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

Undergraduate students who successfully complete this course will be able to:

1. Describe biological, social, environmental, and other pathways that produce health and illness, and especially how these pathways intersect and create inequalities and inequities;

2. Analyze publicly available data on health outcomes and health behaviors in urban and rural communities, and summarizing them for a lay audience;

3. Identify and analyze a particular public health problem in detail, and select and evaluate the interventions that have been undertaken to ameliorate that problem, assessing those interventions’ strengths and weaknesses.

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 the course on Twitter and Facebook pages. I will not follow you on Twitter or “friend” you on Facebook during the course (even if you invite me). You’re allowed to use “dummy” 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 on the topics and readings of one session a week, for at least 9 weeks, excluding Weeks 1 and 14. You'll post these entries to a personal weblog that you'll set up via Wordpress.

You should set up your blog following the instructions I’ve provided here (and via email).

Blog posts are due by 7pm on Monday or Wednesday, and correspond to the topics and readings for the following Tuesday or Thursday. Your assigned day will be the result of a random selection held before the first day of class (Tuesday, January 23).

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 7:00 pm on Fridays). 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: There are 12 weeks you can post. You’re expected to blog 10 times. So you have two “off” weeks. I’ll read all 10 your posts, but grade only half of them, out of 50 points each. You’ll receive 10 points for each of the remaining 5 posts, for a total of 300 points. Blog entries posted after 7pm on Monday or Wednesday will not be graded (consider that one of your two “off” weeks, if you still have one; otherwise, it’s a zero).

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 multiple readings from the assigned day, 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 your blog, or my evaluation of your posts, at any time, please do email me (or come and visit)!

(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 Wisconsin county of your choice. Detailed instructions will be posted on the course website. For now: using the County Health Rankings (a project hosted here at Wisconsin), you'll choose a Wisconsin 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 Four, on Friday, February 16, by 4:00 pm, via Canvas.

(3) A term paper submitted in three parts (15-20 pages total):
Details will be 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 Six, on Friday, March 2, by 4:00 pm, via Canvas.

(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 Eleven, on Friday, April 13 (I know, I know), by 4:00 pm, via Canvas.

(c) Part 2 (6-8 pages): Review policies and interventions that have been proposed to mitigate the problem, evaluate their merits and drawbacks, and provide your own recommendations. Due by 4:00 pm on Thursday, May 10 (during Exam Week), via Canvas.

(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 will be posted on the course website.

Assignment Schedule

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>County rankings analysis</td>
<td>By 4pm on Friday, February 16 (End of Week 4)</td>
<td>100</td>
</tr>
<tr>
<td>Term paper prospectus</td>
<td>By 4pm on Friday, March 2 (End of Week 6)</td>
<td>50</td>
</tr>
<tr>
<td>Term paper, part 1</td>
<td>By 4pm on Friday, April 13 (End of Week 11)</td>
<td>200</td>
</tr>
<tr>
<td>Poster on term paper</td>
<td>On day of presentation (during Week 14)</td>
<td>100</td>
</tr>
<tr>
<td>Term paper, part 2</td>
<td>By 4pm on Thursday, May 10 (Exam Week)</td>
<td>250</td>
</tr>
<tr>
<td>Blog posts and comments</td>
<td>5 of 10 weeks (per instructions above)</td>
<td>300 (50x5 +5x10)</td>
</tr>
<tr>
<td>In-class participation</td>
<td>Each class; see 1(e) above for deduction policy</td>
<td>-15</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1000</td>
</tr>
</tbody>
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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**: \( \geq 940 \) points (\( \geq 94.0 \) 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 (\( \leq 59.9 \) percent)

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

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, January 31. The deadline to drop the course, period, is Friday, March 23.

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, March 23, 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 30. 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 advanced course assumes a “3-to-1” rule: for every credit hour you spend inside the classroom (i.e., 2.5 hours per week) you should expect to spend an average of 3 hours working on coursework outside of class (so: an average of 7.5 hours per week). In sum, it’s an average of 10 hours of work per week.

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 your 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, 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 for this course are on Tuesdays and Thursdays from 2:30 pm to 4:00 pm. You can sign up for appointments of up to three 15-minute slots of the regularly scheduled hours on the course website. I understand, though, that schedules can be challenging. If these scheduled office hours conflict with your course, work, or athletic obligations, we can arrange alternative, mutually convenient appointments – 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 on the floor 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 48 hours. I’m not available online otherwise. My office telephone number is at the top of the syllabus. It’s unlikely to be very useful to you, unless you need to call to get directions while en route to my office, and in general, I prefer not to discuss course matters by phone.

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*

**Weeks 1-2: Defining health and its public(s)**

**Tuesday, January 23:** Course Structure, Class Procedures, and Outcomes
No reading for this session.

**Thursday, January 25:** What We Talk About When We Talk About Health (1)


**Tuesday, January 30:** What We Talk About When We Talk About Health (2)


**Weeks 2-4 Cases & Causes: Evaluating the health of the public**

**Thursday, February 1:** Statistics, Epidemiology, Evidence, & Inference


Humphreys, Keith., and Peter Piot. 2012. “Scientific Evidence Alone Is Not Sufficient Basis for Health Policy.” *BMJ* 344: e1316–e1316. [https://doi.org/10.1136/bmj.e1316](https://doi.org/10.1136/bmj.e1316).
Tuesday, February 6: A Plague on Both Your Houses? Public Health & Biomedicine


Thursday, February 8: Explaining Health Improvements: McKeown & Beyond


Tuesday, February 13: The Care of the Self: Individuality, Rationality, and Behavior


Thursday, February 15: Capitals and Collectivities: Is There Such a Thing as the Social?


*County Health Rankings due by 4:00 pm on Friday, February 16, via Canvas*

**Weeks 5-10: Investigating Health Inequalities and Inequities in the United States**

Tuesday, February 20: State of the Union: Health in Today’s U.S. (the 30,000-Foot View)


Thursday, February 22: Formal Introduction to Concepts of Health Inequ(al)ities


Part 1 – Place Matters: Geography & Environment

Tuesday, February 27: Living for the City? Urban Health and Welfare


Thursday, March 1: Pastoral America: Health in the Rural U.S.


Term Paper Prospectus due by 4:00 pm on Friday, March 2, via Canvas

Part 2 – Employment, Income & Class

Tuesday, March 6: Socioeconomic Position, Status, & Poverty


Thursday, March 8: Workers of the World (Occupational Health)


Part 3 – Race & Ethnicity

Tuesday, March 13: Race & Ethnicity as a Scientific and Social Constructs


Thursday, March 15: Political Economy of Race & Ethnicity: A Question of Whiteness?


Part 4 – Gender, Sex, & Sexuality

Tuesday, March 20: Sex and Gender as Scientific and Social Constructs


Thursday, March 22: Constructs and Intersections, Reconsidered


Spring Break: March 26-March 30 (No class March 27 or March 29)
Tuesday, April 3: Age & the Lifecourse


Weeks 10-13: Public Health Institutions and Interventions, from the Local to the National

Thursday, April 5: Primary Health Care (1): Workplaces & Workers


Tuesday, April 10: Primary Health Care (2): Centers & Clinics, Yesterday & Today


Thursday, April 12: Beyond Primary Health Care: Hospitals, Specialists, and Networks


Tuesday, April 17: Organizing for Health: Coalitions in Diverse Communities


Thursday, April 19: Virchow’s View: Politics Through the Lens of Public Health
http://www.jstor.org/stable/3342921


(The five “Reporter’s Notebook sidebars are strongly recommended.)


Tuesday, April 24: National Policy Debates, 1: Health Reform & The Affordable Care Act


Thursday, April 26: National Policy Debates, 2: Foodways, Fat, & the Farm Bill


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**Week 4: Poster Sessions**

**May 1: Poster Session 1**

**May 3: Poster Session 2**

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

*Term Paper Part 2 due by 4pm on Thursday, May 10, via Canvas*