

# INTER-UNIVERSITY MASTER IN PUBLIC HEALTH

## Teaching guide of the signature: Health and Society

Department of Experimental and Health Sciences

UNIVERSITAT POMPEU FABRA - UNIVERSITAT AUTÒNOMA DE  
BARCELONA



## DESCRIPTIVE DATA OF THE SUBJECT

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**Academic year: 2022-2023**

**Subject name: Health and society**

**Type of subject: Compulsory**

**Number of credits: 4.5 ECTS Hours dedicated: 112.5 hours**

**Quarter: First**

**Language: Spanish**

**Coordination: Joan Benach**

**Faculty: Joan Benach and Vanessa Puig Barrachina**

## TEACHERS

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**Joan Benach** (JB). His training includes a bachelor's degree in Medicine (UAB), a Master's Degree in Public Health (UB), as well as his studies in Contemporary History (UAB), Social Sciences Methodology (UB), Health Policies (University at Berkeley), and a doctorate in public health (PhD) from Johns Hopkins. He is director of the Research Group on Health Inequalities and the Employment Conditions Network (GREDS-EMCONET), co-director of the JHU-UPF Public Policy Center and professor of sociology at the Department of Political and Social Sciences at the Pompeu Fabra University (UPF). His main areas of work and research include social determinants, health inequalities (especially employment conditions, job insecurity and geographic analysis in small areas) and socio-health policies on health inequalities. He has directed or coordinated multiple research projects, including his work on the WHO Commission on Social Determinants of Health (2008).

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**Vanessa Puig Barrachina** (VPB). She has a degree in Political and Administration Sciences (UPF), a Master in Public Health (UPF) and a Doctor in Biomedicine (UPF). As a researcher, she has worked in the Research Group on Health Inequalities and the Employment Conditions Network (GREDS-EMCONET) and in the "Interface Demography" Research Group of the Free University of Brussels (VUB), Belgium. She currently works at the Barcelona Public Health Agency (ASPB) as a community health technician. Its main areas of work and research include health inequalities (especially by gender and social class), employment and work conditions, social determinants (especially employment and work conditions) and the evaluation of the impact of policies. social in health.

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## PRESENTATION

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Why do poorer countries and regions have much lower life expectancy than richer countries and regions? Why do less favored social classes and women have less health than the most favored? Why are some populations healthy and others not? What can be done to improve this situation? According to the currently dominant biomedical approach, the main “culprits” in the production of diseases and health are biological and genetic agents, individual habits harmful to health, and deficiencies in access and use of health services. However, the available scientific knowledge has shown how these causes have a smaller impact on population health than it may seem. Firstly, because they are proximal or “final” causes originated, in constant interaction with other more distal causes, by *social determinants* such as poverty, employment conditions, housing, education, psychosocial factors, or support. family or community. Second, because these social determinants are in turn produced, or strongly influenced, by political causes originating in the very unequal power relations existing in each society according to “axes” related to social class, gender, ethnicity, immigration and territory.




Finally, why the frequently cited biomedical approach does not pay attention to a fundamental public health problem such as health *inequalities* , that is, the unfair and avoidable distribution of risk factors and health problems between social groups, populations and areas. geographical.







Since the second half of the 20th century, and especially in the last two decades, social epidemiology, together with other disciplines such as sociology, among others, have established a solid body of scientific knowledge in relation to the determinants and mechanisms of production. of public health and health inequalities. The course critically examines the main scientific, sociological and epidemiological factors, related to several fundamental topics of collective health: Ethics, philosophy of knowledge and epidemiological research (topic 1); the social process of definition, classification and measurement of health and illness (topic 2); the determinants and social causes that produce disease and health (topic 3); the characteristics and distribution of health inequalities (topic 4) with special emphasis on axes of social inequality such as social class (topic 5), gender (topic 6), and geographic analysis (topic 7). Furthermore, scientific research and social-health policies currently face enormous challenges. The first must respond to emerging research questions by developing new theories and methods that explain the causes of new and old population health problems and health inequalities (topic 8); while the second must respond to collective and community health problems and, above all, to those of the most needy groups, through the implementation of egalitarian and efficient actions and strategies within the framework of each socio-economic context. political (topic 9).

**Before starting the resource, reading two texts is required. Hector Abad. “Past, present and future of Public Health” (accessible at: [http://www.udea.edu.co/wps/wcm/connect/udea/fea72810-e0f6-44f4-ba18-9d932411d04b/fundamentos\\_eticos\\_sp\\_haq.pdf?MOD=AJPERES](http://www.udea.edu.co/wps/wcm/connect/udea/fea72810-e0f6-44f4-ba18-9d932411d04b/fundamentos_eticos_sp_haq.pdf?MOD=AJPERES); pp. 111-129) and Joan Benach and Carles Muntaner. “Learning to look at health” (accessible at: <http://enfermeriacomunitaria.org/web/menu-principal-item-asociacion/11-biblioteca-virtual/375-learn-to-look-at-health.html>).**

## SKILLS TO ACHIEVE

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General Competencies
<i>Instrumentals</i>   Ability to ask questions, critically evaluate information, synthesize information, and know how to assess public health priorities.
<i>Interpersonal</i>   Promote the capacity for personal communication, public presentation and active participation in debates.
<i>Systemic</i>   Development of the ability to critically interpret the readings, and evaluate the range of social and political issues associated with public health.

Specific competencies
 Identify the main ethical-social issues that make up public health
 Interpret the social process associated with defining, classifying and measuring health
 Assess the importance and characteristics of social inequalities as a crucial public health issue
 Analyze key axes of social inequality such as social class, gender, and territory.
 Identify the main debates on the mechanisms of production of health inequality
 Establish the bases of social and health policies in inequality.

## LEARNING OUTCOMES

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Learn to understand social and political issues associated with the social determinants of health and health inequalities and other social factors of public health.

Critically evaluate information and articles on topics related to the course.

Actively participate in debates and make public presentations.

Write an editorial on a topic related to the course topics.

## CONTENT

Day/Time	Theme	Teacher Title	
1	Sep 27, 5:30 p.m.-7:30 p.m. (T) J	Benach	Ethics, philosophy of knowledge and research in Public Health
2	Sep 29, 5:30 p.m.-7:30 p.m. (T) 4 Oct, 3:00 p.m.-5:00 p.m. (P)	J Benach	Social construction of health
3	Oct 11, 5:30 p.m.-7:30 p.m. (T) Oct 18, 3:00 p.m.-5:00 p.m. (P)	J Benach	Social production of illness and health
4	Oct 25, 5:30 p.m.-7:30 p.m. (T) Nov 4, 3:00 p.m.-5:00 p.m. (P)	J Benach	Introduction to health inequalities: concepts, characteristics and evidence
5	Nov 8, 3:00 p.m.-5:00 p.m. (T) Nov 10, 5:30 p.m.-7:30 p.m. (P)	V Puig Barrachina	Inequalities and social class
6	Nov 15, 3:00 p.m.-5:00 p.m. (T) Nov 17, 5:30 p.m.-7:30 p.m. (P)	V Puig Barrachina	Gender inequalities
7	Nov 22, 3:00 p.m.-5:00 p.m. (T) Nov 24, 3:00 p.m.-5:00 p.m. (P)	J Benach	Geographic health inequalities
8	Nov 24, 5:30 p.m.-7:30 p.m. (T) Nov 29, 5:30 p.m.-7:30 p.m. (P)	J Benach	Explanations and causes of inequalities
9	Dec 1, 3:00 p.m.-5:00 p.m. (T) Dec 1, 5:30 p.m.-7:30 p.m. (P)	J Benach	Public health policies and health equity

The course is divided into nine sessions. With the exception of the first session (theoretical only), the rest of the sessions will have a theoretical presentation (T) and a practical part (P). The theoretical part will combine the teacher's presentation with the discussion of questions from the students. In the practical part, students will have the opportunity to debate in depth the contents of the presentations, one or more of the articles selected for each session (**marked** among the required readings) and raise their own questions and concerns. The "mandatory readings" are essential reading prior to each session. The objective of the practical part is above all to help improve critical capacity and reflection, personal and collective.

## METHODOLOGY

Type of activity		Duration (hours)	%
CLASSROOM	Theoretical classes-master sessions	14	12.4%
	Seminars and classroom practices	20	17.7%
	Tutoring		
	Final evaluation/presentation (if applicable)	2	
F. CLASSROOM	Individual work outside of class	90	53.3%
	Group work outside of class	16.5	14.6%

## ASSESSMENT

A continuous evaluation will be carried out, based on class work, a short assignment and a final exam with short answers. See below for specific information on the specific features of the evaluation.

Type of activity	Weighting in the final grade %	Qualification criteria	Inside/ outside the classroom	Individual/group	Time Delivery
Participation in course sessions	twenty%	<p>Class <b>attendance</b> and <b>active participation</b> in the course, during the presentations and, especially, in the debates after each presentation. During the debates, the following will be discussed: a) <b>a selected reading marked in bold</b>, and b) <u>the students' ideas and questions related to the</u> _____</p> <p><u>presentations and the course in general</u>. Students will be asked to prepare between 3 and 5 questions for the debate in groups, and send them to the teachers a week before the debate. To carry out the debate, each student is asked to maintain a critical and participatory attitude.</p> <p>Rubric: the quality of the questions will be assessed (critical ability, ability to generate debate, relevance to the topic), as well as the interventions made in the debate (ability to structure an opinion, ability to argue and refute other opinions). It is expected that each student will be able to make at least two or three interventions throughout the subject. Overall, the quality of the interventions will be assessed.</p>	Inside	Individual and group	During the course
Work group (2 to 3 people like maximum)	30%	<p>Commentary to <b>choose from one or more of the course topics</b>. The format will be the creation of a <b>scientific editorial</b> (between <b>1500-2000 words</b> maximum without bibliography); <u>numbered pages</u>, 1.5 spaces, Arial 12. The logic, precision and originality of the text will be valued mainly. The article must be sent by email to (<a href="mailto:vanessa.puig@upf.edu">vanessa.puig@upf.edu</a>) December 2 <b>at the latest</b>.</p> <p>_____</p> <p>Rubric: the idea of the publisher and the originality of the text will be valued, their interest in the field of public health in relation to the themes of the course, the logic in the presentation of the ideas, and their precision, the ability to reason and substantiate opinions, as well as the writing itself in formal terms.</p>	Out	Individual or group	<b>02-12-22</b> <b>at most</b> _____
Exam final	fifty%	<p><b>5 short questions</b> (half a page each, to choose from 10 questions) related to the topics covered during the course, the debates and the required readings.</p>	Out	Individual <b>Pending</b>	

## SOURCES OF INFORMATION AND DIDACTIC RESOURCES

In the last three decades, the scientific literature on social determinants of health, health inequalities and other social and political aspects of public health has grown enormously. Therefore, in addition to the specific bibliography indicated for each session in the corresponding sections (see **sessions sections**), we present an extensive list of bibliographic consultation divided into four sections: introductory (bibliography to get started on the topic; the basic bibliography has been marked in bold of the course), advanced (books to delve deeper into the field; several recommended references have been marked in bold), specialized (bibliography on specific topics or regions), classics (some selected classic texts).

### Introductory:

- ÿ Amick III BC, Levine S, Tarlov AR, Chapman Walsh D, eds. *Society and Health*. Oxford: Oxford University Press, 1995.
- Benach J, Muntaner C. *Learning to look at health. How inequalities damage our health*. Barcelona: Viejo Topo 2005. [[http://www.bvs.org.ve/libros/Aprender\\_a\\_Mirar\\_la\\_Salud.pdf](http://www.bvs.org.ve/libros/Aprender_a_Mirar_la_Salud.pdf)]
- ÿ Benach J, Muntaner C, Tarafa G, Valverde C. *Healthcare is for sale (and so is our health)*. Barcelona: Icaria, 2012.
- Benach J. *Health is politics*. Barcelona: Icaria, 2020.
- ÿ Berridge V. *Public health. A very short introduction*. Oxford: OUP 2016.
- ÿ Borrell C, Benach J (coord). *Social inequalities in health in Catalonia*. Barcelona: Mediterrània, 2003.
- ÿ Borrell C, Benach J (coord). *The evolution of health inequalities in Catalonia*. Barcelona: Mediterrània, 2005.
- ÿ Commission to Reduce Social Inequalities in Health in Spain. *Proposal for policies and interventions to reduce social inequalities in health in Spain*. Gac Sanit. 2011. doi:10.1016/j.gaceta.2011.07.024.  
[http://www.elsevier.es/sites/default/files/elsevier/eop/S0213-9111\(11\)00302-5.pdf](http://www.elsevier.es/sites/default/files/elsevier/eop/S0213-9111(11)00302-5.pdf).
- ÿ WHO Commission Social Determinants of Health. *Correct inequalities in a generation*. Geneva, 2008. [http://whqlibdoc.who.int/publications/2009/9789243563701\\_spa.pdf](http://whqlibdoc.who.int/publications/2009/9789243563701_spa.pdf)
- Kawachi I, Kennedy BP. *The Health of Nations: Why Inequality Is Harmful to Your Health*. New York: The New Press, 2002.
- ÿ Lopez Piñero, J. *Health and illness*. Barcelona: Salvat, 1973.
- ÿ Lopez Piñero, J. *Medicine in History*. Barcelona: Salvat, 1981.
- Martínez A, Vergara M, Benach J, Tarafa G. *How they trade with your health. Privatization and commercialization of healthcare in Catalonia*. Barcelona: Icaria, 2014.
- ÿ Navarro V, Benach J, and the Scientific Commission for the study of health inequalities in Spain. *Health inequalities in Spain*. Madrid: Ministerio de Sanidad y Consumo, 1996. [Also in the Spanish Journal of Public Health 1996;70(5-6):503-645].
- Wilkinson RG. *Inequalities are harmful. Hierarchies, health and human evolution*. Barcelona: Criticism, 2001 [ed. original, 2000].
- ÿ Wilkinson RG, Pickett K. *Inequality. an analysis of collective (un)happiness*. Madrid: Turner, 2009.

### Advanced:

- ÿ Bartley M, Blane D, Davey Smith G. *The sociology of health inequalities*. Oxford: Blackwell Publishers, 1998.
- ÿ Bartley M. *Health Inequality: an introduction to theories concepts and methods*. Cambridge: Polity press, 2017 (2 ed.).
- ÿ Benach J, Muntaner C, with Solar O, Santana V, Quinlan M. *Employment, work and health inequalities: A Global Vision*. Barcelona: Icaria, 2010. [English edition free on the web: [http://www.upf.edu/greds-emconet/\\_pdf/Employmentweb\\_low.pdf](http://www.upf.edu/greds-emconet/_pdf/Employmentweb_low.pdf)]
- ÿ Benzeval M, Judge K, Whitehead M. *Tackling inequalities in health. An agenda for action*. London: King's Fund, 1995.
- ÿ Berkman L, Kawachi I, eds. *Social Epidemiology*. Oxford: Oxford University Press, 2000.
- ÿ Blane D, Brunner E, Wilkinson R, eds. *Health and Social Organization*. London: Routledge, 1996.

- ÿ Evans RG, Barer ML, Marmor TR, eds. Why are some people healthy and others not? The determinants of the health of populations. Madrid: Diaz de Santos Editions 1996 [ed. or. 1994].
- ÿ Mackenbach JP, Bakker M (eds). Reducing inequalities in health: A European perspective. Routledge, 2002.
- ÿ Marmot M, Wilkinson RG, eds. Social determinants of Health. Oxford: Oxford University Press, 1999.
- ÿ Shaw M, Dorling D, Gordon D, Davey Smith G. The widening gap. Health inequalities and policy in Britain. Bristol: Policy Press, 1999.
- Wilkinson RG. Unhealthy societies. The Afflictions of inequality. London: Routledge, 1996. ÿ
- Wilkinson RG. The impact of inequality. How to make societies healthier. London: The New Press, 2005.
- ÿ Wilkinson RG, Pickett K. Equality. Madrid: Captain Swing, 2019.

### Specialized:

- ÿ Annandale E, Hunt, K, eds. Gender inequalities in health. Philadelphia: Open University Press, 2000.
- ÿ Antonovsky A. Health, Stress and Coping: New Perspectives on Mental and Physical Well-Being. SF: Jossey-Bass, 1979.
- ÿ Antonovsky A. Unraveling the Mystery of Health. San Francisco: Jossey Bass, 1988.
- ÿ Beattie A, Gott M, Jones L, Sidell M, eds. Health & Wellbeing. To Reader. London: McMillan press, 1993.
- ÿ Breilh J. Critical epidemiology and the people's health. Oxford: OUP, 2021.
- ÿ Blaxter M. Health, key concepts. Cambridge: Polity Press, 2004.
- ÿ Commission to Reduce Social Inequalities in Health in Spain. Moving towards equity. Proposal for policies and interventions to reduce social inequalities in health in Spain. Madrid: Ministry of Health and Social Policy, 2010.  
[http://www.msc.es/profesionales/saludPublica/prevPromocion/promocion/desigualdadSalud/docs/Propuesta\\_Policies\\_Reduce\\_Inequalities.pdf](http://www.msc.es/profesionales/saludPublica/prevPromocion/promocion/desigualdadSalud/docs/Propuesta_Policies_Reduce_Inequalities.pdf)
- ÿ Doyal L. What makes women sick. Gender and the Political Economy of Health. London: McMillan Press, 1995.
- ÿ Droomers M. Socioeconomic differences in health related behavior. Thesis Rotterdam University, 2002.
- Evans T, et al. eds. Challenging Inequities in Health: From Ethics to Action. OUP, NY, 2001.
- ÿ Fee E, Krieger N, eds. Women's Health, Politics, and Power. NY: Baywood Publishing, 1994.
- ÿ Gideon J (ed). Handbook on Gender and Health International. Handbooks on Gender Series. London: Edward Elgar Publishing, 2016.
- ÿ Hofrichter R (ed). Health and Social Justice: Politics, Ideology, and Inequity in the Distribution of Disease. NY: Jossey Bass, 2003.
- ÿ Kawachi I, Kennedy BP, Wilkinson RG, eds. Income Inequality and Health: A Reader. New York: The New Press, 1999.
- ÿ Kogevinas M, Pearce N, Susser M, Boffetta P, eds. Social Inequalities and Cancer. Lyon: IARC, Scientific Publications 138, 1997.
- ÿ Krieger N. Epidemiology and the People's Health: Theory and Context. New York, NY: Oxford University Press; 2011.
- ÿ Kunst AE, Mackenbach J. Measuring Socioeconomic Inequalities in Health. World Health Organization. Regional Office for Europe. Copenhagen: 1995
- ÿ Larson, E. et al. 10 Best Resources On . . . Intersectionality with an Emphasis on Low-and Middle-Income Countries. Health Policy and Planning31 (8):964–69, 2016.
- ÿ Marmot M. The Status syndrome. How social standing affects our health and longevity. NY: An Owl Book, 2004.
- ÿ Messing K, Neis B, Dumais L, eds. Invisible. Issues in Women's Occupational Health. Charlottetown: Gynergy Books, 1995.
- ÿ Morgan R, George A, Ssali S, Hawkins K, Molyneux S, Theobald S. How to Do (or Not to Do)... gender Analysis in Health Systems Research. Health Policy and Planning 2016;31(8): 1069–1078.
- ÿ Regidor E, Gutiérrez-Fisac JL, Rodríguez C. Differences and inequalities in health in Spain. Madrid: Díaz de Santos, 1994.
- ÿ Reisner SL, Poteat T, Keatley JA, Cabral M, Mothopeng M, et al. Global Health Burden and Needs of Transgender Populations: A Review. The Lancet 2016;388(10042): 412–36. ÿ Ruiz Cantero, T. Gender biases in health care. Andalusian School of Public Health, 2009.
- Schulz AJ. Gender, race, class, & Health. San Francisco: Jossey-Bass, 2006
- ÿ Smith KE, Hill S, Bambra C. Health Inequalities. Critical perspectives. Oxford: OUP, 2016
- ÿ Steptoe A, Wardle J, eds. Psychosocial Processes and Health. To Reader. Cambridge: CUP, 1994.
- ÿ Stuckler D, Basu S. Austerity kills. Madrid: Taurus, 2013.



- ÿ Susser M. Epidemiology, Health & Society. Selected Papers. New York: Oxford University Press, 1987.
- ÿ Turshen M. The Politics of Public Health. New Brunswick: Rutgers, 1989.
- ÿ Vallverdú J, Puyol A, Estany A (eds). Philosophical and Methodological Debates in Public Health. Switzerland: Springer, 2019.
- ÿ VV.AA. Theoretical and comparative perspectives of equality. (II Symposium on Equality and Distribution of Income and Wealth). Madrid: Argentaria Foundation, 1996.
- ÿ Waitzkin H. Health care under the knife. New York: Monthly Review Press. 2018.
- ÿ Wesp, L. et al. Intersectionality Research for Transgender Health Justice: A Theory-Driven Conceptual Framework for Structural Analysis of Transgender Health Inequities. Transgender Health Volume 4.1, 2019.
- ÿ Whitehead M. Bridging the gap. Working towards equity in health and health care. Sundbyberg: Karolinska Institutet, 1997.

### **Other texts, reports and consultation documents:**

It is recommended to consult the articles published in the "Glossary" section of the Journal of Epidemiology and Community Health. You can also consult the documents of the WHO (World Health Organization), UNESCO (United Nations Children's Source), the UNDP (United Nations Development Programme), the WB (World Bank), the ILO (International Labor Organization), and SESPAS (Spanish Society of Public Health and Health Administration).

### **Some web pages of interest:**





- ÿ "All About Inequality". <http://www.inequality.org/>
- World Bank (WB). <http://www.worldbank.org/wdr/>
- World Bank and poverty. <http://www.worldbank.org/poverty/>
- ÿ Census Data on US Income Disparities, <http://www.census.gov/hhes/www/poverty.html>
- ÿ Employment Conditions Network. <http://www.emconet.org>
- ÿ European Trade Union Institute: <http://www.etui-rehs.org/>
- Federation of Associations for the Defense of Public Health (FADSP): <http://www.fadsp.org/>
- ÿ GREDS-EMCONET (Health Inequalities Research Group, Employment Conditions Network). <http://www.upf.edu/greds-emconet/>, <http://www.determinantessociales.org>
- ÿ Independent Inquiry into Inequalities in Health Report. <http://www.official-documents.co.uk/document/doh/ih/contents.htm>
- ÿ Public Health Defense Group (BCN-Salut Camp). <https://defensasanimatpublica.wordpress.com/>
- Women's Institute. <http://www.mtas.es/mujer/mcifras/principal.htm>
- National Statistics Institute. <http://www.ine.es/daco/daco42/analisoci/indisoci/indisoci.htm>
- ÿ International Society for Equity and Health. <http://www.iseqh.org/>
- ÿ International Poverty & Health Network. <http://www.iphn.org/index.html>
- United Nations Children's Fund (UNICEF). <http://www.unicef.org/spanish/>
- ÿ National Institutes of Health. <http://healthdisparities.nih.gov/>
- International Labor Organization (ILO). <http://www.ilo.org/public/spanish/index.htm>
- ÿ World Health Organization (WHO / WHO). <http://www.who.int/whosis/>
- ÿ Pan American Health Organization (PAHO / PAHO). <http://www.paho.org/>
- ÿ United Nations Program (UNDP) (publications).
- ÿ The National Labor Committee: <http://www.nlcnet.org/>
- ÿ The WHO Commission on Social Determinants of Health: [http://www.who.int/social\\_determinants/en/](http://www.who.int/social_determinants/en/)
- ÿ The Working World: <http://www.theworkingworld.org/>
- ÿ WHO Employment Conditions Network. <http://www.emconet>.

# PROGRAMMING

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Week	OUT OF THE CLASSROOM		CLASSROOM		Total hours	ASSESSMENT
	Activity	Hours	Activity	Hours		
<b>Week 1</b>	Reading articles 2.5		Class attendance, debates	2	4.5	In class and final exam
<b>Week 2</b>	Reading articles 2.5		Class attendance, debates	4	6.5	In class and final exam
	Group discussion	3			3	In class
	Group work	2.5			2.5	Team work.
<b>Week 3</b>	Reading articles 2.5		Class attendance, debates	4	6.5	In class and final exam
	Group discussion	2.5			2.5	In class
	Group work	2			2	Team work
<b>Week 4</b>	Reading articles 2.5		Class attendance, debates	4	6.5	In class and final exam
	Group discussion	2.5			2.5	In class
	Group work	2			2	Team work
<b>Week 5</b>	Reading articles 2.5		Class attendance, debates	4	6.5	In class and final exam
	Group discussion	2.5			2.5	In class
	Group work	2.5			2.5	Team work
<b>Week 6</b>	Reading articles 2.5		Class attendance, debates	4	6.5	In class and final exam
	Group discussion	2.5			2.5	In class
	Group work	2			2	Team work
<b>Week 4</b>	Reading articles 2.5		Class attendance, debates	4	6.5	In class and final exam
	Group discussion	2.5			2.5	In class
	Group work	2			2	Team work
<b>Week 5</b>	Reading articles 2.5		Class attendance, debates	4	6.5	In class and final exam
	Group discussion	2.5			2.5	In class
	Group work	2.5			2.5	Team work
<b>Week 6</b>	Reading articles 2.5		Class attendance, debates	4	6.5	In class and final exam
	Group discussion	2.5			2.5	In class
	Group work	2			2	Team work
<b>Final evaluation</b>	Deliver group work	14			14	Group work evaluation
	<b>Exam</b> short questions					Assessment exam






## SESSION PROGRAM




<b>Health and Society. Joan Benach</b>		
<b>Session 1</b>	<b>Ethics, philosophy of knowledge and research in Health Public</b>  September 27 (5:30-7:30 p.m.)	Global classroom (Available in the web)
Contents	<ul style="list-style-type: none"> <li> Basic concepts of Public Health: critical thinking and ethical commitment</li> <li> The role of epidemiology: evolution, characteristics and boundaries</li> <li> Hegemonic approaches and new trends in research and scientific production in public health</li> </ul>	---
Classroom	No presential	---
<b>Required readings</b>	<p>or <b>Wing S. Whose Epidemiology, whose health? Int J Health Services 1998;28(2):241-252.</b></p> <ul style="list-style-type: none"> <li>o Navarro V. Current concept of public health. In: F.Martínez Navarro et al. Public health. Mexico: McGraw-Hill Interamericana, 1998. Accessible at: <a href="https://ifdcsanluis-slu.infod.edu.ar/sitio/upload/navarro.pdf">https://ifdcsanluis-slu.infod.edu.ar/sitio/upload/navarro.pdf</a></li> <li>o Benach J. The health of all and its causes. Public health, equity and its causes: what does our health depend on? Health Observatory. Meanwhile. 2012. Accessible at: <a href="http://www.mientrastanto.org/boletin-99/notas/observatorio-de-salud-1">http://www.mientrastanto.org/boletin-99/notas/observatorio-de-salud-1</a></li> </ul>	YEAH
Recommended readings	<ul style="list-style-type: none"> <li>o Susser M. Does risk factor epidemiology put epidemiology at risk? Peering into the future. J Epidemiol Community Health 1998;52:608-611.</li> <li>or Galea S, Link BG. Six paths for the future of social epidemiology. Am J Epidemiol. 2013;178(6):843-9.</li> <li>o Levins R, Lopez C. Toward an ecosocial view of health. Int J Health Serv. 1999;29(2):261-93.</li> <li>o Jiménez J. More than one hundred scientific articles withdrawn for fraud are a wake-up call: either we change the system or we will have problems. Xataka. 06-13-2017. Accessible at: <a href="https://www.xataka.com/investigacion/mas-de-cien-articulos-cientificos-retirados-por-fraude-son-una-llamada-de-atencion-o-cambiamos-el-sistema-o-we-will-have-problems">https://www.xataka.com/investigacion/mas-de-cien-articulos-cientificos-retirados-por-fraude-son-una-llamada-de-atencion-o-cambiamos-el-sistema-o-we-will-have-problems</a></li> </ul>	NO
<i>Work outside the classroom</i>	Reading of texts prior to the course	---
Additional documentation	 Presentation material	YEAH

<b>Health and Society. Joan Benach</b>		
<b>Session 2</b>	<b>The social construction of health</b> September 29 (5:30-7:30 p.m., THEORY) October 4 (3:00 p.m.-5:00 p.m., PRACTICE)	<b>Global classroom</b> (Available in the web)
Contents	<ul style="list-style-type: none"> <li>✦ The social process of defining, classifying and measuring health:               <ul style="list-style-type: none"> <li>o Definitions of health and illness</li> <li>o The concepts of "normality" and the disease classification process</li> </ul> </li>   <li>✦ Measuring health and illness:               <ul style="list-style-type: none"> <li>o The social process of measurement and the paradoxes of prevention and risk</li> </ul> </li> </ul>	---
Classroom	No presential	---
<b>Required readings</b>	<ul style="list-style-type: none"> <li>o <b>Marmot MG. Improvement of social environment to improve health. Lancet 1998;351:57-60.</b></li> <li>o Krieger N. Who and What Is a "Population"? Historical Debates, Current Controversies, and Implications for Understanding "Population Health" and Rectifying Health Inequities. The Milbank Quarterly, 2012;90(4):634-681.</li> <li>o Leung MW, Yen IH, Minkler M. Community-based Participatory research: a promising approach for increasing epidemiology's relevance in the 21st century. Int J Epidemiology 2004;33:499-506.</li> </ul>	YEAH
Recommended readings	<ul style="list-style-type: none"> <li>o Schwartz S, Diez-Roux AV. Commentary: Causes of incidence and causes of cases - a Durkheimian perspective on Rose. Int J Epidemiol 2001;30:433-434.</li> <li>o Ebrahim S, Lau E. Sick populations and sick individuals. Int J Epidemiol 2001;30:433-434</li> <li>o Mervyn Susser. Ethical Components in the definition of health. Int J Health Services 1974;4(3):539-548</li> <li>o Nanjunda. Social construction of health and illness: a theoretical revisiting on diverged dimensions. International Journal of Basic and Applied Medical Sciences. 2014;4(3):184-191. Center for Info Bio Technology. <a href="http://www.cibtech.org/J-MEDICAL-SCIENCES/PUBLICATIONS/2014/Vol_4_No_3/JMS-34-35-AUG-081-NANJUNDA%E2%80%93SOCIAL-DIMENSIONS.pdf">http://www.cibtech.org/J-MEDICAL-SCIENCES/PUBLICATIONS/2014/Vol_4_No_3/JMS-34-35-AUG-081-NANJUNDA%E2%80%93SOCIAL-DIMENSIONS.pdf</a></li> <li>o Krieger N. Who and what is a "population"? Historical debates, current controversies, and implications for understanding "population health" and rectifying health inequities. Milbank Q. 2012;90(4):634-81</li> </ul>	NO
<i>Work outside the classroom</i>	Reading articles, group work, writing individual work	---
Documentation additional	✦ Presentation material	YEAH

<b>Health and Society. Joan Benach</b>		
<b>Session 3</b>	<b>Social production of illness and health</b> October 11 (5:30-7:30 p.m., THEORY) October 18 (3:00 p.m.-5:00 p.m., PRACTICE)	<b>Global classroom</b> (Available in the web)
Contents	<ul style="list-style-type: none"> <li>➤ The origins of health and disease or Causation models: determinants and mechanisms               <ul style="list-style-type: none"> <li>o Theories of disease production</li> </ul> </li> <li>➤ Social production of the disease.               <ul style="list-style-type: none"> <li>o Main social determinants associated with production of disease and health</li> </ul> </li> </ul>	---
Classroom	No presential	---
<b>Required readings</b>	<ul style="list-style-type: none"> <li>o <b>Navarro V. What we mean by social determinants of health. Int J Health Serv, 2009;39(3);423-441.</b></li> <li>o Friel S, Bell R, Houweling T, Marmot M. Call to all don quixotes and sancho panzas: realizing the dream of global health equity through practical measures that impact the social determinants of health. Global Health Promotion 2009; 16; 110 doi: 10.1177/1757975909103771</li> <li>or Diez Roux AV. Integrating social and biological factors in health research: a systems view. Ann Epidemiol. 2007;17(7):569-74.</li> </ul>	YEAH
Recommended readings	<ul style="list-style-type: none"> <li>or WHO. Commission on Social Determinants of Health. TO conceptual framework for action on the social determinants of Health. Draft. December 28, 2006</li> <li>o Solar O, Irwin A. A Conceptual Framework for Action on the Social Determinants of Health. April 2010.</li> <li>o Krieger N, Zierler S. What explains the Public's Health? – A Call for Epidemiologic Theory. Epidemiology 1996;7:107-9.</li> <li>o Krieger N. Theories for social epidemiology in the 21st century: an ecosocial perspective. Int J Epidemiol 2001; 30:668-677.</li> </ul>	NO
<i>Work outside the classroom</i>	Reading articles, group work, writing individual work	---
Documentation additional	➤ Presentation material	YEAH

<b>Health and Society. Joan Benach</b>
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<b>Session 4</b>	<b>Introduction to health inequalities: concepts, characteristics and evidence</b>  October 25 (5:30-7:30 p.m., THEORY) November 4 (3:00 p.m.-5:00 p.m., PRACTICE)	<b>Global classroom</b> (Available in the web)
Contents	<ul style="list-style-type: none"> <li> Historical examples, definitions and concepts</li> <li> Epidemiological research on social inequalities in health</li> <li> Knowledge about health inequalities</li> <li> Key features and empirical research</li> </ul>	---
Classroom	No presential	
<b>Required readings</b>	<ul style="list-style-type: none"> <li>o <b>Marmot M. The Health Gap: The Challenge of an Unequal World: the argument. Int J Epidemiology 2017;1312-1318.</b></li> <li>o Benach J. Social inequality seriously harms health. Gacet Sanit 1997;11:255-258.</li> <li>o Sen A. Why health equity? Rev Panama Health Publica 2002;11(5/6):302-309.</li> </ul>	YEAH
Recommended readings	<ul style="list-style-type: none"> <li>o Whitehead M. The concepts and principles of equity and health. Int J Health Serv 1992;22:429-455.</li> <li>o Krieger N. Health Equity and the Fallacy of Treating Causes or of Population Health as if They Sum to 100% Am J Public Health 2017;107(4):541-549.</li> <li>o Cash-Gibson L, Rojas-Gualdrón DF, Pericàs JM, Benach J. Inequalities in global health inequalities research: A 50-year bibliometric analysis (1966-2015). PLoS ONE 2018;13(1):e0191901.</li> <li>o Marmot M. Inequalities in health. N Engl J Med, 2001;134-136.</li> </ul>	NO
<i>Work outside the classroom</i>	Reading articles, group work, writing individual work	---
Documentation additional	 Presentation material	YEAH

<b>Health and Society. Vanessa Puig Barrachina</b>		
<b>Session 5</b>	<b>Health inequalities in social class</b> November 8 (3:00 p.m.-5:00 p.m., THEORY) November 10 (5:30-7:30 p.m., PRACTICE)	<b>Global classroom</b> (Available in the web)
Contents	<ul style="list-style-type: none"> <li> Concept and measurement of social class and socio-position economics in public health.</li> <li> Examples of inequalities in health indicators according to social class and/or socioeconomic position.</li> </ul>	---
Classroom	No presential	---
<b>Required readings</b>	<p>or <b>McCartney G. et al. Theorizing social class and its application to the study of health inequalities. SSM - Population Health. 2019;7.</b>  <a href="https://doi.org/10.1016/j.ssmph.2018.10.015">https://doi.org/10.1016/j.ssmph.2018.10.015</a></p> <p>or Domingo C et al. Neo-Weberian and neo-Marxist social class proposals based on the National Classification of Occupations 2011. Gac Sanit 2013;27:263-72</p> <p>o Galobardes B, Shaw M, Lawlor DA, Lynch JW, Davey Smith G. Indicators of socioeconomic position (part 1 and 2). J Epidemiol Community Health. 2006;60(1):7-12; 2006;60(2):95-101.</p>	YEAH
Recommended readings	<p>o Borrell C, Muntaner C, Benach J, Artazcoz L. Social class and self-reported health status among men and women: what is the role of work organization, household material standards and household labor. Soc Sci Med 2004;58:1869-87.</p> <p>o Malmusi D, Borrell C, Benach J. Migration-related health inequalities: Showing the complex interactions between gender, social class and place of origin. Soc Sci Med. 2010 Sep 6.</p> <p>or Krieger et al. Measuring social class in US Public Health Research: Concepts, methodology, and guidelines. Annu. Rev. Public Health, 1997. 18:341-78. Muntaner C, et al. Social class and health in Latin America. Rev Panam Salud Publica. 2012;31(2):166-75</p> <p>o Muntaner C, Borrell C, Vanroelen C, Chung H, Benach J, Kim IH, Ng E. Employment relations, social class and health: a review and analysis of conceptual and measurement alternatives. Soc Sci Med. 2010;71(12):2130-40.</p>	NO
<i>Work outside the classroom</i>	Reading articles, group work, writing individual work	---
Additional documentation	 Presentation material	YEAH





**Health and Society. Vanessa Puig Barrachina**





<b>Session 6</b>	<b>Gender health inequalities</b>	<b>Global classroom (Available in the web)</b>
	November 15 (3:00 p.m.-5:00 p.m., THEORY) November 17 (5:30-7:30 p.m., PRACTICE)	
Contents	<ul style="list-style-type: none"> <li>➤ Definition of gender and sex-gender system</li> <li>➤ Implications of the sex-gender system on health:               <ul style="list-style-type: none"> <li>➤ Sexism, discrimination and violence</li> <li>➤ Distribution of material resources (gender division of labor)</li> <li>➤ Androcentrism, health care and health research</li> </ul> </li> <li>➤ Health inequalities in LGTBQ+ people</li> <li>➤ Concept of intersectionality</li> </ul>	---
Classroom	No presential	---
Required readings	<ul style="list-style-type: none"> <li>o Krieger N. <b>Genders, sexes and health: what are the connections – and why does it matter?</b> <i>Int J Epidemiol</i> 2003;<b>32:652-657</b>.</li> <li>or Lindqvist A et al. Measuring gender in surveys. Social psychological perspectives. 2018. Available at: <a href="http://www.genderfair.se/wp-content/uploads/2018/06/Lindqvist-et-al-2018-Measuring-gender-in-surveys.pdf">http://www.genderfair.se/wp-content/uploads/2018/06/Lindqvist-et-al-2018-Measuring-gender-in-surveys.pdf</a></li> <li>or Read JG, Gorman BK. Gender and Health Inequality. <i>Annu Rev Sociol</i> [Internet]. 2010;<b>36(1):371–86</b>.</li> </ul>	YEAH
Recommended readings	<ul style="list-style-type: none"> <li>or Gasch-Gallén A, et al. Affective-sexual, bodily and gender diversity beyond the binary in health sciences training. <i>Gac Sanit</i>. 2020. <a href="https://doi.org/10.1016/j.gaceta.2019.12.003">https://doi.org/10.1016/j.gaceta.2019.12.003</a></li> <li>o Olena Hankivsky Women's health, men's health, and gender and health: Implications of intersectionality. <i>Social Science &amp; Medicine</i> 2012;<b>74:1712-20</b>.</li> <li>or Fausto-Sterling, Why sex is not binary? <i>New York Times</i>, Oct. 25, 2018.</li> <li>o Palència L, De Moortel D, Artazcoz L, Salvador-Piedrafita M, Puig-Barrachina V, Hagqvist E, et al. Gender Policies and Gender Inequalities in Health in Europe: Results of the SOPHIE Project. <i>Int J Health Serv</i>. 2017;<b>47(1):61-82</b>.</li> </ul>	NO
Work outside the classroom	Reading articles, group work, writing individual work	---
Additional documentation	➤ Presentation material	YEAH



<b>Health and Society. Joan Benach</b>		
<b>Session 7</b>	<b>Geographic health inequalities</b> November 22 (3:00 p.m.-5:00 p.m., THEORY) November 24 (3:00 p.m.-5:00 p.m., PRACTICE)	<b>Global classroom</b> (Available in the web)
Contents	<ul style="list-style-type: none"> <li> Health, geography and cartographic representation</li> <li> The mortality atlas: characteristics and usefulness</li> <li> The analysis of inequalities in small areas: advantages and limitations</li> <li> Epidemiological causality and types of causality</li> <li> Levels of explanations in the eco-social production of health.</li> <li> Social inequality and inequities: psychosocial, neo-material, and systemic explanations</li> </ul>	---
Classroom	No presential	---
<b>Required readings</b>	<p>or <b>Diez-Roux AV. Neighborhoods and Health: What Do We Know? What Should We Do? Am J Public Health 2016;106:430-431.</b></p> <ul style="list-style-type: none"> <li>o Cummins S, Curtis S, Diez-Roux AV, Macintyre S. Understanding and representing 'place' in health research: a relational approach. Soc Sci Med. 2007;65(9):1825-38</li> <li>o Bernard P, Charafeddine R, Frohlich KL, Daniel M, Kestens Y, Potvin L. Health inequalities and place: A theoretical conception of neighborhood. Social Science &amp; Medicine 2007;(65):1839-1852.</li> </ul>	YEAH
Recommended readings	<p>or Diez-Roux AV. Estimating neighborhood health effects: the challenges of causal inference in a complex world. Soc Sci Med. 2004;58(10):1953-60.</p> <ul style="list-style-type: none"> <li>o McIntyre S, Ellaway A. Place effects on health: how can we conceptualize, operationalize and measure them? Soc Sci Med 2002;55:125-39.</li> <li>or Diez Roux AV. Health in cities: is a systems approach needed? Cad Saude Publica. 2015 Nov;31 Suppl 1:9-13. doi:10.1590/0102-311XDE01S115.</li> <li>o Dorling D, Mitchell R, Shaw M, Orford S, Smith GD. The ghost of Christmas past: health effects of poverty in London in 1896 and 1991. BMJ 2000;321(7276):1547-51.</li> </ul>	NO
<i>Work outside the classroom</i>	Reading articles, group work, writing individual work	---
Additional documentation	 Presentation material	YEAH

**Health and Society. Joan Benach**

<b>Session 8</b>	<b>Explanations and causes of inequalities</b>	<b>Global classroom (Available in the web)</b>
	November 24 (5:30-7:30 p.m., THEORY) November 29 (5:30-7:30 p.m., PRACTICE)	
Contents	<ul style="list-style-type: none"> <li> Epidemiological causality and types of causality</li> <li> Levels of explanations in the eco-social production of health.</li> <li> Social inequality and inequities: psychosocial, neo-material, and systemic explanations</li> </ul>	---
Classroom	No presential	---
Required readings	<p>or <b>Link BG, Phelan KC. Publisher: Understanding Sociodemographic differences in health – The role of fundamental social causes. Am J Public Health 1996;86:471-473.</b></p> <ul style="list-style-type: none"> <li>o Marmot M. Achieving health equity: from root causes to fair outcomes. Lancet. 2007;370(9593):1153-63.</li> <li>or Diez-Roux AV. Conceptual Approaches to the Study of Health Disparities. Annual Review of Public Health 2012; 2012. 33:41–58.</li> </ul>	YEAH
Recommended readings	<ul style="list-style-type: none"> <li>o Muntaner C, Lynch J. Income inequality, social cohesion, and class relations: a critique of Wilkinson's neo-Durkheimian research program. Int J Health Serv. 1999;29:59–82.</li> <li>or Navarro V. Neoliberalism as a class ideology; or, the political causes of the growth of inequalities. Int J Health Serv. 2007;37(1):47-62.</li> <li>o Coburn D. Income inequality, welfare, class and health: A comment on Pickett and Wilkinson, 2015. Soc Sci Med. 2015;146:228-32</li> <li>o Krieger N, Smith GD. The tale wagged by the DAG: broadening the scope of causal inference and explanation for epidemiology. Int J Epidemiol. 2016 Sep 30. pii: dyw114</li> </ul>	NO
Work outside the classroom	Reading articles, group work, writing individual work	---
Additional documentation	 Presentation material	YEAH

<b>Health and Society. Joan Benach</b>		
<b>Session 9</b>	<b>Public health policies and health equity</b> December 1 (3:00 p.m.-5:00 p.m., THEORY) December 1 (5:30-7:30 p.m., PRACTICE)	<b>Global classroom</b> (Available in the web)
Contents	<ul style="list-style-type: none"> <li> From knowledge to action. Limitations of rationality. Needs, planning and responsibilities</li> <li> Socio-health policies to reduce inequalities: regional and local examples</li> <li> Health in all policies: characteristics and limitations</li> </ul>	---
Classroom	No presential	---
<b>Required readings</b>	<ul style="list-style-type: none"> <li>o <b>Muntaner C, Sridharan S, Solar O, Benach J. Commentary: Against unjust global distribution of power and money: The report of the WHO commission on the social determinants of health: Global inequality and the future of public health policy. Journal of Public Health Policy, 2009;30:163-175.</b> o Benach J, Malmusi D, Yasui Y, Martínez JM, Muntaner C. Beyond Rose's strategies: a typology of scenarios of policy impact on population health and health inequalities. Int J Health Services; 2011;41(1):1-9.</li> <li>o Krieger N. Social justice, public health, health equity, embodiment, epidemiology. Int J Health Services 2015;45(4):587-600.</li> </ul>	YEAH
Recommended readings	<ul style="list-style-type: none"> <li>o Wing S. Science for reducing health inequalities emerges from social justice movements. New Solutions. 2016;26(1):103-114.</li> <li>o Whitehead M. A typology of actions to address social inequalities in health. J Epidemiol Community Health. 2007;61(6):473-8.</li> <li>o Brown TM, Fee E. Social Movements in Health. Annual Review Public Health 2014;35:385-98.</li> <li>o Benach J, Malmusi D, Yasui Y, Martínez JM, Muntaner C. Beyond Rose's strategies: a typology of scenarios of policy impact on population health and health inequalities. Int J Health Services; 2011;41(1):1-9.</li> <li>o Pons-Vigués M, Diez E, Morrison J, et al. Social and health policies or interventions to address health inequalities in European cities: a scoping review. BMC 2014; 2014, 14:198.</li> </ul>	NO
<i>Work outside the classroom</i>	Reading articles, group work, writing individual work	---
Documentation additional	 Presentation material	YEAH