

**Social Inequalities in Health**  
**Sociology 4052**  
**University of Colorado at Boulder, Spring 2015**

Tuesdays and Thursdays 3:30 p.m.-4:45 p.m. in Hellems 201, no recitation

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**Course Contacts:**

Name \_\_\_\_\_ Email/phone \_\_\_\_\_

Name \_\_\_\_\_ Email/phone \_\_\_\_\_

This seminar introduces upper-level undergraduates to the interdisciplinary field of social inequalities in health, with a particular focus on sociological contributions to the area. We will examine links between health outcomes and various social phenomena and social statuses such as socioeconomic status, gender, race, and ethnicity. We will discuss theoretical explanations for the relationships between these factors and various health outcomes, as well as possible policy solutions. This class focuses on multiple levels of sociological analysis, from physician-patient interactions to health care systems and social structures. We will discuss health inequalities in both the U.S. and various international contexts.

Among the questions we will consider in this course are these: Why do “women get sicker, but men die quicker?” What strategies do families living in extreme poverty in developing countries engage in to ensure the health of their children? Why do people with low socioeconomic status have worse health than their high-status counterparts, even in countries that typically meet all citizens’ health needs? How do genes interact with the social environment to influence individuals’ health? How do unconscious racial stereotypes play out in doctor-patient interactions? How do social networks influence people’s risky health behaviors such as smoking, overeating, and lack of exercise?

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

Besides giving you a thorough grounding in the study of social disparities in health, this course focuses on building skills that will be useful to students in their future careers. These skills include critical thinking, clearly expressing ideas in writing, public speaking, creating effective presentations, evaluating other people’s work, and working cooperatively in small groups.

Because this is an upper-level course designed to develop your research skills, I am open to your proposals for replacing some portions of the course requirements with independent research of your own. If you

would like to pursue such an option, please contact Stef early in the course. We will discuss the details together and ask you to write a contract for the assignment you will complete.

Please be aware that some course requirements or assigned readings may change during the semester. However, I do not expect the overall workload to increase if changes are made.

## **Course Structure**

The course meets twice a week. Generally, each class will be a mixture of lecture and both large- and small-group discussion, encouraged by clicker questions that focus on critical thinking and the application of real-life experiences to sociological ideas. You are encouraged to be on the lookout for real-life examples of the concepts we discuss (in the media, in your everyday interactions, etc.) and to bring these examples to class for us to talk about. We will also have a number of guest speakers who will introduce us to specific research areas in health inequality.

## **Course Goals**

1. To learn about population-level social disparities in health outcomes.
2. To critically assess theoretical explanations for these disparities and possible policy solutions at multiple levels of analysis.
3. To gain in-depth knowledge and research experience in specific topic areas within the broader subject of social disparities in health.
4. To identify ways in which social class, race, ethnicity, age, gender, sexuality, and other social forces shape people's health.
5. To think critically about your own health and the ways in which your social context and personal biography have patterned your health behaviors and outcomes.
6. To conduct original sociological research that examine health inequalities, and to write and talk about this research in effective ways.

## **Course Materials**

There is one required textbook. I also require that you register an iClicker number online for use in each class. You may borrow an iClicker from someone else, but you will not be able to share an iClicker with another student in this class. If you do not already own an iClicker and cannot borrow one from a friend who does not have a class at the same time, they are available for purchase at the CU Bookstore.

*Text:* Cockerham, Social Causes of Health and Disease. 2013 (2<sup>nd</sup> edition), paperback. Publisher: Polity/Wiley. ISBN: 9780745661209.

*Clicker:* iClicker (<http://www.iclicker.com>). ISBN: 9781464120152.

Other required readings besides the textbook will be available as web links or as PDF files on our course website on D2L ([learn.colorado.edu](http://learn.colorado.edu)). You will need your Identikey/password to log onto D2L.

**You are responsible for completing all readings before the class for which they are assigned, with the exception of the first day of class.** Keeping up with the readings as they are assigned is a very serious course requirement because of the largely discussion-based nature of this class. I cannot emphasize enough how important it is in this class (and for your grade) for you to keep up with the readings.

## **Course Requirements**

You will be evaluated on the basis of attendance and completing readings, participation in whole-class and small-group discussions, and individual written work. The workload for this course is designed to be spread out fairly consistently across the semester, rather than focused on a couple of high-pressure weeks. You must do the assigned readings and keep up with your assigned work from day to day.

1) Class participation (5%): You are expected to come to class having completed all assigned readings and work and prepared to discuss this material. Your responses to clicker questions in class will be graded as response/no response and will reflect your attendance. Your participation in whole-class and small-group discussions will also influence your participation grade. You are not required to agree with ideas discussed in this class, but you must understand and think critically about them and be respectful of others in the class. Talk to me soon if you are very shy about speaking up and want to make alternative arrangements for your participation grade.

Attendance policy: You will not be penalized for missing up to 5 classes. These 5 “free skips” need to cover both your excused and unexcused absences except in unusual cases of extended and documented illnesses, lengthy jury duty, or similar situations (contact Heather at the time of the issue in these cases). Any absences or forgotten clickers beyond the “free” 5 will lower your overall attendance grade.

2) Weekly short essays on D2L (40% total, 10 at 4% each): Each week, you will use the quiz function on D2L to write a short (1/2 page, 15- to 20-minute) essay in response to a set prompt. Intended to replace midterm and final exams, these short essays will assess your critical thinking about the course materials and your completion of course readings. You will be expected to engage insightfully with the assigned readings, as well as other materials and ideas from the course, in your answer. They will be open-book and open-note, but you are not permitted to work with or discuss the essays with other students. Each week’s short essay can be completed anytime between 5:00 p.m. on Thursday and 2:00 p.m. on Tuesday, covering the reading assignments for the coming week. This ensures that students have read and thought about the course materials in advance of class. Once you have opened the D2L quiz function you will have 20 minutes to complete the essay, so make sure to find a dedicated time to take it. Short essays will be due weekly starting the Tuesday of Week 2 and ending the Tuesday of Week 15. This means that there will be 13 short essays given. Your lowest 3 grades will be dropped, resulting in 10 short essays counting toward your final grade. This means that you can take up to 3 “free skips” to cover all eventualities including travel and illness. Any missed essays beyond 3 will count as a 0 grade even if you have a valid excuse for the additional missed essay, so make sure not to use up all of your skips in case you need one later. To maximize your grade, I recommend writing all of the short essays if you can.

3) Fact sheet (5%): Each student will create a brief “fact sheet” describing health inequalities in a specific health condition or specific population of people. You may choose your own topic, or you may select your topic from a list of suggestions that we will provide. You will research the topic using at least three scholarly articles, research briefs, or reputable websites, and then you will write a fact sheet that summarizes key information for your classmates in your own words. The guide should not exceed one single-spaced page of text, not including any pictures or graphs and your list of references. Heather or I can meet with you to help you if you have questions. The fact sheets will be posted online for other students to read. The fact sheets will be due on Jan. 29. International Affairs majors must prepare a study guide on a topic that is related to their region of specialization. Examples of effective fact sheets can be found on the websites of many advocacy organizations, including:

<http://www.prb.org/Articles/2010/usyoungadultinjury.aspx> and  
<http://www.childtrends.org/5-things-to-know-about-children-and-sleep/>.

4) Research projects (45% total): For this part of your course grade, you will complete three projects that involve a combination of original research, writing/presentation, and small group work. All but one of the projects will have a short paper as an important component that you will write individually. Because you will be conducting sociological research, you will need to pass a short online tutorial on conducting research with human subjects that is required by the university. Students who have completed this tutorial in the past two years do not need to retake it and can simply submit a printout of their certificate of completion.

Project 1 (media analysis, 15% of grade): For this assignment, you will work partly individually and partly with a small group to conduct a sociological media analysis of a particular health behavior such as smoking, exercise, alcohol or drug use, meditation, alternative medicines, diet, sleep, etc. You may locate information from a variety of media, and you will analyze the social construction of the behavior from a sociological lens. We will discuss this more in class. One partial class period will be devoted to small-group meetings to plan your media analysis, and another will be devoted to sharing your analysis with your group members. You can conduct your media analysis individually or as a group. Each person will individually write a three-page paper presenting her or his analysis. Your media sources, paper, and a very brief evaluation of group members will be due on Feb. 19.

Project 2 (provider/patient interviews, 15% of grade): This will be another individual/small-group assignment collecting and analyzing original sociological data. You will work with your group to plan interviews with health care providers and/or patients about medical interactions, and each person will conduct an interview individually. A partial class period will be used for small-group meetings to write your interview guide and plan your project. You will be required to take notes and summarize your interview for your group. Each person will individually write a three-page paper analyzing the group's interviews. Your interview notes and summary, paper, and a very brief evaluation of group members will be due on Mar. 19.

Project 3 (advice for raising a healthy child, 15% of grade): For this option, you have more choices and have the chance to be more creative. You can choose your group members and group size, or you can work individually. Your group will select a hypothetical child in any country you like and with specific sociodemographic characteristics (gender, social class, ethnicity, etc.). Using any format you like except a paper (poster, pamphlet, PowerPoint, etc.), your group will provide advice to the child's parents, community, and/or country about how best to raise the child to become a healthy adult. You should address multiple causes of social inequalities in health that might impact the child, at multiple levels of analysis (individual, family, social networks, community, country, etc.). Your group will present its work in a science fair-style event on Apr. 9, when your brief evaluation of other group members will also be due.

5) Policy forum (5%): Each student will participate in one policy forum, which is a debate presenting and evaluating several interest groups' sides on a "hot topic" in the area of health inequality. Different students will have different roles in the policy forums, which will be assigned later. The policy forums will take place on April 23, 28, and 30.

### **Course Policies**

1. Getting to class late, sleeping, talking out of turn, reading, using your cell phone or other device, or otherwise being distracted and distracting, are not acceptable classroom activities.
2. Because they distract other students, laptop computers, tablets, and other note-taking devices are only permitted in the back row of the classroom unless you notify me that you have a documented disability

requiring their use in another part of the room. My lecture slides will be available on D2L before each class in case you want to print them out and take notes on them.

3. Please let me know immediately if you have a health problem or disability that necessitates leaving the room during class time, or if you have a conflict that regularly prevents you from getting to class on time.
4. If you miss a class, please get notes from a classmate rather than asking Heather or me for notes. My slides posted on D2L are intended as lecture aids but will not provide complete information if you have missed lecture. **You are responsible for all information communicated in class, whether or not you are in attendance.** In addition, information on scheduling changes, assigned work, and grades will be emailed and/or posted on D2L. Make sure to check your CU email regularly.
5. All assignments must be completed on time and handed in on D2L by the start of class on the stated due date. Sometimes hard copies of specific items, such as group member evaluations or interview notes, will be accepted at the start of class on the day the assignment is due. **Emailed documents will not be accepted except in extraordinary circumstances.** Written work must be spell-checked, grammar-checked, and proofread: The quality of your writing will affect your grade.
6. For the short essays, fact sheet, media analysis, and provider-patient interview project, we will accept late assignments no questions asked, docking them by one letter grade (10%) for each portion of a 24-hour period they are turned in late. For example, if an assignment is 4 hours late, it will be docked one letter grade. After 9 days, you cannot receive partial credit for turning in an assignment. Because of their format and timing, we cannot accept late policy forum or healthy child assignments. Please plan your schedule accordingly and allow extra time for unforeseen events.
7. We will not give incompletes in this course except under extremely unusual, well-documented circumstances.
8. Make-up essays will not be given.
9. We want you to do well in this class. If you become concerned about your progress, please see us immediately. Do not wait until the end of the semester when you have no more work to complete that can raise your grade. When we return written work to you with a grade, take some time to read our comments. If you have concerns, make an appointment with Heather or me during office hours and bring your specific questions or comments.

Office hours/Getting Help: My office hours are Tuesdays 11-2 and Thursdays 2-3 in IBS 1B33, and Heather has her office hours in the Armory Trailer on Mondays from 10-11 and 4-5. Students who email us beforehand to set up an appointment will be given priority during office hours, but we are often available if you drop in. We are happy to talk with you about academic issues that are unrelated to course material, such as deciding whether to major in sociology, writing an honors thesis, graduate school, etc. We are happy to answer questions over email and will check class emails once a day on weekdays.

Email/Web Page: Important information will be communicated over email, so make sure that you regularly check the email address listed for you in CU's administrative system. The course web page is on D2L, accessed at <http://learn.colorado.edu>. The syllabus, schedule, handouts, assignments, grades, and other information will be posted on the website, and you will turn in assignments and complete short essays there. The most recent course information will be available here, as information that is on this syllabus may be changed over the course of the semester. Email updates will be sent out when important material is posted on the website. You must regularly log into D2L so that this important information can reach you.

Clicker Registration: Your iClicker has a number that needs to be registered online and linked to your student ID for grading purposes. You are required to register your iClicker online; see

<http://www.colorado.edu/oit/tutorial/clickers-iclicker-remote-registration> for instructions. You are welcome to share a clicker with one or more other students, as long as they are not in this class. Your clicker use will be followed beginning on Jan. 20, and your clicker should be registered by Jan. 29 (your clicker responses will still be recorded starting on Jan. 20 and will be associated with your name even if you register your clicker later). Because clickers are one basis for evaluation of students' participation and attendance, using another student's clicker in class or giving your clicker to another student to use will be treated as an honor code violation.

Students with Disabilities: If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by email at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu). If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with your professor.

Religious Observances: Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, you should notify me at least two weeks ahead of time to request special accommodation if you have a conflict. See full details at [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html).

Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at: <http://www.colorado.edu/policies/classbehavior.html> and at: [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student\\_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code).

Discrimination and Harassment: The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://hr.colorado.edu/dh>.

Honor Code: All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating,

plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at: <http://www.colorado.edu/policies/honor.html> and <http://honorcode.colorado.edu>. Some of the work in this class will be done together with other students, while other work will be required to be completed independently and will represent an Honor Code violation if done collaboratively. We will make it clear what kinds of collaboration are acceptable versus not, but ask us if you have any questions. **Be aware that giving your clicker to another student to use for you in this class, or using another student's clicker for them in this class, are violations of the Honor Code.**

### Preliminary Schedule and Readings

**Note:** Reading assignments and scheduled items are subject to change. See the schedule on D2L for updates. Readings are available in the required textbook or through D2L. **You are responsible for completing all readings.** Please complete the reading assignment before the listed class; readings for each week should be completed in order to write the short essay due on Tuesday afternoon of that week. You may watch the class movies through streaming online reserves; search for our course and log in using your Identikey/password and class password health.

#### WEEK 1

Jan. 13

*Introduction, United States and international health contexts*

Cockerham chapter 1: The social causation of health and disease

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

"Why Are You Not Dead Yet?" Access at:

[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](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)

Recommended reading: Kindig, David A. "Understanding population health terminology." *Milbank Quarterly* 85.1 (2007): 139-161.

Jan. 15

*Sociological perspectives on health, physical health and measurement*

IN-CLASS MOVIE: Unnatural Causes, episode 1: In Sickness and in Wealth (56 mins.)

Cockerham chapter 2: Theorizing about health and disease

Link, Bruce G. 2008. "Epidemiological Sociology and the Social Shaping of Population Health." *Journal of Health and Social Behavior* 49:367-384.

#### WEEK 2

**Short essay #1 due on D2L by 2:00 p.m. Tuesday**

Jan. 20

**Start bringing your clicker to each class.**

**Fact sheet assignment posted.**

*Health lifestyles*

Cockerham chapter 3: Health lifestyles

Murray, Christopher JL, Sandeep Kulkarni, and Majid Ezzati. "Eight Americas: new perspectives on U.S. health disparities." *American journal of preventive medicine* 29.5 (2005): 4-10.

Jan. 22      *Health behaviors, media analysis*

Armstrong, Elizabeth A., et al. 2006. "Sexual assault on campus: A multilevel, integrative approach to party rape." *Social Problems* 53(4):483-499.

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

### WEEK 3

**Short essay #2 due on D2L by 2:00 p.m. Tuesday**

Jan. 27      *Mental health*

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

Jan. 29      **FACT SHEET DUE AT START OF CLASS.**

**Deadline to register iClicker online.**

*Mental health and stress*

GUEST SPEAKER: Tracy Deyell on the Colorado mental health system

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.

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.

### WEEK 4

**Short essay #3 due on D2L by 2:00 p.m. Tuesday**

Feb. 3      **Human subjects tutorial completion certificate due at start of class.**

**Media analysis project posted and groups chosen.**

*Access to health care in U.S. and international contexts*

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.



Feb. 5

*Socioeconomic status and health*

IN-CLASS MOVIE: Unnatural Causes 7: Not Just a Paycheck (29 mins)

Cockerham chapter 4: The power of class

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.

## WEEK 5

**Short essay #4 due on D2L by 2:00 p.m. Tuesday**

Feb. 10

**Groups meet during class to plan media analysis project.**

*Socioeconomic status and health*

Cockerham chapter 5: Class and health: Explaining the relationship

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.

Feb. 12

*Race/ethnicity and health*

IN-CLASS MOVIE: Unnatural Causes 2: When the Bough Breaks (29 mins)

Beaubouef-Lafontant, Tamara. 2007. "You have to show strength: An exploration of gender, race, and depression." *Gender & Society* 21:28-51.

## WEEK 6

**Short essay #5 due on D2L by 2:00 p.m. Tuesday**

Feb. 17

*Race/ethnicity and health*

IN-CLASS MOVIE: Unnatural Causes 4: Bad Sugar (29 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.

Feb. 19

**PROJECT 1 (MEDIA ANALYSIS) DUE AT START OF CLASS.**

**Groups meet during class to share media analysis findings.**

**Project 2 (provider/patient interviews) handed out and groups chosen.**

*Interactions with the health care system*

Dovidio, John F., and Susan T. Fiske. "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 (2012): 945-952.

WEEK 7

**Short essay #6 due on D2L by 2:00 p.m. Tuesday**

Feb. 24      *Provider-patient interactions*

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*, 2<sup>nd</sup> Edition.

West, Candace. 2010. "Turn-Taking in Doctor-Patient Dialogues." Pp. 375-384 in Brown and Barrett, eds., *Understanding and Applying Medical Anthropology*, 2<sup>nd</sup> Edition.

Feb. 26      *Gender and health*

Cockerham chapter 6: Age, gender, and race/ethnicity as structural variables

Bird, Chloe and Patricia P. Rieker. 1999. "Gender matters: An integrated model for understanding men's and women's health." *Social Science & Medicine* 48:745-755.

WEEK 8

**Short essay #7 due on D2L by 2:00 p.m. Tuesday**

Mar. 3      *Gender, sexuality, and health*

**Groups meet during class to plan provider/patient interaction project.**

GUEST SPEAKER: Laurie James-Hawkins on college contraceptive use

Meyer, Ilan H. "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. "Is hooking up bad for young women?" *Contexts* 9(3):22-27.

Mar. 5      *Health and inequalities in Boulder County and Colorado*

GUEST SPEAKER: Lisa Radelet, Boulder Valley Women's Health Center

The status of children in Boulder County 2014. Access at:  
<http://www.ywcaboulder.org/wp-content/uploads/Status%20of%20Children%202014.pdf>

The state of adolescent sexual health in Colorado 2014. Access at:  
<http://www.coloradoyouthmatter.org/publications/reports/item/2014-state-of-adolescent-sexual-health-report>

WEEK 9

**Short essay #8 due on D2L by 2:00 p.m. Tuesday**

Mar. 10      *Migration and health*

IN-CLASS MOVIE: Unnatural Causes 3: Becoming American (29 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.

Mar. 12      **Groups meet during class to share interview findings.**

*Health across the life course*

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

#### WEEK 10

**Short essay #9 due on D2L by 2:00 p.m. Tuesday**

Mar. 17      *Policies and health inequalities*

GUEST SPEAKER: Heather Champeau on health literacy interventions

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

Mar. 19      **INTERACTION PROJECT DUE AT START OF CLASS.**

*Political Economy and Health*

IN-CLASS MOVIE: Health for Sale (52 mins)

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*, 2<sup>nd</sup> Edition.

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>

#### WEEK 11

NO CLASS: SPRING BREAK

#### WEEK 12

**Short essay #10 due on D2L by 2:00 p.m. Tuesday**

Mar. 31      **Advice for raising a healthy child project posted and groups chosen.**

*Social networks and health*

Cockerham chapter 8: Health and social capital

Uchino, Bert N. 2006. "Social Support and Health: A Review of Physiological Processes Potentially Underlying Links to Disease Outcomes." *Journal of Behavioral Medicine* 29(4):377-387.

Apr. 2

**Groups work on healthy child project in class.**

*Environments and health*

IN-CLASS MOVIE: Unnatural Causes 5: Place Matters (29 mins)

Cockerham chapter 7: Living conditions and neighborhood disadvantage

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

WEEK 13

**Short essay #11 due on D2L by 2:00 p.m. Tuesday**

Apr. 7

*Health in a comparative context*

IN-CLASS MOVIE: Unnatural Causes 6: Collateral Damage (29 mins)

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

Kent, M. M., and S. Yin. "Controlling infectious diseases." *Population Bulletin* 61.2 (2006): 1-20. Access at: <http://www.prb.org/pdf06/61.2InfectiousDiseases.pdf>

Apr. 9

**ADVICE PROJECT DUE AT START OF CLASS, PRESENTATIONS IN CLASS.**

*Extreme deprivation and health*

Scheper-Hughes, Nancy. 2010. "Culture, Scarcity, and Maternal Thinking: Maternal Detachment and Infant Survival in a Brazilian Shantytown." Pp. 385-397 in Brown and Barrett, eds., *Understanding and Applying Medical Anthropology*, 2<sup>nd</sup> Edition.

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

WEEK 14

**Short essay #12 due on D2L by 2:00 p.m. Tuesday**

Apr. 14

*Marginalized populations: Teenage parents*

Mollborn, Stefanie. 2011. "Children' having children." *Contexts*.

Apr. 16

*Biosocial interactions*

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*, 2<sup>nd</sup> Edition.

Cockerham concluding remarks

WEEK 15

**Short essay #13 due on D2L by 2:00 p.m. Tuesday**

Apr. 21      *Course conclusion*

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.

Apr. 23      **POLICY FORUMS #1 AND 2 PRESENTED DURING CLASS.**  
NO ASSIGNED READINGS  
FCQs

WEEK 16

Apr. 28      **POLICY FORUMS #3 AND 4 PRESENTED DURING CLASS.**  
NO ASSIGNED READINGS

Apr. 30      **POLICY FORUMS #5 AND 6 PRESENTED DURING CLASS.**  
NO ASSIGNED READINGS