

**CE SOC 533: Public Health in Rural and Urban Communities**  
**Fall Term, 2015: Mondays and Wednesdays, 2:30pm-3:45pm**  
**[Agricultural Hall](#) • [Room 10](#)**

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**Phone:** TBA (I just moved into a new office)

**Hours:** Mondays and Wednesdays, 10-11:30am – or [by appointment](#)  
See <http://www.urbanjustice.net/courses/phruc2015fall/office-hours>

## **I. Introduction**

Medicine is a social science, and politics is nothing greater than medicine writ large.  
(*Die Medizin ist eine soziale Wissenschaft, und die Politik ist weiter nichts als Medizin im Großen.*)  
[Rudolf Virchow](#), 1848

This course provides an overview of public health issues, institutions, and interventions in rural and urban communities, from the perspective of the social sciences. It combines conceptual and practical surveys of the social determinants of health, with a strong emphasis on understanding and explaining inequalities and inequities in the United States.

## **II. Course Objectives**

Students who successfully complete this course will gain capacities in:

- (1) Understanding biological, social, environmental, and other pathways that produce health and illness, and especially how these pathways intersect and create inequalities and inequities;
- (2) Analyzing publicly available data on health outcomes and health behaviors in urban and rural communities, and summarizing them for a lay audience;
- (3) Investigating a particular public health problem in detail, evaluating the interventions that have been undertaken to ameliorate that problem, and assessing those interventions' impacts.

## **III. Required Readings**

All required articles will be made available via the [course website](#). There are no required books for this course. I reserve the right to make changes to this schedule if needed to accommodate the schedules of guest speakers or our progress through the material. Any changes will be announced in class, via the course email list, and on the [course blog](#).

## **IV. Social Media**

This course requires you to keep a Wordpress blog, and **strongly** encourages you to follow and comment on Twitter and Facebook. I will not follow you on Twitter or “friend” you on Facebook during the course (even if you invite me). That said, **you're allowed to use “dummy” Wordpress and Twitter accounts set up just for this course in order to protect your privacy.** If you have questions or concerns about any of this, please contact me by email or in person.

## V. Evaluation

Your grade in this course will be based on the following four components:

**(1) Class preparation and participation, tracked through a series of 10 blog posts and comments on others' blog posts, and (if necessary) through class attendance.**

To help us all engage each other, I ask you to post an entry of approximately 300 words to a personal (individual) weblog that you'll set up via [Wordpress](#). These entries should be made once per week of the term for at least 10 weeks, excluding "Zero Week" and Week 15.

You should set up your blog following the instructions I've provided [here](#) (and via email).

Blog posts are due by 9am on Monday or Wednesday. Your day will be the result of a random draw held on the first day of class (September 2).

You're also required to comment on the blog entries of your classmates, as often as you like, but at least once during the week (before 5:00 pm on Friday). If you don't comment on anyone else's posts, your blog score for that week will be reduced by 5 points. Brief comments (~100 words) will suffice, but you're always welcome to write more, as the spirit moves you.

An important note: the three lowest scores for your blog entries will be dropped, so you'll end up with 10 graded blog posts, at 30 points each. This means that you can take three weeks off, at your discretion, during the semester. Blog entries posted after 9am on Monday or Wednesday will not be graded (consider that one of your three "off" weeks).

Five easy pieces on the blog posts, comments, and in-class participation:

- (a) Please raise *at least* one question about the readings (or the subjects they discuss) in your blog post. I'll use these questions in my prepared remarks each session.
- (b) The posts don't have to be polished critiques of the readings. That said, they shouldn't just be free-associating riffs. Good blog posts will be grounded in at least one reading, meaning that they'll include references to specific ideas or passages you want to discuss. *Really* good blog posts will draw links among readings, and/or connect back to readings and discussions from earlier in the course.
- (c) Feel free to be creative with this assignment. If you're confused about a reading, consider writing a letter to the author, asking him or her to explain a point, or lay out how what they are saying is different from what another author is arguing. Or include links to multimedia resources or web pages that connect to the week's readings.
- (d) Given the number of students in the course, I won't be able to provide feedback (beyond the score) on all of your blog entries. But if you have any questions about my evaluation of your posts at any time, please do [email me](#). Similarly, if you're new to blogging, and have questions about this assignment, don't panic! Come and talk to me after the first class, or [send me an email](#).
- (e) I'd prefer not to keep roll each class or to track preparation and participation for each of you. That said, if over the course of the term I notice that you're serially absent or showing a lack of preparation (at least 2 or 3 times), and you haven't provided advance notice of the reason(s), we'll have to talk, and I'll have to start tracking your in-class performance. You'll then have 15 points deducted from your blog grade for each additional unexcused absence and/or class in which you're unable to participate due to demonstrated lack of preparation. (Let's all agree to avoid this, yes? Unpleasant for all.)

**(2) A short (3-4 page) analysis of public health data of a county of your choice.**

[Detailed instructions](#) are posted on the [course website](#). For now: using the [County Health Rankings](#) (a project hosted here at Wisconsin), you'll choose a county and, in a 3-4 page report, you'll use the data available to briefly describe the state of health behaviors, clinical care, and social, economic, and physical environment in that county. **Due at the end of Week Three, on Friday, October 2 by 4:00 pm, via the Learn@UW dropbox.**

**(3) A term paper submitted in three parts (15-20 pages total):**

[Details](#) are posted on the website. Topics will be developed in consultation with me. Your project will be completed in three phases:

- (a) Prospectus (1-2 pages): A description of a specific health problem in a specific place and why you're interested in writing your term paper about it. **Due at the end of Week Five, on Friday, October 23 by 4:00pm, via the Learn@UW dropbox.**
- (b) Part 1 (8-10 pages): Describe and justify the selection of the health problem chosen through the prospectus process, and analyze its causes and consequences. **Due at the end of Week Nine, on Friday, November 20 by 4:00pm, via the Learn@UW dropbox.**
- (c) Part 2 (6-8 pages): you will review policies and interventions that have been proposed to mitigate the problem, evaluate their merits and drawbacks, and provide your own recommendations. **Due by 4:00pm on Friday, December 18 (during Exam Week), via the Learn@UW dropbox.**

**(4) A poster that describes your research project to share with the class in Week Fourteen.**

Attendance at these last two class sessions is mandatory. [Instructions](#) for poster are posted.

**Assignment Schedule**

Assignment	Due	Points
<a href="#">County rankings analysis</a>	By 4pm on Friday, October 2 (End of Week 5)	100
<a href="#">Term paper prospectus</a>	By 4pm on Friday, October 23 (End of Week 7)	50
<a href="#">Term paper, part 1</a>	By 4pm on Friday, November 20 (End of Week 11)	200
<a href="#">Poster on term paper</a>	On day of presentation (during Weeks 14 & 15)	100
<a href="#">Term paper, part 2</a>	By 4pm on Friday, December 18 (Exam Week)	250
<a href="#">Blog posts and comments</a>	Once a week for 10 weeks (per instructions above)	300 (30x10)
In-class participation	Each class; see 1(e) above for deduction policy	-15
<b>Total</b>		<b>1000</b>

## Grade Distribution

This course isn't graded on a curve, which means that you'll earn the grade you receive based on your scores on individual assignments. You'll be able to assess your progress in the course at any time during the semester.

Grades for this course will be assigned in accordance with the [undergraduate grade policy](#), using the following point distribution:

- A:** ≥940 points (≥94.0 percent)
- AB:** 890-939 points (89.0-93.9 percent)
- B:** 830-889 points (83.0-88.9 percent)
- BC:** 770-829 points (77.0-82.9 percent)
- C:** 700-769 points (70.0-76.9 percent)
- D:** 600-699 points (60.0-69.9 percent)
- F:** 599 points or less (≤59.9 percent)

### Some important notes on grading, grade bases, etc. (in alphabetical order):

I'm as bound as you are by the policies noted below; I have little-to-no say on issues such as dropping the course or Pass/Fail status. In other words, it's largely on you to meet relevant deadlines and other criteria; if you have questions, please consult your adviser or the Registrar.

- Auditing:** Due to course enrollment and limited seating, I can't accommodate [auditors](#).
- Dropping:** The [deadline](#) to drop the course (or withdraw from the University) without a grade notation ("DR") on your transcript is Wednesday, September 9. The deadline to drop the course, period, is Friday, October 30.
- Incomplete:** You'll receive a grade of "I" if, per the [Incompletes policy](#), you were on track to pass the course approaching term's end, but because of unusual and substantiated circumstances beyond your control (*e.g.* illness), you were unable to complete some limited amount of term work. Note that if you were not on track to pass the course, the policy dictates that you must receive an "F" rather than an "I." Please consult the policy for further details about the ramifications of an "I" grade.
- No Work:** If you're enrolled but I have no evidence that you've ever attended class, and you don't submit any work, but you don't drop or withdraw by the [Friday, October 30 deadline](#), you'll receive a "[No Work](#)" designation on your transcript. If you enrolled and I do have evidence that you attended class, but you stop participating without dropping or withdrawing by the deadline, you'll be given a grade of "F," unless there are grounds for assigning an Incomplete ("I" – see above).
- Pass/Fail:** The [deadline](#) to take this course on a [Pass/Fail basis](#) is Friday, September 25. It's your option whether to take the course on a Pass/Fail basis. I'll be blind to your choice; I'll give you a letter grade, and the Registrar will render it an "S" (C and above) or "U" (D or F) on your transcript. This means there's effectively a "don't ask, don't tell" policy about Pass/Fail status: you don't have to ask or tell me about it, and I won't ask you, either.

## VI. Academic Honesty

I expect all students in this course to be familiar with the University's policies on academic honesty and integrity. For more information, please visit the [“Academic Integrity” page](#) on the Dean of Students Office's website. (And don't let the cheesiness of the video and its “Sweet Caroline” instrumental background fool you – I do take this stuff seriously.)

Accordingly, I expect that all your work in this course will reflect your own ideas and analyses, and that you'll appropriately cite all supporting data and sources. In this course, you will be producing papers that draw on a variety of sources, including scholarly books and articles, government reports, and Internet resources. It can sometimes be enormously difficult to figure out how to cite such materials. The UW Library has a [webpage with helpful links to a variety of citation guides](#).

Plagiarism can, I recognize, be a tricky concept at times. Most of you likely already recognize that simply cutting and pasting someone else's work into your own, or using someone else's ideas without citing the source, is plagiarism. It might be less clear that minimal paraphrasing of someone else's work, even *with* citations, can constitute plagiarism, especially if you're pulling out large portions of sources. **The [Writing Center](#) has a page of its [Writer's Handbook](#) titled, “[Successful vs. unsuccessful paraphrases](#)”; if you have any questions about this area, I highly, highly encourage you not only to read it, but to keep it bookmarked when you're writing.**

Cheating, plagiarism, or any other breach of academic integrity on an assignment in this course will result in an automatic failing grade of 0 for the assignment in question, and my submission of written reports to the dean of your school or college and the relevant dean of students. Those administrators may (at their discretion) take further disciplinary action. Please note that [\*ignorantia juris non excusat\*](#): lack of familiarity with policies will not excuse failure to comply with them.

If you still have questions about how to cite materials appropriately, or about other matters of academic integrity, please come and see me. I'm happy to help you learn about appropriate ways to credit the work cited in your papers, and to avoid running afoul of academic integrity policies.

## VII. Accommodations

Please let me know as soon as possible (earlier is better!) if you'll need any special accommodations in the curriculum, instruction, or evaluation procedures in order to enable you to participate fully in the course. The [McBurney Resource Center](#) will provide useful assistance and documentation.

In addition, if you have difficulty accessing course materials, please come and talk with me. All required readings are available on the [course website](#). If you have trouble accessing that, again, please talk to me.

## VIII. Course Expectations, Part 1: What I Expect of You

Here are details on student-oriented expectations in terms of:

**Prerequisites:** The only prerequisite for this course is a background in social science. As a result, I recognize that you're a heterogeneous group, with different backgrounds, foundations, goals, *etc.* You should also recognize this during discussions. What's obvious to you might not be so obvious to other students, and vice-versa. Please be patient in the former case, and don't panic in the latter!

On a related note: quantitative analysis is a key piece of public health research and practice. In particular, linear regression is a very common tool. As such, a number of the readings feature regression results. We'll talk some about regression in class, and I've assigned a 12-slide cartoon summary of regression analysis, but I absolutely do not expect any of you to be able to expertly interpret or critique regressions in this course. Don't get hung up on the numbers; concentrate on the discussion. If you're unclear on something, please do two things: (1) assume at least one other person in the course is also unclear on that thing; and (2) raise questions about that thing in a blog post, and/or in an email to me, and/or in the in-class discussion – or all of the above.

**Workload:** This course assumes UW's standard "3:1" rule, meaning that for every course credit hour you spend inside the classroom (namely, 2.5 hours each week) you should expect to spend an average of 3 hours working on coursework outside of class (so: 7.5 hours per week). In sum, 10 hours a week total workload.

**Readings:** Expect to read [75-100 pages per week](#) on average (with some weeks a bit lighter, and some a bit heavier), in addition to the research and reading you'll need to do for the term papers. If you've read this far, you'll know that the blog posts are the single largest component of your grade. Good scores on blog posts depend on close, critical reading of the assigned texts, so keeping up with the reading assigned will be crucial to your grade. More important (to me, at least): you won't get much out of this course if you don't stay on top of the readings.

**Attendance:** This class is a mix of lecture and discussion, with a heavy weight on the discussion. I don't spend much time lecturing on the assigned readings, and so it's important that you both attend class sessions and (again) keep up with the reading. If you do miss a class, it's up to you to obtain notes from a classmate. If you know in advance that you'll have to miss class (*e.g.*, for religious observances or athletic events), please let me know at the beginning of the term, so that we can work out mutually happy arrangements. Again, I don't especially enjoy taking roll – but please see IV.1(e) for the consequences of serial unexcused absences.

**Participation:** The [blogs](#) are designed to give you a space to explore key themes and issues from each week's readings. Please come to class prepared to discuss what you've written in your blog post, and to extend those comments and analyses. I'd really prefer not to have to keep track of in-class participation, and I'm not a fan of "cold-calling." If I notice that you haven't spoken up in class in a while, however, I'll probably call on you (most likely with reference to what you've written in your blog post). If you convince me you haven't prepared for class, I'll move on, but make a note of it. If it happens serially, the provisions in IV.1(e) will kick in.

**Discussion:** In focusing on health inequalities and inequities, this course engages with subjects that are at the center of debates and controversies in the United States. I start the course with the expectation that no one will raise questions or make comments with provocative, rather than productive, intent. I ask you to do the same, and to try to avoid causing anyone to doubt that premise. Ground your questions and comments in the course material, and when formulating them, think about how those words and your own might register with other students. At the same time, I recognize that there could be exchanges in which someone's questions or comments might strike someone else as deeply objectionable, and perhaps even hurtful. In such cases, I expect each of you to seriously weigh the other person's situation before responding. Don't jump to the conclusion that speakers are always completely aware of how their contributions are registering with everyone else in the room. Don't assume that reactions to a given contribution are off base simply because speakers didn't intend or understand their contributions as problematic. And when you respond, respectfully explain the issues you have with what the other person stated. If you notice someone becoming upset, ask yourself why that might be the case, and remember the purpose of our discussions: not to win an argument, but to arrive at (or at least travel toward) a better understanding of key issues in public health, and ways to address them. In short: strive to be empathetic and to keep discussion respectful.

**Devices:** Digital devices can play important roles in class discussions. As long as you're using your devices to engage with course material – on the blogs, on Twitter, on sites that provide perspectives on our discussions – you're fine. Please note, however, that communicating with friends outside of the course is not course-related – even if you're letting them know what a terrific teacher I am. If I have any evidence that you're using a laptop, tablet computer, phone, or other device for anything other than discussion-related purposes, I reserve the right to prohibit you from using all such devices in future classes. (I promise to be pleasant, private, discreet, and strict in the prohibition.)

**Writing:** Your success in this course will depend heavily on the quality of your written assignments. All written assignments (excluding blog posts and comments) should be typed using a typical font family (*e.g.*, Times New Roman, Garamond, Cambria) at 12 points, one-inch margins, double-spacing, and page numbers on each page. Please make sure your name appears on the first page of the paper. Please also proofread all of your written assignments carefully. Papers with frequent misspellings and grammatical errors will be marked down accordingly. So: grammar and mechanics are important. Even more important, though, is a clear and convincing argument, supported by compelling evidence and examples. I urge you to make use of [The Writing Center](#), where graduate students and professional staff are available to help you develop your writing. You can make [appointments](#) up to three weeks in advance at the main location, which is 6171 Helen C. White Hall (600 N Park Street). Alternatively, you can drop in for first-come, first-served sessions at the Center's [satellite locations](#), and/or avail yourself of their [Skype](#) and/or [email](#) services. For best results, it's recommended that you make an appointment or drop in for an individual consultation well in advance of the due date of the assignment.

**Submission:** All assignments should be submitted via the Dropbox on Learn@UW. Assignments submitted late without prior permission from me will be marked down 5 percent of the total possible score for each 24 hours late, with any proportion of 24 hours rounded up. (In other words, even submitting an assignment just a few minutes late results in the 5-percent deduction.)

## IX. Course Expectations, Part 2: What You Should Expect of Me

**Office hours:** My regularly scheduled office hours are before each class, on Mondays and Wednesdays from 10:00 am to 11:30 am. You can [sign up](#) for appointments of up to three 15-minute slots of the regularly scheduled hours on the course website.

I know that schedules can be tricky, though. If my regularly scheduled office hours conflict with your course, work, or athletic schedules, I'm happy to arrange an alternative, mutually convenient meeting time – just [email me](#) to set something up.

My office is Room 340A in Agricultural Hall (1450 Linden Street). It's on the main hallway, and everyone in the areas around me is friendly – so if you get lost, just ask.

I encourage you to come to office hours to discuss any questions you might have about course content, class discussions, navigating your term-paper topic, locating research materials, or, really, anything else related to the course.

**Contact info:** The best way to contact me outside of class is via [e-mail](#). Generally speaking, I'll reply within 24 hours. I'm not typically available online otherwise. My office telephone number will be distributed in class. (I just moved into a new office.) It's unlikely to be very useful to you, unless you need to call to get directions while *en route* to my office; I tend to use it more for outgoing than incoming calls.

**Feedback:** As above, I will, to the best of my ability, provide written feedback on your blog posts – but given the size of the course, I won't be able to do so every week. I will definitely provide written feedback on all of your other assignments, as quickly as possible. Please don't hesitate to [email](#) and/or [make an office-hours appointment](#) to discuss your performance in the course; I'd be more than happy to provide honest, critical assessments at any time.



## X. Reading and Viewing Schedule

*Note: All texts and videos are listed in suggested order of reading/viewing*

### **“Zero Week” Introduction**

#### **September 2: Course Structure, Class Procedures, and Outcomes**

No reading for in-class discussion this week; please get a start on the reading for Week One.

### **Week 1 & 2: Defining Health and Its Public**

*Note: There is no class on Monday, September 7 due to Labor Day, which is a University holiday.*

#### **September 9: What We Talk About When We Talk About Health**

Turnock, Bernard J. 2004. “What is Public Health?” In *Public Health: What It Is And How It Works* (chap, 1, pp 1-37). 3<sup>rd</sup> ed. Sudbury, MA: Jones & Bartlett Publishers.

Bok, Sisela. 2004. “Rethinking the WHO Definition of Health.” HCPDS Working Paper 14-07, Center for Population and Development Studies, School of Public Health, Harvard University, Cambridge, MA.

Rothstein, Mark A. 2002. “Rethinking the Meaning of Public Health.” *Journal of Law, Medicine, & Ethics* 30: 144-149. doi:10.1111/j.1748-720X.2002.tb00381.x

Das, Veena. 1996. “What Do We Mean by Health?” In *What We Know About Health Transition: The Cultural, Social and Behavioural Determinants of Health* (pp. 27-46). Edited by J. C. Caldwell et al. Sydney, Australia: Health Transition Centre.

*Note: There is no class on Monday, September 14 due to Rosh Hashana.*

#### **September 16: From Ontology to Epistemology: Knowledge, Evidence, & Causes**

*The Joy of Stats*. Video. Directed and produced by Dan Hillman. Wingspan Productions for BBC, 2010. <http://www.gapminder.org/videos/the-joy-of-stats/>

Hill, Austin Bradford. 1965. “The Environment and Disease: Association or Causation?” *Proceedings of the Royal Society of Medicine* 58(5): 295-300. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1898525/>

Link, Bruce and Jo Phelan. 1995. “Social Conditions as Fundamental Causes.” *Journal of Health and Social Behavior* 35: 80-94. <http://www.jstor.org/stable/2626958>

Krieger, Nancy. 2008. “Proximal, Distal, and the Politics of Causation: What’s Level Got To Do With It?” *American Journal of Public Health* 98: 221-230. doi:10.2105/AJPH.2007.111278

Glass, Thomas A., Steven N. Goodman, Miguel A. Hernán, and Jonathan M. Samet. 2013. “Causal Inference in Public Health.” *Annual Review of Public Health* 34: 61-75. doi:10.1146/annurev-publhealth-031811-124606

### **Week 3: An Ounce of Prevention, A Pound of Cure? Investigating Health Improvements**

#### **September 21**

##### *Part 1 – A Case of Causes: The Debate Over the McKeown Thesis*

Szreter, Simon. 2002. "Rethinking McKeown: The Relationship Between Public Health and Social Change." *American Journal of Public Health* 92: 722-725. doi:10.2105/AJPH.92.5.722

Colgrove, James. 2002. "The McKeown Thesis: A Historical Controversy and Its Enduring Influence." *American Journal of Public Health* 92: 725-729. doi:10.2105/AJPH.92.5.725

Preston, S.H. & Haines, M.R. (1991). "Yesterday and Today: Restatement of a Main Theme." In *Fatal years – Child Mortality in Late Nineteenth Century America* (chap. 6, pages 208-210). Princeton, NJ: Princeton University Press.

Link, Bruce, and Jo Phelan. 2002. "McKeown and the Idea That Social Conditions Are Fundamental Causes of Disease." *American Journal of Public Health* 92: 730-732. doi:10.2105/AJPH.92.5.730

##### *Part 2 – Plagues on Both Houses: Biomedicine and Public Health*

Porter, Dorothy. 1999. "The History of Public Health: Current Themes and Approaches." *Hygiea Internationalis* 1(1): 9-21.

Fee, Elizabeth and Theodore Brown. 2002. "The Unfulfilled Promise of Public Health: Déjà Vu All Over Again." *Health Affairs* 21: 31-43. doi: 10.1377/blthaff.21.6.31

Brandt, Allan M. and Martha Gardner. 2000. "Antagonism and Accommodation: Interpreting the Relationship Between Public Health and Medicine in the United States During the 20<sup>th</sup> Century." *American Journal of Public Health* 90: 707-715. doi:10.2105/AJPH.90.5.707

Clarke, Adele E., Janet K. Shim, Laura Mamo, Jennifer Ruth Fosket and Jennifer R. Fishman. 2003. "Biomedicalization: Technoscientific Transformations of Health, Illness, and U.S. Biomedicine." *American Sociological Review* 68(2): 161-194.  
<http://www.jstor.org/stable/1519765>

*Note: There is no class on Wednesday, September 23 due to Yom Kippur.*

**Week 4: Objects, Objectives, and Objections: Who and What Public Health Works On**

**September 28: The Care of the Self: Individuality, Rationality, and Behavior**

Strecher, Victor J., Brenda McEvoy DeVellis, Marshal H. Becker, and Irwin M. Rosenstock. 1986. "The Role of Self-Efficacy in Achieving Health Behavior Change." *Health Behavior Quarterly* 13(1): 73-91.

Rothschild, Michael L. 1999. "Carrots, Sticks, and Promises: A Conceptual Framework for the Management of Public Health and Social Issue Behaviors." *Journal of Marketing* 63(4): 24-37.

Marteau, Theresa M., David Ogilvie, Martin Roland, Marc Suhrcke, and Michael P. Kelly. 2011. "Judging Nudging: Can Nudging Improve Public Health?" *BMJ* 342: d228.

Cockerham, William C., Thomas Abel, and Günther Lüschen. 1993. "Max Weber, Formal Rationality, and Health Lifestyles." *The Sociological Quarterly* 34(3): 413-428.

Lupton, Deborah. 1993. "Risk as Moral Danger: The Social and Political Functions of Risk Discourse in Public Health." *International Journal of Health Services* 23(3): 425-435.

**September 30: Capitals and Collectivities: Is There Such a Thing as the Social?**

Szreter, Simon and Michael Woolcock. 2004. "Health By Association? Social Capital, Social Theory, and the Political Economy of Public Health." *International Journal of Epidemiology* 33(4): 650-667.

Navarro, Vicente. 2004. "Commentary: Is *Capital* the Solution or the Problem?" *International Journal of Epidemiology* 33(4): 672-674.

Potvin, Louise, Sylvie Gendron, Angèle Bilodeau, and Patrick Chabot. 2005. "Integrating Social Theory Into Public Health Practice." *American Journal of Public Health* 95: 591-595.

Foucault, Michel. 1978. "Right of Death and Power over Life." In R. Hurley (Trans.), *The History of Sexuality, Volume 1: An Introduction* (Part Five, pp. 135-145). New York: Pantheon Books.

**County Health Rankings due by 4:00 pm on Friday, October 2, via Learn@UW dropbox**

## **Week 5: State of the Union: Health in the Contemporary United States**

### **October 5: Health in the United States: The 30,000-Foot View**

National Research Council and Institute of Medicine. (2013). "Summary." In *U.S. Health in International Perspective: Shorter Lives, Poorer Health* (pp. 1-10). Steven H. Woolf and Laudan Aron, Eds. Washington, DC: The National Academies Press.

Glass, Thomas A. 2013. "Y49? Anatomy of a Neglected Question." Lecture slides and video, 1:04:10, March 26. Dean's Lecture, Johns Hopkins Bloomberg School of Public Health. <https://www.youtube.com/watch?v=-AxbozGs9tk>

Siddiqi, Arjumand, Ichiro Kawachi, Daniel P. Keating, and Clyde Hertzman. "A Comparative Study of Population Health in the United States and Canada During the Neoliberal Era, 1980-2008." *International Journal of Health Services* 43(2): 193-216. doi:10.2190/HS.43.2.b

*Note: This class falls on the first day of the Jewish holiday of Sukkot. Class will meet because we're already losing three classes to Labor Day, Rosh Hashana, and Yom Kippur, but I will completely understand any students who decide not to attend this (or any other) session because of religious observance.*

### **October 7: Formal Introduction to the Concepts of Health Inequalities & Disparities**

Frieden, Thomas R. 2011. "Foreword." In "CDC Health Disparities and Inequalities Report – United States, 2011," supplement, *Morbidity and Mortality Weekly Report* 60: 1-2.

Truman, Benedict I., C. Kay Smith, Kakoli Roy, Zhuo Chen, Ramal Moonesinghe, Julia Zhu, Carol Gotway Crawford, and Stephanie Zaza. 2011. "Rationale for Regular Reporting on Health Disparities and Inequalities – United States." In "CDC Health Disparities and Inequalities Report – United States, 2011," supplement, *Morbidity and Mortality Weekly Report* 60: 3-10.

Kawachi I, SV Subramanian, & N Almeida-Filho. 2003. "A Glossary For Health Inequalities." *Journal of Epidemiology & Community Health* 56: 647-652. doi:10.1136/jech.56.9.647

Adelman, Larry. 2008. "In Sickness and in Wealth." In *Unnatural Causes: Is Inequality Making Us Sick?* Episode 1, 56 minutes. San Francisco, CA: California Newsreel.

## **Weeks 6-10: Investigating Health Inequalities and Inequities in the United States**

### *Part 1 – Place Matters: Geography & Environment*

#### **October 12: Pastoral America: Health in the Rural U.S.**

- Eberhardt, Mark S. and Elsie R. Pamuk. 2004. “The Importance of Place of Residence: Examining Health in Rural and Nonrural Areas.” *American Journal of Public Health*, 94: 1682-1686. doi:10.2105/AJPH.94.10.1682
- Hartley, David. 2004. “Rural Health Disparities, Population Health, and Rural Culture.” *American Journal of Public Health* 94: 1675-1678. doi:10.2105/AJPH.94.10.1675
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#### **October 14: [Living for the City?](#) Urban Health and Welfare**

- Adelman, Larry. 2008. “Place Matters.” In *Unnatural Causes: Is Inequality Making Us Sick?* Episode 5, 29 minutes. San Francisco, CA: California Newsreel.
- Galea, Sandro, Nicholas Freudenberg, and David Vlahov. 2005. “Cities and Population Health.” *Social Science & Medicine* 60: 1017-1033. doi:10.1016/j.socscimed.2004.06.036
- Corburn, Jason. 2007. “Reconnecting with Our Roots: American Urban Planning and Public Health in the Twenty-First Century.” *Urban Affairs Review* 42: 688-713. doi:10.1177/1078087406296390

#### **October 19: [It's Not Easy Being Green:](#) Environmental Justice and Health**

- Brulle, Robert J. and David N. Pellow. 2006. “Environmental Justice: Human Health and Environmental Inequalities.” *Annual Review of Public Health* 27: 103-24. doi:10.1146/annurev.publhealth.27.021405.102124
- Adelman, Larry. 2008. “Bad Sugar.” In *Unnatural Causes: Is Inequality Making Us Sick?* Episode 4, 29 minutes. San Francisco, CA: California Newsreel.
- Robyn, Linda. “Indigenous Knowledge and Technology: Creating Environmental Justice in the Twenty-First Century.” *American Indian Quarterly* 26(2): 198-220. <http://www.jstor.org/stable/4128459>
- McCarthy, Linda. 2009. “Off the Mark? Efficiency in Targeting the Most Marketable Sites Rather Than Equity in Public Assistance for Brownfield Redevelopment.” *Economic Development Quarterly* 23: 211-228. doi:10.1177/0891242408331159
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**October 21: Workers of the World (Occupational Health)**

- Sparks, Kate, Brian Faragher, and Cary L. Cooper. 2001. "Well-being and Occupational Health in the 21<sup>st</sup> Century Workplace." *Journal of Occupational and Organizational Psychology* 74: 489-509. doi:10.1348/096317901167497
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- Mitloehner, F.M. and M.S. Calvo. 2008. "Worker Health and Safety in Concentrated Feeding LaVeist, Thomas A. "Disentangling Race and Socioeconomic Status: A Key to Understanding Health Inequalities." *Journal of Urban Health* 82(2) supplement 3: iii26-iii34. doi:10.1093/jurban/jti061
- Operations." *Journal of Agricultural Safety and Health* 14(2): 163-187. doi:10.1093/jurban/jti061
- Morantz, Alison D. 2013. "Coal Mine Safety: Do Unions Make a Difference?" *Industrial Labor & Labor Relations Review* 66(1): 88-116.
- Adelman, Larry. 2008. "Not Just a Paycheck." In *Unnatural Causes: Is Inequality Making Us Sick?* Episode 7, 30 minutes. San Francisco, CA: California Newsreel.

**Term Paper Prospectus due by 4:00 pm on Friday, October 23, via Learn@UW dropbox**

**October 26: Socioeconomic Position, Status, & Poverty**

- Beckles, Gloria L. and Benedict I. Truman. 2011. "Education and Income – United States, 2005 and 2009." In "CDC Health Disparities and Inequalities Report – United States, 2011," supplement, *Morbidity and Mortality Weekly Report* 60: 13-17.
- Elo, Irma T. 2009. "Social Class Differentials in Health and Mortality: Patterns and Explanations in Comparative Perspective." *Annual Review of Sociology* 35: 553-572. doi:10.1146/annurev-soc-070308-115929
- Vila, Peter M., Geoffrey R. Swain, Dennis J. Baumgardner, Sarah E. Halsmer, Patrick L. Remington, and Ron A. Cisler. 2007. "Health Disparities in Milwaukee by Socioeconomic Status." *Wisconsin Medical Journal* 106(7): 366-372. <https://www.wisconsinmedicalsociety.org/WMS/publications/wmj/pdf/106/7/366.pdf>
- Tough, Paul. 2011. "The Poverty Clinic." *The New Yorker*, March 21, 25-32. <http://archives.newyorker.com/?i=2011-03-21#folio=024>

**October 28: Race & Ethnicity as a Scientific and Social Constructs**

Adelman, Larry. 2008. "When the Bough Breaks." In *Unnatural Causes: Is Inequality Making Us Sick?* Episode 2, 29 minutes. San Francisco, CA: California Newsreel.

Krieger, Nancy. 2005. "Stormy Weather: Race, Gene Expression, and the Science of Health Disparities." *American Journal of Public Health* 95(12): 2155-2160.

Gravlee, Clarence. 2009. "How Race Becomes Biology: Embodiment of Social Inequality." *American Journal of Physical Anthropology* 139: 47-57.

Adelman, Larry. 2008. "Becoming American." In *Unnatural Causes: Is Inequality Making Us Sick?* Episode 3, 29 minutes. San Francisco, CA: California Newsreel.

Castro, Felipe Gonzalez. 2013. "Emerging Hispanic Health Paradoxes." *American Journal Public Health* 103: 1541. doi:10.2105/AJPH.2013.301529

**November 2: The Political Economy of Race & Ethnicity: A Question of Whiteness?**

Byrd DR, Katcher ML, Peppard P, Durkin M, and Remington PL. 2007. "Infant Mortality: Explaining Black/White Disparities in Wisconsin." *Maternal and Child Health Journal* 11(4): 319-26. doi:10.1007/s10995-007-0183-6

LaVeist, Thomas A. "Disentangling Race and Socioeconomic Status: A Key to Understanding Health Inequalities." *Journal of Urban Health* 82(2) supplement 3: iii26-iii34. doi:10.1093/jurban/jti061

Heynen, Nik, Harold A. Perkins, and Parama Roy. 2006. "The Political Ecology of Uneven Urban Green Space: The Impact of Political Economy on Race and Ethnicity in Producing Environmental Inequality in Milwaukee." *Urban Affairs Review* 42(1): 3-25.

Coates, Ta-Nehisi. (2014, June). "The Case for Reparations."  
<http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>  
(The five "Reporter's Notebook sidebars are strongly recommended.)

*Part 4 – Gender, Sex, & Sexuality*

**November 4: Sex and Gender as Scientific and Social Constructs**

Read, Jen'nan Ghazal and Bridget K. Gorman. 2010. "Gender and Health Inequality." *Annual Review of Sociology* 36: 371-86. doi:10.1146/annurev.soc.012809.102535

Short, Susan E., Yang Claire Yang, and Tania M. Jenkins. "Sex, Gender, Genetics, and Health." *American Journal of Public Health*. Published electronically August 8, 2013 (e1-e9).

Hankivsky, Olena. "Women's Health, Men's Health, and Gender and Health: Implications of Intersectionality." *Social Science & Medicine* 74(11): 1712-1720.

Mansfield, Becky. 2012. "Gendered Biopolitics of Public Health: Regulation and Discipline in Seafood Consumption Advisories." *Environment and Planning D: Society and Space* 30: 588-602.

**November 9: Constructs and Intersections, Reconsidered**

Meyer, Ilan H. 2001. "Why Lesbian, Gay, Bisexual, and Transgender Public Health?" *American Journal of Public Health* 91: 856-859. doi:10.2105/AJPH.91.6.856

Ford, Chandra L., Kathryn D. Whetten, Susan A. Hall, Jay S. Kaufman, and Angela D. Thrasher. 2007. "Black Sexuality, Social Construction, and Research Targeting 'The Down Low' ('The DL')." *Annals of Epidemiology* 17(3): 209-216. doi:10.1016/j.annepidem.2006.09.006

Nash, Jennifer. "Re-thinking Intersectionality." 2008. *Feminist Review* 89: 1-15.

*Part 5 – Age*

**November 11: Age & the Lifecourse**

Pavalko, Elisa K. and Jennifer Caputo. 2013 "Social Inequality and Health Across the Life Course." *American Behavioral Scientist* 57: 1040-1056. doi:10.1177/0002764213487344

Dannefer, Dale. 2003. "Cumulative Advantage/Disadvantage and the Life Course: Cross-Fertilizing Age and Social Science Theory." *Journal of Gerontology: Social Sciences* 58B(6): S327-337. doi:10.1093/geronb/58.6.S327

Angus, Jocelyn and Patricia Reeve. "Ageism: A Threat to 'Aging Well' in the 21<sup>st</sup> Century." *Journal of Applied Gerontology* 25: 137-152. doi:10.1177/0733464805285745

Morton, Lois Wright and Chih-Yuan Weng. 2013. "Health and Healthcare among the Rural Aging," in *Rural Aging in 21<sup>st</sup> Century America*, edited by Nina Glasgow and E. Helen Berry, 179-194. Dordrecht, Netherlands: Springer Science+Business Media.



**Weeks 11-14: Public Health Institutions and Interventions, from the Local to the National**

**November 16: Primary Care at the Community Level: COPC & CHWs**

- Geiger, H. Jack. 2002. "Community-Oriented Primary Care: A Path to Community Development." *American Journal of Public Health* 92: 1713-1716. doi:10.2105/AJPH.92.11.1713
- Mullan, Fitzhugh and Leon Epstein. 2002. "Community-Oriented Primary Care: New Relevance in a Changing World." *American Journal of Public Health* 92: 1748-1755. doi:10.2105/AJPH.92.11.1748
- Rosenblatt, Roger A., C. Holly A. Andrilla, Thomas Curtin, and L. Gary Hart. 2006 "Shortages of Medical Personnel at Community Health Centers: Implications for Planned Expansion." *Journal of the American Medical Association* 295(9): 1042-1049. doi:10.1001/jama.295.9.1042
- Balcazar, Hector, E. Lee Rosenthal, J. Nell Brownstein, Carl H. Rush, Sergio Matos, and Lorenza Hernandez. 2011. "Community Health Workers Can Be a Public Health Force for Change in the United States: Three Actions for a New Paradigm." *American Journal of Public Health* 101(12): 2199-2203. doi:10.2105/AJPH.2011.300386
- Martinez, Jacqueline, Marguerite Ro, Normandy William Villa, Wayne Powell, and James R. Knickman. 2011. "Transforming the Delivery of Care in the Post-Health Reform Era: What Role Will Community Health Workers Play?" *American Journal of Public Health* 101: e1-e5. doi:10.2105/AJPH.2011.300335

**November 18: Primary Care at the Community Level: Free Clinics, Yesterday & Today**

- Turner, Irene R. 1972. "Free Health Centers: A New Concept?" *American Journal of Public Health* 62: 1348-1353. doi:10.2105/AJPH.62.10.1348
- Jiménez, José. 2012. "The Young Lords, Puerto Rican Liberation, and the Black Freedom Struggle: Interview with José 'Cha Cha' Jiménez." *OAH Magazine of History* 26(1): 61-64. doi:10.1093/oahmag/oar058
- Hossler, Peter. 2012. "Free Health Clinics, Resistance, and the Entanglement of Christianity and Commodified Health Care Delivery." *Antipode* 44(1): 98-121. doi:10.1111/j.1467-8330.2011.00846.x
- Bornstein, David. 2011. "Treating the Cause, Not the Illness." *New York Times*, July 28. <http://opinionator.blogs.nytimes.com/2011/07/28/treating-the-cause-not-the-illness/>

**Term Paper, Part 1 due by 4:00pm on Friday, November 20, via Learn@UW dropbox**

### **November 23: Beyond Primary Care: Hospitals, Specialists, and Networks**

- Galanter, William L., Andrew Applebaum, Viveka Boddipalli, Abel Kho, Michael Lin, David Meltzer, Anna Roberts, Bill Trick, Surrey M. Walton, and Bruce L. Lambert. 2013. "Migration of Patients Between Five Urban Teaching Hospitals in Chicago." *Journal of Medical Systems*. Published electronically February 5, 2013. doi:10.1007/s10916-013-9930-y
- Shaw, Eric K., Jenna Howard, Elizabeth C. Clark, Rebecca S. Etz, Rajiv Arya, and Alfred F. Tallia. "Decision-Making Processes of Patients Who Use the Emergency Department for Primary Care Needs." *Journal of Health Care for the Poor and Underserved* 24(3): 1288-1305. doi:10.1353/hpu.2013.0140
- Size, Tim. 1993. "Managing Partnerships: The Perspective of A Rural Hospital Cooperative." *Health Care Management Review* 18(1): 31-41.
- Joynt, Karen E., Yael Harris, John Orav, and Ashish K. Jha. 2011. "Quality of Care and Patient Outcomes in Critical Access Rural Hospitals." *The Journal of the American Medical Association* 306(1): 45-52. doi:10.1001/jama.2011.902.
- Wahlberg, David. 2010. "Medical Care Vanishing in Rural Wisconsin." *Wisconsin State Journal*, March 6. <http://bit.ly/wsmedcare>
- Arora, Sanjeev, Summers Kalishman, Denise Dion, Dara Som, Karla Thornton, Arthur Bankhurst, Jeanne Boyle, Michelle Harkins, Kathleen Moseley, Glen Murata, Miriam Komaramy, Joanna Katzman, Kathleen Colleran, Paulina Deming, and Sean Yutzy. 2011. "Partnering Urban Academic Medical Centers And Rural Primary Care Clinicians To Provide Complex Chronic Disease Care." *Health Affairs* 6: 1176-1184. doi:10.1377/hlthaff.2011.0278
- Shahian, David M., Paul Nordberg, Gregg S. Meyer, Bonnie B. Blanchfield, Elizabeth A. Mort, David F. Torchiana, and Sharon-Lise T. Normand. 2012. "Contemporary Performance of U.S. Teaching and Nonteaching Hospitals." *Academic Medicine* 87(6): 701-708. doi:10.1097/ACM.0b013e318253676a

### **November 25: Organizing for Health: Coalitions in Diverse Communities**

- Ahmed, Syed M., Tim Size, Byron Crouse, Leslie Patterson, Eric Gass, Sarita L. Karon, PhD, Liz Lund, Connie Abert, Amy Wergin, Karen Hegrans, Linda Bishop, Sue Duffy, and Kevin Jacobson. "Strong Rural Communities Initiative (SCRI) Program: Challenges in Promoting Healthier Lifestyles." *Wisconsin Medical Journal* 110(3): 119-126. [https://www.wisconsinmedicalsociety.org/\\_WMS/publications/wmj/pdf/110/3/119.pdf](https://www.wisconsinmedicalsociety.org/_WMS/publications/wmj/pdf/110/3/119.pdf)
- Dressel, Anne, Laura Anderko, and Betty Koepsel. 2013. "The Westlawn Partnership for a Healthier Environment: Promoting Environmental Justice and Building Community Capacity." *Environmental Justice* 6(4): 127-132. doi:10.1089/env.2013.0024
- Roy, Parama. 2010. "Analyzing Empowerment: An Ongoing Process of Building State-Civil Society Relations – the Case of Walnut Way." *Geoforum* 41: 337-348. doi:10.1016/j.geoforum.2009.10.011
- Pastor, Manuel, Chris Benner, and Martha Matsuoka. 2011. "For What It's Worth: Regional Equity, Community Organizing, and Metropolitan America." *Community Development* 42(4): 437-457. doi:10.1080/15575330.2010.532877

## November 30: Virchow's View: Politics Through the Lens of Public Health

- Hemenway, David. 2010. "Why We Don't Spend Enough on Public Health." *New England Journal of Medicine* 362: 1657-1658. doi:10.1056/NEJMp1001784
- Navarro, Vicente. 2011. "Why We Don't Spend Enough on Public Health: An Alternative View." *International Journal of Health Services* 41(1): 117-120. doi:10.2190/HS.41.1.h
- Fafard, Patrick. 2015. "Beyond the Usual Suspects: Using Political Science to Enhance Public Health Policy Making." *Journal of Epidemiology & Community Health*. [Electronic]. doi:10.1136/jech-2014-204608
- LaVeist, Thomas A. 1992. "The Political Empowerment and Health Status of African-Americans: Mapping a New Territory." *American Journal of Sociology* 97(4): 1080-1095. <http://www.jstor.org/stable/2781507>
- Krieger, Nancy. 1990. "On Becoming a Public Health Professional: Reflections on Democracy, Leadership, and Accountability." *Journal of Public Health Policy* 11(4): 412-419. <http://www.jstor.org/stable/3342921>

## December 2: National Policy Debates, 1: Health Reform & The Affordable Care Act

- Moonesinghe, Ramal, Julia Zhu, and Benedict I. Truman. 2011. "Health Insurance Coverage – United States, 2004 and 2008." In "CDC Health Disparities and Inequalities Report – United States, 2011," supplement, *Morbidity and Mortality Weekly Report* 60: 35-46.
- Birn, Anne-Emanuelle, Theodore M. Brown, Elizabeth Fee, and Walter J. Lear. 2003. "Struggles for National Health Reform in the United States." *American Journal of Public Health* 93: 86-91. doi:10.2105/AJPH.93.1.86
- Manchikanti, Laxmaiah, and Joshua A. Hirsch. 2012. "Patient Protection and Affordable Care Act of 2010: A Primer for NeuroInterventionalists." *Journal of NeuroIntervention Surgery* 4: 141-146. doi:10.1136/neurintsurg-2011-010036
- Monheit, Alan C. 2011. "Of Private and Public Safety Nets." *Inquiry* 48: 3-8. doi:10.5034/inquiryjournal\_48.01.08
- Rivlin, Alice M. 2013. "Health Reform: What Next?" *Public Administration Review*. Published electronically June 6, 2013. doi:10.1111/puar.12091.

## **December 7: National Policy Debates, 2: Foodways, Fat, & the Farm Bill**

Freedman, David S. 2011. "Obesity – United States, 1988-2008." In "CDC Health Disparities and Inequalities Report – United States, 2011," supplement, *Morbidity and Mortality Weekly Report* 60: 73-79.

Alkon, Alison Hope, Daniel Block, Kelly Moore, Catherine Gillis, Nicole DiNuccio, and Noel Chavez. "Foodways of the Urban Poor." 2013. *Geoforum* 48: 126-135.  
doi:10.1016/j.geoforum.2013.04.021

Story, Mary, Karen M. Kaphingst, Ramona Robinson-O'Brien, and Karen Glanz. 2008. "Creating Healthy Food and Eating Environments: Policy and Environmental Approaches." *Annual Review of Public Health* 29: 253-72. doi:10.1146/annurev.publhealth.29.020907.090926

Grandi, Sonia M. and Caroline Franck. 2012. "Agricultural Subsidies: Are They a Contributing Factor to the American Obesity Epidemic?" *Archives of Internal Medicine* 172(22): 1754-1755.  
doi:10.1001/2013.jamainternmed.40

Pomeranz, Jennifer L. 2013. "Taxing Food and Beverage Products: A Public Health Perspective and a New Strategy for Prevention." *University of Michigan Journal of Law Reform* 46(3): 1000-1027.

Broadway, Michael. 2010. "Growing Urban Agriculture in North American Cities: The Example of Milwaukee." *FOCUS on Geography* 52(3-4): 23-30. doi:10.1111/j.1949-8535.2009.tb00251.x

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### ***Week 14.5-15: Poster Sessions***

**December 9: Poster Session 1**

**December 14: Poster Session 2**

Poster sessions; no assigned readings. **Attendance is mandatory.**

**Term Paper Part 2 due by 4pm on Friday, December 18, via Learn@UW dropbox**