multidisciplinary. <i>BMJ</i>, 325(27), 210-213.</p>	<ol style="list-style-type: none"> 1. Describe the four major fields of anthropology. 2. Define and describe the key concepts that anthropologists use. 3. Illustrate how anthropology contributes to public health research and practice. 4. Discuss how the research by Persaud et al. (2010) exemplifies the use of anthropology in health research. 5. Compare and contrast the research by Persaud et al (2010) with other studies examined throughout the semester. 6. Describe the key features of research articles; 7. Understand the principles of critical appraisal and why it is important; 8. Identify the components of a well written summary;

Session	Date	Topic	Readings & Assignments	Learning Objectives
				9. Use a list of guided questions to conduct a critical review
6	Sept 25	Sociology in Health Research	<p>Required: Kennelly, J. & Watt, P. (2011). Sanitizing public space in Olympic host cities: The spatial experiences of marginalized youth in 2010 Vancouver and 2012 London. <i>Sociology</i>, 45(5), 765–781.</p> <p>Recommended: Spitler, H.D. (2001). Medical Sociology and Public Health: Problems and prospects for collaboration in the new millennium. <i>Sociological Spectrum</i>, 21(3), 247-263.</p>	<ol style="list-style-type: none"> 1. Define the sociological perspective and explain why it is important. 2. Describe sociology and how it relates to health through its focus on social interactions. 3. Illustrate how sociology, especially medical and health sociology, contributes to public health research and practice. 4. Discuss how the research by Kennelly & Watt. (2011) is an example of the sociological approach in health research. 5. Compare and contrast the research by Kennelly & Watt. (2011) with other studies examined throughout the semester.
7	Sept 30	Psychology in Health Research	<p>Required: Hodgetts, D, Stolte, O., Radley, A., Leggatt-Cook, C., Groot, S. & Chamberlain, K. (2011) ‘Near and far’: Social distancing in domiciled characterisations of homeless people. <i>Urban Studies</i>, 48(8) 1739–1753.</p> <p>Recommended:</p>	<ol style="list-style-type: none"> 1. Describe the main concerns of health and social psychology. 2. Understand how the bio-psychosocial model is used to understand health. 3. Illustrate with examples how health psychology, public health psychology and social psychology contribute to public health research and practice. 4. Use the article by Hodgetts et al. (2011) to explain why social distance

Session	Date	Topic	Readings & Assignments	Learning Objectives
			Hepworth, J. (2004). Public health psychology: A conceptual and practical framework. <i>Journal of Health Psychology, 9</i> (1), 41-54.	is important and how it influences health. 5. Discuss how the research by Hodgetts et al. (2011) applies social psychology to health research. 6. Compare and contrast the research by Hodgetts et al. (2011) with other studies examined throughout the semester.
8	Oct 02	Anthropology Journal Club	Assignment #1 due (D2L Dropbox by 3:00pm) <u>Required:</u> TBD by student presenters	
	Oct 7	Sociology Journal Club Writing a Great Paragraph	<u>Required:</u> TBD by student presenters	
10	Oct 9	Economics in Health Research Paragraph Introduction to Assignment #2 (and final exam prep)	<u>Required:</u> Anand, P., & Lea, S. (2011). The psychology and behavioural economics of poverty. <i>Journal of Economic Psychology, 32</i>(2), 283-293. Primer on writing a good paragraph (PDF posted on D2L)	1. Understand the basic principles of economics (scarcity, opportunity costs, efficiency). 2. Describe the main concerns of health and behavioural economics. 3. Illustrate with examples the contributions that economic research

Session	Date	Topic	Readings & Assignments	Learning Objectives
			<u>Recommended:</u> Chattopadhyay, S.K., & Carande Kulis, V.G. (2004). Economics of prevention: the public health research agenda. <i>Journal of Public Health Management and Practice</i> , 10(5), 467-471.	and applied economics makes to health. 4. Use the Anand and Lea (2011) article to illustrate how economic principles can be used to understand poverty and homelessness. 5. Compare and contrast the research by and and Lea (2011) with other studies examined throughout the semester. 6. Identify the key components of a well written paragraph. 7. Write a well-structured paragraph
9	Oct 14		THANKSGIVING No lecture	
11	Oct 16	<i>Psychology Journal Club</i>	<u>Required:</u> TBD by student presenters	
12	Oct 21	Political Sciences in Health Research Introduction to Documentary Review (Group project)	<u>Required:</u> Macnaughton, E., Nelson, G., & Goering, P. (2013). Bringing politics and evidence together: Policy entrepreneurship and the conception of the At Home/Chez Soi Housing First Initiative for addressing homelessness and mental illness in Canada. <i>Social Science & Medicine</i>, 82, 100 -107. <u>Recommended:</u>	1. Describe the relevance of concepts of politics, state and power to public health issues; 2. Discuss the issues and questions that most concern political scientists; 3. Illustrate with examples the contributions that political science research and applications make to public health.

Session	Date	Topic	Readings & Assignments	Learning Objectives
			<p>Brown, L.D. (2010). The Political Face of Public Health. <i>Public Health Reviews</i>, 32 (1), 155-173.</p> <p>Bernier, N.F. & Clavier, C. (2010). Public health policy research: Making the case for a political science approach. <i>Health Promotion International</i>, 26 (1), 109-116.</p>	<ol style="list-style-type: none"> Gain an appreciation for the complexities associated with policy development and change. Compare and contrast the research article by Macnaughton et al. (2013) with other studies examined throughout the semester.
13	Oct 23	Geography in Health Research	<p>Required: Pearce, J. (2012). The ‘blemish of place’: Stigma, geography and health inequalities. A commentary on Tabuchi, Fukuhara & Iso. <i>Social Science & Medicine</i>, 75(11), 1921 - 1924.</p> <p>Recommended: Smyth, F. (2008). Medical geography: Understanding health inequalities. <i>Progress in Human Geography</i>, 32(1), 119-127.</p>	<ol style="list-style-type: none"> Understand the concepts of population, place, space and environment. Describe the differences between physical and human geography; and between medical and health geography. Illustrate with examples the contributions that medical and health geography research make to understanding health inequities. Discuss how “place” impacts health, as examined in the film “<i>Place Matters</i>” and in the research by Pearce (2012); identify potential areas of health geography research. Compare and contrast the research by Pearce (2012) with other studies examined throughout the semester.
14	Oct 28	Economics Journal Club	<p>Required: TBD by student presenters</p>	

Session	Date	Topic	Readings & Assignments	Learning Objectives
15	Oct 30	Epidemiology: Core Public Health Science	<p>Assignment #2 due (D2L Dropbox by 3:00pm)</p> <p><u>Required:</u> Koegel, P, Melamid, E., & Burnam, A. (1995). Childhood risk factors for homelessness among homeless adults. <i>American Journal of Public Health, 85(12), 1642-9.</i></p> <p><u>Recommended:</u> Honjo, K. (2004). Social epidemiology: definition, history, and research examples. <i>Environmental Health and Preventive Medicine, 9(5), 193-199.</i></p>	<ol style="list-style-type: none"> 1. Define Epidemiology as a discipline and describe what epidemiologists do. 2. Discuss the core concepts of epidemiology. 3. Illustrate with examples the contributions that epidemiological research and applications has made to public health. 4. Discuss how social epidemiology approaches the social determinants of health using the Koegel et al. (1995) study as an example.
16	Nov 04	<i>Political Sciences Journal Club</i>	<p><u>Required:</u> TBD by student presenters</p>	
17	Nov 06	<i>Geography Journal Club</i>	<p><u>Required:</u> TBD by student presenters</p>	
	Nov 11		<p>READING BREAK No lecture</p>	
	Nov 13		<p>READING BREAK No lecture</p>	
18	Nov 18	<i>Epidemiology Journal Club</i>	<p>Documentary selection must be in to Kaylee (TA) by today</p> <p><u>Required:</u> TBD by student presenters</p>	

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19	Nov 20	Documentary Review Preparation class	Working session; no lecture – Instructor and TA will be available for questions	
20	Nov 25	Documentary Reviews	<ul style="list-style-type: none"> TBD by student presenters 	<ol style="list-style-type: none"> 1. Appreciate how the various social sciences and epidemiology can inform our understanding of health and health-related issues. 2. Apply one social science perspective to the understanding of a particular health problem. 3. Using one social science perspective, propose areas for future <u>health research</u>.
21	Nov 27	Documentary Reviews	<ul style="list-style-type: none"> TBD by student presenters 	
22	Dec 02	Documentary Review	<ul style="list-style-type: none"> TBD by student presenters 	
23	Dec 04	Review & Synthesis USRI evaluations		

**FINAL EXAM:
Scheduled by the Registrar
Date & Time TBA**