

Syllabus – Elective Course

Course title:

Health: A Common Good

Credits:

6 ECTS credits

Teaching language:

English

Target students:

Students in health, nursing, sociology, anthropology, political science, philosophy, psychology, economy, and social work.

Teacher in charge of the course:

Laure Liénard, PhD (ESSLIL, *Université Catholique de Lille*)

COURSE PRESENTATION

Prerequisite:

Students undertaking this course should normally have successfully completed at least one semester at university or have equivalent experience. They must have some ability to work as a group and be able to communicate easily in English at a standard university level. In other respects, the course is intended to serve a mix of profiles and learning backgrounds for a more diverse international learning experience.

Content:

This course will provide students with an overview of health inequalities.

In the Western world, health is often understood in its restrictive sense of “absence of disease.” However, other cultures, along with the World Health Organization, emphasize the notion of “wellbeing,” as well as the social and environmental factors involved in health. Social determinants of health include a variety of factors such as, for instance, gender, ethnicity, beliefs, social and financial capital, political structures, etc.

Health inequalities and well-being can be seen as social constructs – a form of consensus that varies according to the social context. The implementation of welfare States in the West was the result of a long process that has led our societies to envision health both as a right and as a common good. In spite of its generosity and its universalist ambition, the French system still harbors severe health inequalities.

In this course, we will try to map out health inequalities in the world and in our countries, and to understand how health needs are understood and addressed in our societies. Students will receive input from various disciplines, which will nourish critical thinking regarding the apprehension of health in their home societies, and bring to light alternative visions and pathways.

Class sessions will cover the following topics:

- Introduction: Social Justice + the basics of comparative Health Policy.
- Health systems in Europe.
- A sociological and anthropological approach to public health and health inequalities: health and climate justice; intercultural and gender issues; health and social capital in the workplace.



- Visit to two health care providers (hospital or community center) in Lille with opportunities to interact with French practitioners and decision-makers in the field of public health.
- Final assessment: students' Country Reports, and Group presentation.

Learning Outcomes:

At the end of the course, the students should:

- Understand health in relation to a multidisciplinary “toolbox” (public health, political science, sociology, philosophy, and social work).
- Understand how health needs are apprehended and addressed in European societies thanks to input from various disciplines.
- Employ critical thinking regarding the various dimensions of health in their home societies;
- Be sensitive to intercultural communication and how it may affect their future professional lives in an international world.

WORKLOAD

French contact hours = 60 minutes (in some countries/institutions, 1 contact hour = 45-50 minutes)

Form	Number of hours	Comments
Face-to-face, in-class, on-site learning	39 hours	13 sessions of 3 hours, includes visits to healthcare providers Additional Fieldtrips
Approximate personal work/homework	15 hours	
Student total workload	54 hours	

EDUCATIONAL METHODS

Lectures, discussion, meeting with professionals, case studies, group work.

RESOURCES

All course materials will be supplied in class. They include slides and readings, such as:

- VENKATAPURAM Sridhat (2011) Health Justice (introduction).
- FREEMAN Richard (2000) The Politics of Health in Europe (chapter2).
- PERSAD Goving (2019). Justice and Public Health in Oxford Handbook of Public Health Ethics.
- LEVY Barry, PATZ, Jonathen (2015): Climate Change and Public Health.
- Replication of LAYTE, R. and WHELAN, C.T. (2009) “Explaining Social Class Inequalities in Smoking: the Role of Education, Self-Efficacy and Depression”, European Sociological Review 25(4): 399-410.



ASSESSMENT

Form	Number	Comments
Final Individual Assignment (40%)	2	Approximatively 2 hours of your own country report.
Final exam (50%)	1	Group presentation on transversal issue.
Other (student participation...) (10%)		Attendance, participation, and contribution to group discussion.

This syllabus is based on information available at the time of publication (January 2025). Changes may occur.

For updated information about course content, please contact us: lilleprograms@univ-catholille.fr