

<p><b>Course Name:</b></p> <p><b>HLTH 434/3.0</b></p> <p>Social Movements in Health</p>	<p><b>Course Instructor:</b></p> <p>Mary Rita Holland</p>	<p><b>Contact Hours:</b></p> <p>1 x 3 hrs/wk / 12 weeks</p>						
		<p><b>Prerequisite:</b></p> <p>HLTH 333/3.0 or HLTH 334/3.0  or DEVS 355/3.0  Restricted to students in a HLTH or KINE Plan  (Level 3 or above).</p>						
		<p><b>Exclusion:</b></p>						
<p><b>Course Description:</b></p> <p>Social movements in health begin with an acknowledgement of injustice in either access to health or poor health outcomes. Some health social movements (HSM) are born out of broader issues and moments of social change – like reproductive rights and the women’s movement – while others may be smaller and more focused on a particular category of illness – like Lyme disease. Health activism can take many forms. While traditional protests in the streets provide compelling imagery, citizens around the world have adapted their strategies in online spaces. Some groups remain committed to grassroots forms of action and attempts to influence policymakers through sustained lobbying while others have adopted sophisticated marketing campaigns to broaden public support and hasten government action.</p> <p>In this course, we will explore examples of health social movements, both in historical context and the present period of social and political change. We will examine the motivations of HSM members, as well as the dynamics, tactics, and efficacy of prominent campaigns. Our discussions will include analysis of health systems and social movements from an intersectional, critical health studies perspective.</p>		<p><b>Course Texts/notes:</b></p> <p>All readings will be made available on onQ through Queen’s Library eReserve.</p>						
<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>Contextualize health social movements, understand their origins and influence</li> <li>Distinguish between education, advocacy, and</li> </ul>	<p><b>Course Evaluation:</b></p> <table> <tr> <td>Seminar Lead</td> <td>20%</td> </tr> <tr> <td>Participation and Discussion</td> <td>15%</td> </tr> <tr> <td>Presentation</td> <td>20%</td> </tr> </table>		Seminar Lead	20%	Participation and Discussion	15%	Presentation	20%
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Presentation	20%							

<p>activist campaigns and identify key examples of health social movements</p> <ul style="list-style-type: none"> <li>• Critically evaluate the successes and failures of HSMs and develop tools for analyzing health activism in a variety of forms (i.e.: social media and marketing campaigns)</li> <li>• Understand participatory research methods and the role of activist health research</li> <li>• Develop organizing, communication and leadership skills that are key to effective health social movements</li> </ul>	<p>Research Proposal Final Paper</p>	<p>15% 30%</p>
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### Course Outline

Social Movements Theory	Organizing and Resisting
Contextualizing Health Social Movements	Public opinion and state responses
What do HSMs look like? (part 1) – HIV/AIDS	Race, class and decolonizing social action
What do HSMs look like? (part 2) – Reproductive Justice	Presentations
What do HSMs look like? (part 3) – COVID-19	Participatory research and HSM evaluation