

Kia ora! Welcome to SOCSCIPH 200, 'Social Science for Health' and to the Social Science for Public Health Programme.

Lecture times: Fridays 10-12pm, Owen G Glenn, Rm 055

Tutorial times: Fridays 1-2pm, Social Sciences-North, Rm 429
Fridays 3-4pm, Short Street, Rm 220

Staff

Coordinator: Tara Coleman, t.coleman@auckland.ac.nz
Office hours by appointment, Room 715, floor 7, Bldg 201-E (HSB)

Guests: Heather Battles, h.battles@auckland.ac.nz
Linda Bryder, l.bryder@auckland.ac.nz
Robin Kearns, r.kearns@auckland.ac.nz
Manuel Vallee, m.vallee@auckland.ac.nz

Course objectives

In this course you will be introduced to approaches to health issues from various disciplinary perspectives, including history, sociology, geography, anthropology and political studies. What all the disciplines have in common is an appreciation that health issues can only be understood within their broader social context. From this course you will gain a greater understanding of the complexity of 'health' and the variety of ways of researching and analysing it. You will be familiar with key social science concepts and have an appreciation of multi- and inter-disciplinarity. The course will enhance your ability to research, read, write, discuss and think critically about past and present health concerns. You will be able to apply your knowledge to a range of case studies from Aotearoa New Zealand and abroad.

Everyone in the course will be a 'beginner', at least for some of the disciplinary perspectives, so the course will proceed at a pace that accommodates this. Please approach Tara if you are experiencing difficulties with any of the course materials or other aspects of your studies.

Lecture schedule

<i>Introducing social science perspectives on health</i>		
<i>Date</i>	<i>Staff</i>	<i>Lecture topic</i>
06 March	Tara Coleman (TC)	a) What is a broad social science approach to health and wellbeing, and why is it needed? b) SOCSCIPH 200 course structure
13 March	Linda Bryder	a) What is public health history and why does it matter to outcomes today? b) The 1918 influenza epidemic, a hundred years on
20 March	Manuel Vallee (MV) and TC	a) What is the sociological imagination and how can it be applied to health? (MV) b) Understanding the take-home-test (TC)
27 March	Robin Kearns	How relevant is place to health and health care?
03 April	Heather Battles	What is an anthropological approach to infectious disease?
<i>Inter-disciplinary case studies</i>		
01 May	TC	Pacific peoples, mental health and wellbeing in Aotearoa New Zealand
08 May	TC	Identity and health equity: the influence of age, class, gender and ethnicity
15 May	TC	Media representations of young people and their impact on sexual health outcomes
22 May	TC	Housing and health experiences among older people
29 May	TC	Student case study presentations
<i>Course Conclusions</i>		
05 June	TC	Social science (matters) for health: Course conclusions and exam information

Expectations of students

- Consistent attendance at all lectures and tutorials
- Completing readings **before** lectures
- Participation in tutorials and tutorial group presentations
- Completion of coursework in the required style and by the due date
- Discussion with Tara of any difficulties experienced in the course
- An average of 10 hours a week studying for this course (required of any 15-point course).

Course format

There is a two-hour lecture followed by one-hour tutorials each week. You should attend ALL lectures and ALL tutorials if you wish to gain a sound understanding of the course.

Assessment

Assessment items:

- A take-home-test (20% of total mark)
- A 2500-word essay (30% of total mark)
- Tutorial group presentations (10% of total mark)
- A 2-hour final examination (40% of final mark)

If in doubt about anything relating to assessment, please consult Tara.

Please note: Every piece of coursework over 10% is compulsory, i.e., to pass the course you need to complete each piece of work.

Test

Take-home-test (20%), due 17th April by 5pm to Canvas

You will receive take-home-test questions via Canvas on the 20th of March. You must complete these questions and submit your answers to Canvas by 5pm on the 17th of April. The take-home-test will be based on lectures, tutorials and readings in weeks one through to five and will include short answer and short essay questions.

A comprehensive guide to the take-home-test will be administered in the lecture on the 20th of March (see the lecture schedule, page 2) so that you can begin your study early. We will also discuss the test in tutorials on the 3rd of April (see the tutorial schedule, page 7). You should plan to spend as much time on the take-home-test as you would spend on a 20% essay. Note that a 20% essay typically requires 1500 words.

Remember: A take-home-test is not the same as an in-class test. A take-home-test is essentially an assignment that you complete by using course materials you have in front of you to answer questions. This means that take-home-tests emphasise understanding, rather than recall or memorisation. You will be required to show that you have the ability to find relevant information, understand and analyse concepts, apply knowledge, and think critically.

To prepare for the take-home-test, it is a good idea to undertake a study schedule in advance. To develop a study schedule, plan to read resources, analyse questions and related concepts and themes, draft, proof-read and re-draft. Make sure that you read and understand the take-home-test questions and requirements before you begin – see Tara if you have any questions.

The take-home-test guide that you will receive in lecture on the 20th of March will include guidance on word count, how much time to spend on each question, and required set readings.

Essay

Major essay (30%): due 25th May by 5pm to Canvas

The **essay** should be approximately 2,500 words long. Essays should be double typed (12pt font size) and double spaced.

Essay topics

For the essay, each student will be required to apply **THREE** disciplinary approaches to **one** of four topics, these are:

- culture and health
- place and health
- social inequality and health
- political processes and health

The essay question is an open one and you should focus your discussion in relation to what interests you. **There is no limit to how you might focus the essay question – we will work on your essay plans in tutorials and Tara will assist you in clarifying a focus for your essay.** Please also see the following essay writing tips:

REMEMBER: The essay is an exercise in coming to understand your chosen topic by applying theories and concepts from **more than one discipline**. You must draw on at least THREE disciplinary approaches in your essay. You may draw on disciplines introduced in the course (sociology, geography, anthropology, history, and political studies), as well as other social sciences. Choose three disciplinary approaches that you understand and feel comfortable with.

- To begin the essay, research your chosen topic by consulting literature from three disciplinary approaches. Consider what each disciplinary approach highlights in relation to your chosen topic.
- To organise the body of your essay, EITHER employ the different disciplinary approaches side by side (multi-disciplinarity – using one discipline at a time) OR in an integrated way (inter-disciplinarity – combining disciplinary perspectives) to critically discuss your chosen topic. (We will explore multi- and inter-disciplinarity in lecture one).
- When concluding your essay, summarise the key arguments that you have made **and** assess the benefits of applying the multi- or inter-disciplinary approach you have taken to your chosen topic.

- You may find it helps to re-write your introduction paragraph after you have completed your essay – making sure that you introduce your topic clearly **and** explain what will be discussed in your essay.

Guidelines for writing essays can be found on the Student Learning Centre (SLC) webpage (CONTROL click here if you are using this online):

<https://www.library.auckland.ac.nz/services/student-learning/undergraduate>

This page contains tips for essay writing, critical thinking, doing library research, key instruction words and referencing.

Referencing

Use the American Psychological Association (**APA**) **referencing style** for this paper. Guidelines for this reference style can be accessed from the referencing guide on Cecil or from the following website:

<http://www.library.auckland.ac.nz/docs/helpsheets/APA.pdf>

How your essay will be assessed

Your essay will be assessed according to your demonstrated:

- Understanding of disciplinary approaches taken
- Organisation and structure of essay
- Argument/exposition
- Evidence presented to support argument
- Expression, spelling, grammar, structure
- Research within suitable social science disciplines and references

Explanation of grades:

A+	Outstanding: fulfils abilities 1-5 to an unusually high standard
A	Excellent: fulfils all of the above to a very high standard consistently
A-	Verges on excellent: fulfils all of the above to a high standard, but does not do so consistently
B+	Very good: fulfils most of the above to a very good standard
B	Good: fulfils most of the above to a good standard
B-	Very reasonable: fulfils most of the above to a good standard, but does not do so consistently
C+	Reasonable: fulfils some of the above to a competent standard
C	Fair: fulfils some of the above to a competent standard, but does not do so consistently
C-	Marginally passable: fulfils some of the above to an adequate standard
D+	Inadequate: fails to fulfil enough of the above to a competent standard

Important information for your essay:

1. Written assignments must be within 10% of the specified word length.
2. Proof read and check your work for structure, grammar and references.
3. Do not submit work that is solely descriptive - you must try to analyse the material and discuss the analysis of empirical evidence. This means forming your own critical argument (ask Tara for help with this if needed).

4. All work submitted must be original work for this course alone. Work or parts of work submitted in other courses or subjects will not be accepted.
5. All work will be checked for plagiarism using turnitin.com (this automatically occurs when you submit your essay to Canvas as Canvas and turnitin.com are linked)
6. Submit your completed work to Canvas. No hard copy submissions are required.
7. All marks are provisional until external assessment occurs after the final exam.

Plagiarism

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence (Refer to the University's Code of Conduct for Coursework on Canvas). The work that a student submits for grading must be the student's own work, reflecting her or his learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world-wide web. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.

All students need to submit their essay to Canvas where all work is automatically checked using the turnitin.com facility. **This is to be done by 5pm on the due date.**

Policy on late coursework

Please try your hardest to meet coursework deadlines. Extensions are possible if, for example, you or a family member falls ill, or some other circumstance beyond your control prevents you from completing your work.

You can apply for an extension by contacting Tara via email (t.coleman@auckland.ac.nz). You may need to provide supporting information, like a doctor's or counsellor's certificate, but the important thing is to get in contact.

Late submission of coursework is possible without an extension, so long as you are ready to accept a penalty by losing marks. Late penalties help ensure fairness, otherwise some students would have more time to complete work than others.

The penalties for submitting work late when you do not have an extension are:

- 1 day late = 5% penalty
- 2 days late = 10% penalty
- 3 days late = 15% penalty

Essays submitted more than 14 days past the due submission date may not be accepted and the student might be given a 0%. However, you are strongly

encouraged to contact Tara to talk about your options. Communication is everything - stay in touch to receive support and complete the course

Tutorials

During tutorials you will have a chance to discuss lecture material and coursework requirements. You will be able to ask questions and raise issues of interest to you. Attending ALL tutorials will assist you in understanding the course as a whole and the different disciplinary perspectives presented in the course – this is important for the final exam.

Tutorial group presentations (10%)

10% of your grade comes from preparing a group presentation during the five tutorial sessions listed in bold in the tutorial schedule below:

Tutorial schedule

<i>Tutorial No.</i>	<i>Date</i>	<i>Tutorial topic</i>
1 (week 3)	20 March	1. Understanding multi- and inter-disciplinary approaches 2. Practicing history and sociology 3. Beginning group presentations (2%)
2 (week 4)	27 March	1. Practicing geography alongside one other discipline 2. Strengths and limitations of multi- and inter- 3. Analysing readings for presentations (2%)
3 (week 5)	03 April	1. Practicing anthropology alongside two other disciplines 2. Take-home-test discussion
4 (week 6)	01 May	1. Pacific Health and wellbeing discussion 2. Social science essay writing workshop
5 (week 7)	08 May	1. Identity, equity and health discussion 2. Preparing presentation slides (2%)
6 (week 8)	15 May	1. The media young people and sexual health discussion 2. Preparing presentation slides (2%)
7 (week 9)	22 May	1. Housing, health and older people discussion 2. Finishing group presentations (2%)

In tutorial one Tara will assign you a presentation group and a case study reading. You will work with your group to analyse and understand this reading. Your group will prepare a presentation that succinctly explains the reading and evaluates the strengths and weaknesses of its key arguments. All groups will share finished presentations with the class in the lecture session scheduled in **week 10 on the 29th May (see lecture schedule)**.

Tara will explain how case study presentations will work in tutorial one, but rest assured that these will be fun and informative. You do not need to worry if you do not like public speaking as the presentation process will be casual rather than formal. Tara will support you to prepare and present your work.

Important: You must take part in presentations in week 10 to receive your tutorial mark. If you cannot attend lecture on the 29th of May you must let Tara know asap.

Remember:

- There are no tutorials in weeks 1, 2, 10 and 11.
- The tutorial schedule includes a session on the take-home-test (3rd April) and an essay writing workshop (1st of May).

Exam

Final examination: (40%):

The two-hour exam will be in two parts. One half examines lectures, tutorials and readings since the take-home-test. The other half asks you to explore broad social science approaches to health using a selection of all lectures, tutorials and readings covered in the course. (A comprehensive guide to the exam will be given in the final lecture – BE THERE!)

Personal and academic resources

The University provides many academic, personal and technical resources. Take the time to look under "Current Students" on the university website for an introduction to these, or CONTROL click here (if you are using this on line):

<http://www.auckland.ac.nz/uoa/home/for/current-students>

Pay particular note to services offered by the Student Learning Centre. The Student Learning Centre (SLC) is an excellent source of assistance for those students who would like to enhance their study, reading and writing skills. We strongly recommend the SLC programme offered, particularly if you are returning to study after a break, or having difficulties with language or other skills. You may email SLC at: sls@auckland.ac.nz

Readings

Recommended

- Segall, A. and Fries, C. J. (2017). *Pursuing Health and Wellness: Healthy Societies, Healthy People* (2nd ed.). Oxford University Press, Don Mills, Ontario
- Rashbrooke, M. (2014) *The Inequality Debate: A New Zealand Introduction*. Bridget Williams Books, Wellington.

06 March

What is social science for public health and why is it needed?

Dr Tara Coleman

Required readings

- Institute of Medicine. (2006) *Genes, Behavior, and the Social Environment: Moving Beyond the Nature/Nurture Debate*. National Academies Press: Washington. (pp 15-24).

13 March

Part one: Introduction to public health history

Part two: The 1918 influenza epidemic, a hundred years on.

Professor Linda Bryder

Required readings

- Philips, H. (2004) 'The re-appearing shadow of 1918: trends in the historiography of the 1918-19 influenza pandemic', History of Medicine Division (NLM). *Canadian bulletin of medical history = Bulletin canadien d'histoire de la medecine*, 21(1),121-134.

Additional reading

- Rice, G. (2017) '*Black flu 1918 : the story of New Zealand's worst public health disaster*', Christchurch, New Zealand : Canterbury University Press. 2017.

20 March

What is the sociological imagination and how can it be applied to health?

Dr Manuel Vallee

Required reading

- Weitz, R. (2012) *The sociology of health, illness and health care: a critical approach* (part a - Chapter one, pages 2-8, and part b - Chapter one, starting at the heading "The social sources of premature deaths" on page 25 to page 47).

27 March

How relevant is place to health and health care?

Professor Robin Kearns

Required reading

- Andrews, G. and Moon, G. Space, place and the evidence base: Part one – An introduction to health geography. *Worldviews on Evidence-Based Nursing*, 2, 55-62.

Additional reading

- Collins, D. & Evans, J. (2015) 'Health geography.' In *The International Encyclopedia of Geography: People, the Earth, Environment, and Technology*, Wiley-AAG: 1-1

03 April

What is an anthropological approach to infectious disease?

Dr Heather Battles

Required reading

- Hewlett, B. and Amola, R. (2003) Cultural Contexts of Ebola in Northern Uganda. *Emerging Infectious Disease*, 9(10): 1242-1248.

01 May

Pacific health and wellbeing in Aotearoa New Zealand

Dr Tara Coleman

Required reading

- Vaka, S., Brannelly, T., & Huntington, A. (2016) Getting to the Heart of the Story: Using Talanoa to Explore Pacific Mental Health. *Issues in Mental Health Nursing*, 37(8), 537-544.

08 May

Identity and health equity

Dr Tara Coleman

Required reading

- Bolam, B., Murphy, S. and Gleeson, K. (2004) Individualisation and inequalities in health: a qualitative study of class identity and health. *Social Science and Medicine*, 59(7), 1355-1365.

Additional reading

- de Visser, R. and Smith, J. (2006) Mister In-between: a case study of masculine identity and health-related behaviour. *Journal of Health Psychology*, 11(5), 658-695.

15 May

Media representations of young people and their impact on sexual health

Dr Tara Coleman

Required reading

- Coleman, T. M., Collins, D., & Kearns, R. A. (2016) Mediating young people's knowledge: Framing school-based sexuality education in New Zealand and Canada. In B. Evans, J. Horton, & T. Skelton (Eds.), *Play, recreation, health and wellbeing*. Singapore: Springer.

22 May

Housing, health and older people

Dr Tara Coleman

Required reading

- Coleman, T., Kearns, R. A., & Wiles, J. (2016). Older adults' experiences of home maintenance issues and opportunities to maintain ageing in place. *Housing Studies*, 31 (8), 964-983.

Additional reading

- Bates, L., Wiles, J., Kearns, R. and Coleman, T. (2019) Precariously placed: home, housing and wellbeing for older renters. *Health and Place*, 58, 102152 (Online).
- Bates, L., Kearns, R., Coleman, T. and Wiles, J. (2019) 'You can't put your roots down': housing pathways, rental tenure and precarity in older age. *Housing Studies*, 1673323 (Online).