

Course description

Course code:	PH03A0
Course name:	Social inequalities in health
Credits:	7.5
Valid for:	Autumn 2020

Course content

The purpose of the course is to give the student knowledge about central theoretical and empirical aspects of social inequalities in health. The course includes an overview of how health is distributed across different group based on the social position in society (with regard to e.g. occupational class, education, income, foreign background, and sex/gender). The student will become familiar with and discuss various models that explains the associations between social stratification, life chances, and health. The course focuses on concurrent research and aims to give a basic understanding of the research front.

Learning outcomes

In order to receive a passing grade on the course, the student should be able to:

- Present a general description of the association between social position and health, including the current state-of-the-art.
- Identify and discuss different mechanisms behind the association between social position and health.
- Discuss and contrast important theories in the field of social stratification and health.
- Reflect on the scientific process in relation to their own competence development in the field of Public Health Sciences.

Teaching

The teaching will be based on material distributed through the online platform Athena (e.g. pre-recorded lectures) as well as interactive seminars given through the e-meeting platform Zoom.

The course will be taught in English.

Forms of examination

a) The course is examined through an oral presentation of a group assignment, an individually written assignment, and an individually written take home-exam.

The take-home exam will be graded on a goal-based seven-point grading scale (A-F).

The oral presentation and the individual assignment will be graded on a two-point grading scale (G=Pass, U=Fail).

The principles for weighting each part of the examination are presented in the grading criteria.

The examination will be in English.



If the student has a certificate from Stockholm University which recommends special pedagogical support, the examiner has the right offer the student alternative forms of examination.

b) The course grade will be given on a goal-based seven-point grading scale:

A = Excellent
 B = Very good
 C = Good
 D = Adequate
 E = Sufficient

Fail grades

Fx = Fail, some more work required
 F = Fail, much more work required

d) In order to receive a passing grade in the course, the student must receive at least an E grade on the take-home exam, as well as passing grades on the oral presentation and the individual assignment.

c) The grading criteria are presented below

e) Two examinations are offered each time the course is taught. For terms when the course is not taught, one examination is offered.

Students who receive a failing grade two consecutive times from the same examiner have the right to request a different examiner to grade the examination. This request should be made to the Director of Studies.

Students who receive an E or higher grade may not be re-examined for the purpose of improving the grade received.

f) It is possible to revise a take-home exam that received an Fx grade to a passing grade, if the student is close to passing.

The passing grades A-E may be received for supplementary revisions that are related to formality errors.

The passing grade E may be received for supplementary revisions that reflect problems related to the more basic understanding of the material presented in the course.

If the supplementary revision of the grade Fx does not meet the requirements for a passing grade, the grade F is received.



To receive a passing grade (G) on the individual assignment 50 % correct answers are required.

To receive a passing grade (G) on the oral presentation, participation in the group presentation is required.

An oral presentation or individual assignment that received a failing U grade can receive a passing G grade with submission of a supplementary assignment, if the student is close to passing. An opportunity to submit supplementary assignments and re-take of the individual assignment will be given in conjunction with the take-home exam.

Referencing

The APA citation format should be used for all referencing. We recommend that you use a reference management tool.

Read more here: <https://www.su.se/english/library/tutorials/tutorials/reference-management-programs-1.264569>

Plagiarism

Plagiarism, cheating, or self-plagiarism is prohibited in all parts of the course. Suspicion of such cases is reported to the Disciplinary Board at Stockholm University.

Read more here: <https://www.su.se/english/education/2.211/guidelines-for-disciplinary-matters-at-stockholm-university-1.181>

Grading criteria

Grade	Criteria
A	<p>In the take home exam, the student presents and demonstrates:</p> <ul style="list-style-type: none"> - correct facts - broad, detailed and critical accounts of mechanisms and theories - an independent discussion of mechanisms and theories and how these relate to each other. <p>The student receives a passing grade on the individual assignment and a passing grade on the oral group presentation.</p>
B	<p>In the take home exam, the student presents and demonstrates:</p> <ul style="list-style-type: none"> - correct facts - broad and detailed accounts of mechanisms and theories - an independent discussion of mechanisms and theories and how these relate to each other. <p>The student receives a passing grade on the individual assignment and a passing grade on the oral group presentation.</p>
C	<p>In the take home exam, the student presents:</p> <ul style="list-style-type: none"> - correct facts - broad accounts of mechanisms and theories <p>The student receives a passing grade on the individual assignment and a passing grade on the oral group presentation.</p>
D	<p>In the take home exam, the student presents:</p> <ul style="list-style-type: none"> - correct facts - relevant accounts of mechanisms and theories <p>The student receives a passing grade on the individual assignment and a passing grade on the oral group presentation.</p>
E	<p>In the take home exam, the student presents:</p> <ul style="list-style-type: none"> - mainly correct facts - basic accounts of mechanisms and theories <p>The student receives a passing grade on the individual assignment and a passing grade on the oral group presentation.</p>
F _x - F	The student does not fulfil the criteria for E.

Schedule and literature:

Lectures will be uploaded in Athena at the latest on start-time of the lecture and will be available throughout the course. Q&A sessions and oral group presentations are live at Zoom – links will be provided during the course.			
Block 1: Introduction to social inequalities in health			
Tuesday 3/11	9.00	Introduction	Olof
Tuesday 3/11	10.30	Social stratification	Olof
<ul style="list-style-type: none"> • Breen, R., & Rottman, D. (1995). Class analysis and class theory. <i>Sociology</i>, 29(3), 453-473. • Grusky, D. B., & Ku, M. C. (2008). Gloom, doom, and inequality. <i>Social stratification: Class, race, and gender in sociological perspective, Third edition</i>, 2-28. [available as an E-book through Stockholm University Library] 			
Thursday 5/11	9.00	Social inequalities in health, explanations	Tomas
<ul style="list-style-type: none"> • Bamba C. Health inequalities and welfare state regimes: theoretical insights on a public health 'puzzle'. <i>Journal of Epidemiology and Community Health</i> 2011; 65: 740-745. • Clausen B, Smits J, Naess O, Davey Smith G. Intragenerational mobility and mortality in Oslo: Social selection versus social causation. <i>Social Science and Medicine</i> 2005; 61: 2513-2520. • Erikson R, Torssander J. Social class and cause of death. <i>European Journal of Public Health</i>. 2008; 18: 473-478. • Mackenbach J. <i>Health inequalities. Persistence and change in European welfare states</i>. Chapter 1-4., Oxford University Press, USA 			
Thursday 5/11	13.00-14.00 LIVE at Zoom.	Q&A Social inequalities in health	Tomas, Olof (Sara)
Opportunity to discuss and ask questions about lectures and readings from Block 1.			
Friday 6/11	10.00-12.00	Written assignment - knowledge test	
Block 2: Dimensions of stratification and health			
Tuesday 10/11	9.00	Group assignment introduction	Olof
Information about group assignment and allocation into groups			
Tuesday 10/11	9.30	Education and health	Olof
<ul style="list-style-type: none"> • Mirowsky, J., & Ross, C. E. (2005). Education, learned effectiveness and health. <i>London Review of Education</i>, 3(3), 205-220. • Mirowsky, J., & Ross, C. E. (2005). Education, cumulative advantage, and health. <i>Ageing International</i>, 30(1), 27-62. • Östergren, O., Lundberg, O., Artnik, B., Bopp, M., Borrell, C., Kalediene, R., ... & de Gelder, R. (2017). Educational expansion and inequalities in mortality—A fixed-effects analysis using longitudinal data from 18 European populations. <i>PLoS one</i>, 12(8). 			

Thursday 12/11	9.00	Occupation, work, unemployment and health	Tomas
<ul style="list-style-type: none"> • Clougherty JE, Souza K, Cullen MR. Work and its role in shaping the social gradient in health. <i>Annals of the New York Academy of Sciences</i> 2010; 1186:102-24. • Lundin A, Hallsten L, Ottosson J, Lundberg I, Hemmingsson T. Unemployment and mortality - a longitudinal prospective study on selection and causation in 49 321 Swedish middle aged men. <i>Journal of Epidemiology and Community Health</i> 2010; 64: 22-28. • Theorell T, Jood K, Järholm LS, Vingård E, Perk J, Östergren PO, Hall C. A systematic review of studies in the contributions of the work environment to ischaemic heart disease development. <i>European Journal of Public Health</i>, Volume 26, Issue 3, 1 June 2016, Pages 470–477 			
Tuesday 17/11	9.00	Income and health	Johan
<ul style="list-style-type: none"> • Deaton, A. (2002). Policy implications of the gradient of health and wealth. <i>Health Affairs</i>, 21(2), 13-30. • Lynch, J. W., Smith, G. D., Kaplan, G. A., & House, J. S. (2000). Income inequality and mortality: importance to health of individual income, psychosocial environment, or material conditions. <i>British Medical Journal</i>, 320(7243), 1200. • Pickett, K. E., & Wilkinson, R. G. (2015). Income inequality and health: a causal review. <i>Social Science & Medicine</i>, 128, 316-326. 			
Tuesday 17/11	13.00-14.00 LIVE at Zoom.	Q&A Dimensions of social stratification	Tomas, Olof, Johan (Sara)
Opportunity to discuss and ask questions about lectures and readings from Block 2.			
Wednesday 18/11	11.00-16.00 LIVE at Zoom.	“In Practice”	Doctoral students at PHS
Thursday 19/11	9.00-12.00 LIVE at Zoom.	Group presentations	Tomas, Olof, Sara
Presentation and discussion of group assignments. NB. 3 parallel sessions of discussions, please note to follow the correct Zoom-link			
Block 3: Gender, life-course and social mobility			
Tuesday 24/11	9.00	Gender and health inequalities	Olof
<ul style="list-style-type: none"> • Luy, M. (2003). Causes of male excess mortality: insights from cloistered populations. <i>Population and Development Review</i>, 29(4), 647-676. • Rieker, P. P., & Bird, C. E. (2005). Rethinking gender differences in health: why we need to integrate social and biological perspectives. <i>The Journals of Gerontology Series B: Psychological Sciences and Social Sciences</i>, 60(Special_Issue_2), S40-S47. • Wood, W., & Eagly, A. H. (2012). Biosocial construction of sex differences and similarities in behavior. In <i>Advances in experimental social psychology</i> (Vol. 46, pp. 55-123). Academic Press. 			

Thursday 26/11	9.00	Life-course	Tomas
		<ul style="list-style-type: none"> Johansson E, Leijon O, Falkstedt D, Farah A, Hemmingsson T. Educational differences in disability pension among Swedish middle-aged men: role of factors in late adolescence and work characteristics in adulthood. <i>Journal of Epidemiology and Community Health</i> 2012; 66: 901-7 Martikainen P, Elo I, Tarkiainen L, Mikkonen J, Myrskylä M, Moustgaard H. The changing contribution of childhood social characteristics to mortality: a comparison of Finnish cohorts born in 1936–50 and 1961–75. <i>International Journal of Epidemiology</i> 2020; 49: 896-907. Sörberg A, Allebeck P, Falkstedt D, Lundin A, Melin B, Hemmingsson T. Cognitive ability in late adolescence and disability pension in middle age: follow-up of a national cohort of Swedish males. <i>PlosOne</i> 2013; 8(10): e78268 	
Thursday 26/11	10.30	Social mobility	Olof
		<ul style="list-style-type: none"> Bowles, S., & Gintis, H. (2002). The inheritance of inequality. <i>Journal of economic Perspectives</i>, 16(3), 3-30. Hayward, M. D., & Gorman, B. K. (2004). The long arm of childhood: The influence of early-life social conditions on men's mortality. <i>Demography</i>, 41(1), 87-107. 	
Thursday 26/11	13.00-14.00	Q&A Gender, life-course and social mobility	Tomas, Olof (Sara)
	LIVE at Zoom.		
		Opportunity to discuss and ask questions about lectures and readings from Block 3.	
Thursday 26/11	14.00	Home assignment available at Athena	
Wednesday 2/12	16.00	Deadline for Home assignment	

Contact information

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