

SOCY 4052: Social Inequalities in Health

Continuing Education Online Course

University of Colorado Boulder

Spring 2020

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Course Description and Learning Objectives:

This course introduces upper-level undergraduates to the interdisciplinary field of social inequalities in health with a focus on sociological contributions to the area. We will examine links between health outcomes and various social phenomena such as socioeconomic status, gender, race, and ethnicity. Additionally, we will apply theoretical explanations for the relationships between these factors and various health outcomes and explore possible policy solutions. Finally, this class focuses on multiple levels of sociological analysis, from physician-patient interactions to health care systems and social structures.

By the end of this course, you will be able to 1) explain identity-based differences in quality of life and mortality; 2) discuss health strategies used by people living in extreme poverty; 3) understand the “health paradox” between higher and less developed nations; 4) critically discuss the role of racial stereotypes as they play out in doctor-patient interactions; and 5) recognize the relationship between risky health behaviors and social hierarchy. Additionally, as an upper-level course, we will work on developing career skills like critical thinking, clearly expressing thoughts using the written word, creating effective presentations, and evaluating others.

We will start with the basic premise that social factors - and not just biological ones - influence health outcomes. Please keep in mind that this is an upper-division course, even though there are no sociological prerequisites. While you are not required to be a sociology major to enroll in this course, **all students should enter the class with previous social science coursework experience and a willingness to engage in sociological analysis and critical thinking**. You will be expected to work hard and stretch yourself *beyond rote memorization* to apply complex and critical thinking while engaging deeply with the course material.

Please be aware that some course requirements or assigned readings may change during the semester. Any changes will reflect specific areas of interest expressed by yourself or your classmates. However, I do not expect the overall workload to increase if changes are made. Put another way, I *may* replace readings instead of adding them and this will only happen if enough of you are interested in a specific topic! I feel this sensitivity and customization is something an upper level student ought to be able to expect from an instructor and welcome your recommendations. Just knowing your interests helps me make the class more relevant for you.

As an early heads up, each week is designed to offer a **minimum** of three hours of guided, focused study for deep learning as befits a 3-credit, 4000-level class. Instead of sitting in class for 3 hours/week, you will study during that time. Some weeks may be a little more than 3 hours of study, while I have tried to make a few weeks a little less. This consideration does not account for hours of study you may need to prepare for quizzes, assignments, and exams because you would ordinarily do that work outside the

classroom. While I provide some slides, they will not adequately prepare you for class assignments; **only reading the assigned material will prepare you for exams, assignments, and quizzes.** Required readings outside the book are available on Canvas in PDF format; please use your book for all “Cockerham Chapters.” Also, please be prepared to access a few informative videos via Kanopy (instructions below), which may require some light sign-up work to websites you’ve not used before. I am trying to give you a gentle heads-up that this course may require more time than some students are prepared to manage.

Staying in Contact – please email 😊 hech2276@colorado.edu

As an online course, this class has special limitations and opportunities for contacting each other. To respect your privacy and keep things efficient for me, I will communicate using Canvas and email. However, **I only guarantee replies to students who use my real email address!** I do not guarantee replies to students who contact me through Canvas. Hopefully you can understand this reflects an overabundance of communication strategies and a fear of not replying in a timely manner to Canvas messages. (To be clear, I mostly use Canvas to communicate notifications to the class – I do not usually send emails through Canvas unless I absolutely must – so I don’t expect you to check multiple inboxes either, with very few exceptions.)

When you email me, **please include “SOCY 4052” in the subject line.** I search for and prioritize student emails, so this is an easy way to make sure I can find you. Also, I am teaching two online classes this semester and the other class is a 1000-level sexualities course, so they are having a very different conversation. I don’t want to freak you out by telling you the wrong thing! I try to reply to messages within 24 hours, but almost always get back within 48 hours. If you haven’t heard from me and it’s been longer than 48 hours, please resend your message (there’s a good chance I simply overlooked it or forgot to reply – I promise I didn’t miss you on purpose and will feel really bad).

Finally, I have two pet peeves related to emailing: lack of professional language and asking questions you already have the answers to. As stated above, **email is my preferred mode of communication**, and I ask that all students use appropriate professional etiquette in emails when writing me. In the spirit of academic and professional socialization, please see: <https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>

If you do not come across as professional in your language, I will let you know. Please understand that, as a sociologist and instructor, I am deeply committed to your professionalization and preparation for occupational success. These lessons may never count toward a final grade, but they are crucial to your professional growth and reflect my own experiences working in the private research sector and for the State of Colorado.

Second, if you ask a question that is clearly covered in the syllabus, I will not answer it. If you do not understand something or seek further clarification for a specific situation, that’s a totally different thing! But if you just want to know whether you’ll get an A- or a B+, or when something is due, or how much an assignment is worth, I will just say “please see syllabus.” Being able to find this kind of information for yourself and ask relevant, useful follow up questions is an important life skill.

Course Materials

Course Website

There is a Canvas website for this course. It is essential that you use Canvas on a regular basis as this is the place where I will post announcements, grades, assignments, and other materials crucial for your success in this class. Additionally, this is where you will complete quizzes/exams and submit all assignments. (No assignments will be accepted via email for any reason.)

Kanopy

Please visit <https://colorado.kanopy.com/> to make a profile so you can view the Unnatural Causes video series.

Required Readings

Cockerham, William C. 2013. *Social Causes of Health and Disease*. Malden, MA: Polity.

Note - I encourage you to purchase the electronic version of the book because it is convenient, stupid cheap/affordable, and immediately accessible. You can find an e-copy here for convenience: <https://www.wiley.com/en-us/Social+Causes+of+Health+and+Disease%2C+2nd+Edition-p-9780745680750>

Additional required readings will be provided to you on Canvas as PDF documents or via link.

I will post a **weekly slide deck by 1pm on the Thursday of each week** where I will *lightly* cover reading materials and offer additional insights. This delay is intended to encourage you to engage a little more independently with the material so you can come up with your own interpretations; I recommend checking your interpretations against what I offer in the slides.

Course Information and Grading Considerations

Required Readings

This course is organized around the *Social Causes of Health and Disease* textbook, which will guide weekly topics with support from original, seminal readings. The readings and information delivered via presentation slides will be used as a basis for the quizzes, assignments, and exams. Students are expected to complete all readings to prepare for chapter quizzes; you are responsible for all of the material covered in the required readings, even if a topic or concept is not covered in weekly slides. Weekly slides will focus on giving you a broad platform to build your own deeper dive into readings; as a 4000-level class, you should feel challenged and you should feel like you are learning because these classes are designed to help prepare you for either a graduate/professional degree or to beef up skills for your career. You should expect to set aside at least three hours each week to study so you are not cramming for exams and assignments. Build it into your schedule like going to the gym, doing meal prep, or doing the laundry. Time management skills are crucial in our increasingly remote-work world!

Class Engagement (12% of final grade) – earned week-of, throughout semester, by 11pm Sunday

I care deeply about this class and the material that is presented. These are some of my favorite readings and I hope that you will engage and participate every week! Because this is an online class, I offer engagement – instead of attendance – points. You can earn ten engagement points per week; your final engagement point grade will reflect the number of weeks and degree to which you meaningfully engaged during the semester. **You need to meaningfully engage 12 weeks for full points; partial credit is possible.**

You can engage by offering an insightful, relevant comment worthy of a working professional on the weekly discussion board on Canvas. Simply posing a question will not suffice; **you need to show me you are thinking critically about the course content using no less than 100 relevant words** (some students offer more fluff than substance – those students will not earn engagement points). If you are not earning engagement points, please feel free to respectfully inquire why and I will provide personalized pointers based on what you have offered in the past.

I will provide a weekly prompt, but **you may discuss any topic relevant to the weekly readings**; this includes comparing one week's readings with another week's readings or bringing in current events. Comments that lack insightfulness, are not sociological in nature, lack relevance to the weekly topic/chapter, and/or lack a professional tone will not receive engagement credit.

Engagement points can only be earned the week of the topic. When you do not engage in a timely manner, the experience is lost for the entire class and cannot be made up. If you engage multiple times in the same week, you will still earn only that week's engagement points, though I do keep it in mind if a student engages well and frequently.

Extra Credit

Students who earn eight or more Engagement points at least once per week for all 14 weeks will earn 3 extra credit points on their final grade. Students who earn 8 points at least once per week for 13 weeks will earn 1 extra credit point on their final grade. This is the only extra credit I offer.

Quizzes (10% of final grade) – due Monday after topic week begins by 10am

You will take 14 quizzes; one quiz covers the syllabus and 13 will cover weekly topics. Only your 10 highest quiz scores will count. I recommend taking every week's quiz, just in case. Hot tip: quiz questions about the three theories with a big "T" can and will show up any week!

Quizzes will be posted no later than 1pm on the Tuesday of its topic week; for example, the Week 1 topic quiz will be posted no later than 1pm Tuesday, Jan 21st. You will have until the following Monday to complete the quiz. You will have **ONE** chance to take the quiz and may see questions from the quizzes on your exams. I will not release correct quiz answers but will offer some feedback on questions missed by more than 40% of the class, especially if I'm going to use the question again on an exam. Quiz timing will only be constrained by the software (which I have no power over); I will not set time limits and you may use any materials available to you while taking the quiz. **If you start a quiz, take care to complete it in the same sitting**; I will not re-open quizzes because I'm only counting grades from 10 out of 14, so you have plenty of chances to get your quizzes in.

Exams (40% of final grade) – due Thursday after weeks on the Exam; available minimum 4 days

Exams will consist of no more than 20 multiple choice and short answer questions per week covered. Exams will only be curved if the class' average exam score is below a grade of 72; questions missed by 50% or more of the class may be removed at my discretion. You will take four exams for this class:

Exam 1 (7% of final grade) – due February 6, 2020 by 7pm

Weeks 1 and 2 only

Exam 2 (10% of final grade) – due Feb 27, 2020 by 7pm

Weeks 3, 4, 5 with some Theory as relevant

Exam 3 (10% of final grade) – due March 2, 2020 by 7pm

Weeks 6, 7, 8, 9 with some Theory as relevant

Exam 4 (15% of final grade) – *due April 23 by 7pm*

Weeks 10, 12, 13, 14 with some Theory and accumulated topics as relevant

Finally, **I will post Exams no later than 5pm** on the Sunday before it is due; this provides about four days to strategically choose the setting for your Exam. Like quizzes, I will place no time constraints on Exam completion; you will only be working against the software (which I have no power over, so make sure everything is going ok!). Similarly, I encourage you to use any materials you may have while taking your Exam. **Please make sure that, once you begin your Exam, you are focused, aware of what's going on in Canvas, and prepared to complete the Exam in one sitting; like quizzes, if you time out or something happens during your Exam, I will not re-open it.**

Please know that my policy of not reopening Exams is related to a student who abused my flexibility in a previous semester and taught me some fun new ways of cheating. My only intention is to avoid that situation, not cause you heartbreak, so please be careful!

Public Service Announcements (also known as PSAs – 30% of final grade)

PSAs are an opportunity for you to show off your creativity and writing skills. Each PSA will have two components: 1) a visual showing relevant statistics and facts and 2) a one-page summary document using scholarly sources and in-text citation. Each PSA will ask you to focus on the relationship between an element of one of the “Theories with a Big T” and a class concept. You will work on two PSAs for this class:

PSA 1 will ask you to relate part of one of the “Theories with a Big T” to an aspect of either accessing health care or health disparities. (15% of final grade) – *due Feb 13, 2020 by 10pm*

PSA 2 will ask you to relate part of one of the “Theories with a Big T” to aspects of identity (15% of final grade) – *due March 12, 2020 by 10pm*

PSAs are graded on three dimensions: 1) your own ability to adequately cover the material; 2) in relation to your classmates’ abilities; and 3) your meaningful application of one of the “Theories with a Big T.” This reflects real life where your boss will expect you to be sufficiently knowledgeable in your topic area and stay on topic - and you will want to be competitive in the workplace to earn a better income and be an easier choice for promotion.

Importantly, **I expect adequate, thorough, and appropriate citing on your PSAs.** These are short documents and there’s no excuse for improperly identifying where you’re getting your ideas or statements from. You don’t want someone stealing your Instagram joke without recognizing you. I expect the same respect for your sources. Please see additional comments around Academic Integrity for more on this, below.

CONVERGE Training Module – (6% of final grade) Due by April 16 11pm

CONVERGE is an initiative housed on the CU-Boulder campus in the Natural Hazards Center and focuses on improving research on hazards and disasters. They currently offer two training modules for you to complete – Social Vulnerability and Disasters or Disaster Mental Health. Because this is an upper-level course, I want to make sure you’re thinking about the kinds of opportunities you have for future professionalization. Completing one of these training modules is very similar to something

a future employer may request or you may choose to pursue an additional certificate or degree to reach for your full potential. Additionally, I recognize that we cannot cover all social inequalities in health and hope these training modules offer additional insights you find interesting.

Simply submitting the completion certificate will earn you partial credit; for full credit, please also submit a 1-page summary relating your training module to any week's topic and consider how the training module may relate to your future career.

You will need to create a sign-in to complete the trainings. Please fill out the survey to the best of your ability. Please find the CONVERGE training modules here:

<https://converge.colorado.edu/resources/training-modules>

Course Assignment Grading

Assignment/ Activity	Percent of Final Grade	Total Points Possible
Quizzes	10	10/quiz = 100
Engagement	12	10/week = 120
PSA 1	15	150
PSA 2	15	150
CONVERGE module	6	60
Exam 1	7	70
Exam 2	10	100
Exam 3	10	100
Exam 4	15	150
Total	100	1000

Assigning Final Grades:

I do not assign Final Grades at the end of the semester or on written work that end in 9 (like a 79 or an 89) because it just causes us all more stress than it's worth. Similarly, I have no problem assigning a 100% on any assignment. This means that, for example, if you see a grade of 78 on a PSA, I genuinely believe your work deserved a C+ (and agonized over it). Please feel free to ask me why! Sometimes it's something as simple as needing more elaboration, which you can practice before the next PSA is due. Sometimes it's more complicated, like you have very capable and competitive classmates. Sometimes I'm tired and hit the wrong key. Asking for clarification around areas of potential improvement is an important life skill and I encourage you to practice with me in this low-risk environment.

Please familiarize yourself with the way I assign final grades. Importantly, if you have (for example) a 78.4% at the end of the semester, I will **not** bump you up because I am already so flexible with what I consider a B-.

Finally, **all grades reflect ability – not effort**. I cannot know your effort, only what I see on the documents you submit. Some of us just have to work harder for that grade and there's no shame in it. Grades are never intended to be hurtful. I assure you it hurts just as much to give a bad grade as it hurts to get one because I am always left wondering how I failed that student.

Grade	Percentage Range
A	94.5% to 100%
A-	88.5% to 94.4%
B+	87.5% to 88.4%
B	82.5% to 86.4%
B-	78.5% to 82.4%
C+	76.5% to 78.4%
C	73.5% to 76.4%
C-	68.5% to 73.4%
D+	67.5% to 68.4%
D	63.5% to 67.4%
D-	58.5% to 63.4%
F	0.0% to 58.4%

A Note on Academic Integrity:

If you do not know how to cite your sources (and especially if you do not know what this means!), please feel free to reach out to me and ask for a little extra help **at the beginning of the semester** so we can get you trained before making a mistake! Sometimes in your work, you will need to know how to cite and sometimes this skill will help you judge the quality of what you're reading at home or at work. All students considering a graduate/professional degree will need this skill going forward (this is why I do not have a preference for style, only consistent use of the same style). I personally feel that, at this level, there is no excuse for improper citation and am committed to helping any student catch up when given the chance to help. You can find examples of ASA style citation below and are welcome to use that method if it is useful for you!

Academic Integrity

Academic integrity is essential to the intellectual vitality of the university and the ideals of education. I expect students to be honest and to conduct themselves with integrity in all aspects of the course. Dishonest conduct—which includes plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, submitting unauthorized work, and aiding academic dishonesty—undermines the educational experience and is unacceptable. **All incidents of academic dishonesty will be reported to the Honor Code.** Students who are found responsible for violating the academic integrity policy will be subject to non-academic sanctions from the Honor Code as well as academic sanctions in this course. Additional information regarding the University Honor Code and academic integrity can be found at: <https://www.colorado.edu/scsr/honor-code>.

Religious Observances

Campus policy and our campus commitment to equity require that instructors make every effort to reasonably and fairly manage students who, because of religious or cultural obligations, have conflicts with exams, assignments, or classroom engagement. If you are unable to meet an expectation due to a religious holiday or other observance, **please let me know within the first three weeks of the semester** so that proper accommodations can be made.

Preliminary Schedule and Readings

Except for Week 1, which focuses on making sure we have a shared vocabulary, weekly readings are designed to expose you to seminal work. Seminal studies are pieces of research that have a revolutionary effect on their discipline. This is backed up by readings in your book, which should help you keep perspective and build a platform for thinking about non-book readings.

To be blunt, some of this research is old because the social scientist found something new, asked a new question, or made a point that had never been made before. These researchers changed the way we talk about health and broke ground for new areas of exploration regarding the human experience.

Rather than think “well of course, no duh!” while reading older research – try to use your sociological imagination to think about how the research changed the way we think about health and society, how the research relates to our current understanding of health and society, and/or how the research missed the mark about the relationship between health and society.

Week 1 – January 20 – Introduction to Sociological Theory and Sociological Health Perspectives

Syllabus and “Theory with a Big T” Readings

Cockerham Chapter 1 - The Social Causation of Health and Disease

Unnatural Causes, Episode 1: In Sickness and in Wealth (~1 hour)

<https://colorado.kanopy.com/video/sickness-and-wealth>

Spoiler alert: you will need to make a Kanopy sign-in; Kanopy is available to all CU

Boulder students free of charge. Please let me know ASAP if you’re struggling! You will use Kanopy several times this semester.

To Do: Syllabus Quiz (quiz 1) by 10am Friday 1/24/20; Theory reading will haunt you all semester!

Week 2 – January 27 – Social Health Theories

Cockerham Chapter 2 – Theorizing about Health and Disease

“Why are you not dead yet?” Access here:

http://www.slate.com/articles/health_and_science/science_of_longevity/2013/09/life_expectancy_history_public_health_and_medical_advances_that_lead_to.html

Link, Bruce G. and Jo Phelan. 1995. “Social Conditions as Fundamental Causes of Disease.”

Journal of Health and Social Behavior. 80-94

Lutfey, Karen and Jeremy Freese. 2005. “Toward some fundamentals of fundamental causality:

Socioeconomic status and health in the routine clinic visit for diabetes.” *American Journal of Sociology* 110(5):1326-1372.

To Do: Week 1 Class Concepts Quiz (quiz 2) by Jan 27 at 10am

Week 3 – February 3 – Socioeconomic Status and Health

Cockerham Chapter 4 – The Power of Class

Carter-Pokras, Olivia, and Claudia Baquet. "What is a 'health disparity'?" *Public health reports* 117.5 (2002): 426. Access at

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1497467/pdf/12500958.pdf>

Turney, Kristin, Rebecca Kissane, and Kathryn Edin. "After Moving to Opportunity: How Moving to a Low-poverty Neighborhood Improves Mental Health among African American Women." *Society and Mental Health* 3.1 (2013): 1-21.

Berkman, Lisa F. 2004. "The Health Divide." *Contexts* 3(4):38-43.

Evans, Gary W., Jeanne Brooks-Gunn, and Pamela Kato Klebanov. 2011. "Stressing Out the Poor: Chronic Physiological Stress and the Income-Achievement Gap." *Pathways* 16-21.

To Do: Week 2 Class Concepts Quiz (quiz 3) by Feb 3 at 10am
Exam 1 over Weeks 1 and 2 only due Feb 6 by 7pm

Week 4 – February 10 – Access to Health Care in the U.S. and Abroad

Cockerham Chapter 5 – Class and Health: Explaining the Relationship

Blumberg, Linda L. 2012. "The Affordable Care Act: What Does It Do for Low-Income Families?" *Fast Focus* 15:2-7.

Farmer, Paul. 1999. "The consumption of the poor: Tuberculosis in the late twentieth century." Pp. 185-210 in *Infections and Inequalities: The Modern Plagues*. Berkeley: University of California Press.

To Do: Week 3 Class Concepts Quiz (quiz 4) by Feb 10 at 10am;
First PSA "Theory with a Big T" + accessing health care or health disparities; due Feb 13 by 11pm

Week 5 – February 17 – Health Lifestyles and Social Interpretations

Cockerham Chapter 3 – Health Lifestyles

Saguy, Abigail C. and Kjerstin Gruys. 2010. "Morality and health: News media constructions of overweight and eating disorders." *Social Problems* 57(2):231-250.

Horwitz, Allan V. 2007. "Transforming normality into pathology: The "DSM" and the outcomes of stressful social arrangements." *Journal of Health and Social Behavior* 48(3):211-222.

Turner, R. Jay and William R. Avison. 2003. "Status Variations in Stress Exposure: Implications for the Interpretation of Research on Race, Socioeconomic Status, and Gender." *Journal of Health and Social Behavior* 44(4):488-505.

To Do: Week 4 Class Concepts Quiz (quiz 5) Feb 17 at 10am

Week 6 – February 24 – Gender, Sexuality, and Health

Cockerham Chapter 6 – Age, Gender, and Race/Ethnicity as Structural Variables

Meyer, Ilan H. 2001. "Why lesbian, gay, bisexual, and transgender public health?" *American Journal of Public Health* 91(6):856-859.

Armstrong, Elizabeth A., Laura Hamilton, and Paula England. 2010. "Is hooking up bad for young women?" *Contexts* 9(3):22-27.

Ricketts, Sue, Greta Klingler, and Renee Schwalberg. 2014. "Game Change in Colorado: Widespread Use of Long-Acting Reversible Contraceptives and Rapid Decline in Births Among Young, Low-Income Women." *Perspectives on Sexual and Reproductive Health* 46(3).

To Do: Week 5 Class Concepts Quiz (quiz 6) by Feb 24 at 10am

Exam 2 over Weeks 3, 4, 5 + relevant Theory due Feb 27 by 7pm.

Week 7 – March 2 – Race/Ethnicity and Health

Unnatural Causes, Episode 2: When the Bough Breaks (~30 mins)

Anderson, Moji, et al. 2009. "Coping with HIV: Caribbean people in the United Kingdom." *Qualitative Health Research* 19(8):1060-1075.

Brown, Tony N. 2003. "Critical Race Theory Speaks to the Sociology of Mental Health: Mental Health Problems Produced by Racial Stratification." *Journal of Health and Social Behavior* 44(3):292-301.

Fields, Jessica. 2005. "'Children Having Children': Race, Innocence, and Sexuality Education." *Social Problems* 52(4):549-571.

To Do: Week 6 Class Concepts Quiz (quiz 7) by March 2 at 10am

Week 8 – March 9 – Migration and Health

Unnatural Causes, Episode 3: Becoming American (~30 mins)

Markides, Kyriakos S. and Karl Eschbach. 2005. "Aging, Migration, and Mortality: Current Status of Research on the Hispanic Paradox." *Journals of Gerontology: Series B* 60B:68-75.

Bao, Xiaolan. 2007. "Sweatshops in Sunset Park: A Variation of Late Twentieth Century Chinese Garment Shops in New York City." Pp. 379-396 in Gallagher, Charles (ed.), *Rethinking the Color Line: Readings in Race and Ethnicity*. New York: McGraw Hill.

Burnett, Angela and Michael Peel. 2001. "Health needs of asylum seekers and refugees." *British Medical Journal* 322.

To Do: Week 7 Class Concepts Quiz (quiz 8) by March 9 at 10am

Second PSA: "Big T Theory" + sex, gender/race/ethnicity/nationality; due March 12 by 10pm

Week 9 – March 16 – Patient/Provider Interactions

Cockerham Chapter 8 – Health and Social Capital

Dovidio, John F., and Susan T. Fiske. 2012. "Under the radar: how unexamined biases in decision-making processes in clinical interactions can contribute to health care disparities." *American Journal of Public Health* 102.5: 945-952.

Kleinman, Arthur and Peter Benson. 2010. "Anthropology in the Clinic: The Problem of Cultural Competency and How to Fix It." Pp. 290-295 in Brown and Barrett, eds., *Understanding and Applying Medical Anthropology*, 2nd Edition.

Davenport, Nancy H M. 2011. "Medical Residents' Use of Narrative Templates in Storytelling and Diagnosis." *Social Science & Medicine* 73.

To Do: Week 8 Class Concepts Quiz (quiz 9) by March 16 at 10am

Week 10 – March 23 – Spring Break!!!

To Do: Relax! Then spend your time wisely by preparing for the end of semester!

Week 11 – March 30 – Health Across the Life Course

Kuh, D., Ben-Shlomo, Y., Lynch, J., Hallqvist, J., & Power, C. 2003. Life course epidemiology. *Journal of Epidemiology and Community Health*, 57(10):778–783.

Elder, Glen H., Monica Kirkpatrick Johnson and Robert Crosnoe. 2003. "The Emergence and Development of Life Course Theory." *Handbook of the Life Course*. In: Mortimer J.T., Shanahan M.J., eds., *Handbook of the Life Course. Handbooks of Sociology and Social Research*. Springer, Boston, MA.

Burton, Linda M. 1990. "Teenage childbearing as an alternative life-course strategy in multigeneration Black families." *Human Nature* 1:123-143.

To Do: Week 9 Class Concepts Quiz (quiz 10) by March 30 at 10am
Exam 3 over Weeks 6, 7, 8, 9 with relevant Theory due April 2 by 7pm.

Week 12 – April 6 – Sociogenetic and Environmental Health Interactions

Cockerham Chapter 7 – Living Conditions and Neighborhood Disadvantage

Unnatural Causes, Episode 5: Place Matters (~30 mins)

Goodman, Alan. 2010. "Why Genes Don't Count (for Racial Differences in Health)." Pp. 39-43 in Brown and Barrett, eds., *Understanding and Applying Medical Anthropology*, 2nd Edition

Goosby, Bridget J. and Chelsea Heidbrink. 2013. The Transgenerational Consequences of Discrimination on African-American Health Outcomes. *Sociology Compass* 7(8):630-643.

To Do: Week 11 Class Concepts Quiz (quiz 11) by April 6 at 10am

Week 13 – April 13 – Health in Diverse Social Contexts

Mojola, Sanyu. 2010. "Fishing in Dangerous Waters: Ecology, Gender, and Economy in HIV Risk." *Social Science & Medicine* 72:149-156.

Tawfik, Linda and Susan Cotts Watkins. 2007. "Sex in Geneva, sex in Lilongwe and sex in Balaka." *Social Science and Medicine*. 64: 1090-1101.

To Do: Week 12 Class Concepts Quiz (quiz 12) by April 13 at 10am
One CONVERGE Training Module+one-pager; due April 16 by 7pm.

Week 14 – April 20 – Health Policy

Cockerham Concluding Remarks

Marmot, Michael et al. 2008. "Closing the Gap in a Generation: Health Equity Through Action on the Social Determinants of Health." *Lancet* 372:1661-1669.

"If this was a pill you'd do anything to get it." Access at:

<http://www.washingtonpost.com/blogs/wonkblog/wp/2013/04/28/if-this-was-a-pill-you-d-do-anything-to-get-it/>

Williams et al. 2010. "Beyond the Affordable Health Care Act: Achieving Real Improvements in Americans' Health." *Health Affairs* 29(8):1481-1488.

Singer, Merrill. 2010. "Why Is It Easier to Get Drugs Than Drug Treatment in the United States?" Pp. 93-100 in Brown and Barrett, eds., *Understanding and Applying Medical Anthropology, 2nd Edition*.

To Do: Week 13 Class Concepts Quiz (quiz 13) by April 20 at 10am
Exam 4 over Weeks 11, 12, 13, 14 with relevant Theory due April 23 by 7pm.

Week 15 – April 27 – Finals Week

To Do: Week 14 Class Concepts Quiz (quiz 14) by April 27 at 10am
