

CE SOC 533: Public Health in Rural and Urban Communities
Spring Term, 2019: Tuesdays and Thursdays, 9:30-10:45am • 3 credits
Humanities • Room 1651

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Hours: Tuesdays and Thursdays, 11:00am-1:00pm – or [by appointment](#)
See <http://www.urbanjustice.net/courses/phruc2019/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

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 22).

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 40 points each. You’ll receive 10 points for each of the remaining 5 posts, for a total of 250 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 most 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. You'll also read another student's report and provide feedback on it. **Report due at the end of Week Four, on Friday, February 15, by 4:00 pm, via Canvas; feedback due at the end of Week Five, on Friday, February 22, by 4:00pm 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 1, by 4:00pm, 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 12, by 4:00pm, 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 4:00pm on Thursday, May 9 (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

Assignment	Due	Points
County rankings analysis	Report by 4pm on Friday, February 15 (End of Week 4); Feedback by Friday, February 22 (End of Week 5)	150
Term paper prospectus	By 4pm on Friday, March 1 (End of Week 6)	50
Term paper, part 1	By 4pm on Friday, April 12 (End of Week 11)	200
Poster on term paper	On day of presentation (during Week 14)	100
Term paper, part 2	By 4pm on Thursday, May 9 (Exam Week)	250
Blog posts and comments	5 of 10 weeks (per instructions above)	250 (40x5 +5x10)
In-class participation	Each class; see 1(e) above for deduction policy	-15
Total		1000

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, January 30. The deadline to drop the course, period, is Friday, March 29.

- 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 29 [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, February 15. 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 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, 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 11:00 am to 1:00 pm. You can [sign up](#) for appointments of 30 minutes 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 22: Course Structure, Class Procedures, and Outcomes

No reading for this session.

Thursday, January 24: What We Talk About When We Talk About Health (1)

Turnock, Bernard J. 2015. "What is Public Health?" In *Public Health: What It Is And How It Works* (chap, 1, pp 1-30). 6th 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.

Tuesday, January 29: What We Talk About When We Talk About Health (2)

Armstrong, David. 2017. "Clinical Prediction and the Idea of a Population." *Social Studies of Science* 47: 288–299.

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.

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

Thursday, January 31: Statistics, Epidemiology, Evidence, & Inference

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.

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.

Link, Bruce and Jo Phelan. 1995. "Social Conditions as Fundamental Causes." *Journal of Health and Social Behavior* 35: 80-94.

Humphreys, Keith., and Peter Piot. 2012. "Scientific Evidence Alone Is Not Sufficient Basis for Health Policy." *BMJ* 344: e1316–e1316.

Tuesday, February 5: A Plague on Both Your Houses? Public Health & Biomedicine

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

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.

Karsoho, Hadi, Jennifer R. Fishman, David Kenneth Wright, and Mary Ellen Macdonald. 2016. "Suffering and Medicalization at the End of Life: The Case of Physician-Assisted Dying." *Social Science & Medicine* 170: 188-96.

Thursday, February 7: Explaining Health Improvements: McKeown & Beyond

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

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.

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/hlthaff.21.6.31

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

Tuesday, February 12: 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.

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.

Thursday, February 13: 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.

Tough, Paul. 2011. "The Poverty Clinic." *The New Yorker*, March 21, 25-32.

County Health Rankings due by 4:00 pm on Friday, February 15, via Canvas

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

Tuesday, February 19: State of the Union: Health in Today's U.S. (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>

Granados, Jose A.T. 2005. "Increasing Mortality during the Expansions of the US Economy, 1900- 1996." *International Journal of Epidemiology* 34, no. 6: 1194–1202.

Thursday, February 21: Formal Introduction to Concepts of Health Inequ(al)ities

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

Carter-Pokras, Olivia, and Claudia Baquet. 2002. "What Is a 'Health Disparity'?" *Public Health Reports* 117, no. 5: 426-434.

Frieden, Thomas R. 2013. "Foreword." In "CDC Health Disparities and Inequalities Report – United States, 2013," supplement, *Morbidity and Mortality Weekly Report* 62: 1-2.

Meyer, Pamela A., Paula W. Yoon, and Rachel B. Kaufmann. 2013. "Introduction: CDC Health Disparities and Inequalities – United States." In "CDC Health Disparities and Inequalities Report – United States, 2013," supplement, *Morbidity and Mortality Weekly Report* 62: 3-5.

Dankwa-Mullan, Irene, and Yvonne T. Maddox. 2015. "Embarking on a Science Vision for Health Disparities Research." *American Journal of Public Health* 105, no. S3: S369–S371.

Editorial. (*Lancet*.) 2017. America, not all things being equal. *The Lancet* 389: 1369.

Part 1 – Place Matters: Geography & Environment

Tuesday, February 26: [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.

Corburn, Jason. 2007. "Reconnecting with Our Roots: American Urban Planning and Public Health in the Twenty-First Century." *Urban Affairs Review* 42: 688-713.

Toner, Erin. 2014, November 12. "Reports Show Extreme Health Disparities in Wisconsin." Retrieved January 22, 2018 from <http://wuum.com/post/reports-show-extreme-health-disparities-wisconsin#stream/0>

Corley, Cheryl. (2016, March 31). "Avoiding A Future Crisis, Madison Removed Lead Water Pipes 15 Years Ago." Retrieved November 27, 2016 from <http://www.npr.org/templates/transcript/transcript.php?storyId=472567733>

Thursday, February 28: Pastoral America: Health in the Rural U.S.

Fluharty, Charles W. 2002. "Refrain or Reality: A United States Rural Policy?: Implications for Rural Health Care." *Journal of Legal Medicine* 23(1): 57-72.

Burton, Linda M., Daniel T. Lichter, Regina S. Baker, and John M. Eason. 2013. "Inequality, Family Processes, and Health in the 'New' Rural America." *American Behavioral Scientist* 57(8): 1128-1151.

Jones, Malia, and Mitchell Ewald. 2017, May 17. "Putting Rural Wisconsin On The Map." Retrieved August 4, 2017 from <https://www.wiscontext.org/putting-rural-wisconsin-map>

Schmid, John, and Andrew Mollica. 2017, November 30. "Impact of childhood trauma reaches rural Wisconsin." Retrieved December 11, 2017 from <https://projects.jsonline.com/news/2017/11/30/impact-of-childhood-trauma-reaches-rural-wisconsin.html>

Schmid, John. 2017, December 4. "Wisconsin childhood trauma data explodes myth of 'not in my small town'." Retrieved December 11, 2017 from <https://projects.jsonline.com/news/2017/12/4/wisconsin-childhood-trauma-data-explodes-myth-of-not-in-my-small-town.html>

Term Paper Prospectus due by 4:00 pm on Friday, March 1, via Canvas

Part 2 – Employment, Income & Class

Tuesday, March 5: Socioeconomic Position, Status, & Poverty

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.

Bor, Jacob, Gregory H. Cohen, and Sandro Galea. 2017. “Population Health in an Era of Rising Income Inequality: USA, 1980–2015.” *The Lancet* 389: 1475–1490.

Mackenbach, Johan P. 2012. “The Persistence of Health Inequalities in Modern Welfare States: The Explanation of a Paradox.” *Social Science & Medicine* 75: 761–69.

Thursday, March 7: Workers of the World (Occupational Health)

Baron, Sherry L., Andrea L. Steege, Suzanne M. Marsh, Cammie Chaumont Menéndez, and John R. Myers. 2013. “Nonfatal Work-Related Injuries and Illnesses — United States, 2010.” In “CDC Health Disparities and Inequalities Report – United States, 2013,” supplement, *Morbidity and Mortality Weekly Report* 62: 35-40.

Marsh, Suzanne M., Cammie Chaumont Menéndez, Sherry L. Baron, Andrea L. Steege, and John R. Myers. 2013. “Fatal Work-Related Injuries and Illnesses — United States, 2005-2009.” In “CDC Health Disparities and Inequalities Report – United States, 2013,” supplement, *Morbidity and Mortality Weekly Report* 62: 41-45.

Siqueira, Carlos Eduardo, Megan Gaydos, Celeste Monforton, Craig Slatin, Liz Borkowski, Peter Dooley, Amy Liebman, Erica Rosenberg, Glenn Shor, and Matthew Keifer. 2013. “Effects of Social, Economic, and Labor Policies on Occupational Health Disparities.” *American Journal of Industrial Medicine*. Published electronically April 18, 2013.

Mitloehner, F.M. and M.S. Calvo. 2008. “Worker Health and Safety in Concentrated Feeding Operations.” *Journal of Agricultural Safety and Health* 14(2): 163-187.

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.

Part 3 – Race & Ethnicity

Tuesday, March 12: Race & Ethnicity as a Scientific and Social Constructs

Bailey, Zinzi D., Nancy Krieger, Madina Agénor, Jasmine Graves, Natalia Linos, and Mary T. Bassett. “Structural Racism and Health Inequities in the USA: Evidence and Interventions.” *The Lancet* 389, no. 10077 (2017): 1453–1463.

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

Castro, Felipe Gonzalez. 2013. “Emerging Hispanic Health Paradoxes.” *American Journal Public Health* 103: 1541.

Wisconsin Council on Children & Families. 2016. “Closing Gaps in Native American Health.” Retrieved January 22, 2018 from http://kidsforward.net/assets/Closing_Gaps.pdf

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

LaVeist, Thomas A. 2005. “Disentangling Race and Socioeconomic Status: A Key to Understanding Health Inequalities.” *Journal of Urban Health* 82(2) supplement 3: iii26-iii34.

Thursday, March 14: Political Economy of Race & Ethnicity: A Question of Whiteness?

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

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

LaVeist, Thomas A. “The Political Empowerment and Health Status of African-Americans: Mapping a New Territory.” *American Journal of Sociology*, 1992, 1080–1095.

Wisconsin Council on Children & Families. 2013. “Race to Equity: A Baseline Report on the State of Racial Disparities in Dane County.” Retrieved January 22, 2018 from <http://racetoequity.net/wp-content/uploads/2016/11/WCCF-R2E-Report.pdf>

Case, A., and A. Deaton, 2015. "Rising Morbidity and Mortality in Midlife among White Non-Hispanic Americans in the 21st Century." *Proceedings of the National Academy of Sciences*.

Harris, Malcolm. (2017, March 28). “The Death of the White Working Class Has Been Greatly Exaggerated.” Retrieved April 9, 2017 from <https://psmag.com/the-death-of-the-white-working-class-has-been-greatly-exaggerated-1c568d3e6b8c>

Spring Break: March 18-March 22 (No class March 19 or March 21)

Part 4 – Gender, Sex, & Sexuality

Tuesday, March 26: 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

Hankivsky, Olena. 2012. "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.

Galea, Sandro. 2017., November 28. "Preventing Sexual Harrassment and Assault: A Public Health Imperative." Retrieved January 22, 2018 from <http://www.bu.edu/sph/2017/11/28/preventing-sexual-harassment-and-assault-a-public-health-imperative/>

Thursday, March 28: Constructs and Intersections, Reconsidered

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

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.

Carbado, Devon W. 2013. "Colorblind Intersectionality." *Signs* 38: 811-845.

Tuesday, April 2: Age & the Lifecourse

Currie, Janet M. 2018. "Inequality in Mortality Over the Life Course: Why Things Are Not as Bad as You Think." *Contemporary Economic Policy* 36,7-23.

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.

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

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

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

Thursday, April 4: Primary Health Care (1): Workplaces & Workers

Starfield, Barbara, Leiyu Shi, and James Macinko. 2005. "Contribution of Primary Care to Health Systems and Health." *The Milbank Quarterly* 83:: 457–502.

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.

Singh, Prabjhot and Dave A. Chokshi. 2013. "Community Health Workers — A Local Solution to a Global Problem." *NEJM* 369: 894-896.

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/>

Tuesday, April 9: Primary Health Care (2): Centers & Clinics, Yesterday & Today

Geiger, H. Jack. 2002. "Community-Oriented Primary Care: A Path to Community Development." *American Journal of Public Health* 92: 1713-1716.

Mullan, Fitzhugh and Leon Epstein. 2002. "Community-Oriented Primary Care: New Relevance in a Changing World." *American Journal of Public Health* 92: 1748-1755.

Nocon, Robert S., Sang Mee Lee, Ravi Sharma, Quyen Ngo-Metzger, Dana B. Mukamel, Yue Gao, Laura M. White, Leiyu Shi, Marshall H. Chin, and Neda Laiteerapong. 2016. "Health Care Use and Spending for Medicaid Enrollees in Federally Qualified Health Centers versus Other Primary Care Settings." *American Journal of Public Health* 106: 1981–1989.

Turner, Irene R. 1972. "Free Health Centers: A New Concept?" *American Journal of Public Health* 62: 1348-1353.

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.

Hossler, Peter. 2012. "Free Health Clinics, Resistance, and the Entanglement of Christianity and Commodified Health Care Delivery." *Antipode* 44(1): 98-121.

Thursday, April 11: Beyond Primary Health Care: Hospitals, Specialists, and Networks

Baker, Dean. 2017, October 25. "The problem of doctors' salaries." Retrieved November 17, 2017 from <https://www.politico.com/agenda/story/2017/10/25/doctors-salaries-pay-disparities-000557>

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.

Waldman, Annie. 2017, December 27. "How Hospitals Are Failing Black Mothers." Retrieved January 9, 2018 from <https://www.propublica.org/article/how-hospitals-are-failing-black-mothers>

Wahlberg, David. 2010, March 6. "Medical Care Vanishing in Rural Wisconsin." *Wisconsin State Journal*. Retrieved January 22, 2018 from <http://bit.ly/wsmedcare>

Gallardo, Adriana, and Nina Martin. 2017, September 15. "Another Thing Disappearing From Rural America: Maternal Care." Retrieved January 9, 2018 from <https://www.propublica.org/article/another-thing-disappearing-from-rural-america-maternal-care>

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.

Term Paper, Part 1 due by 4:00pm on Friday, April 12, via Canvas

Tuesday, April 17: 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 Hegan, 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.

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.

Carter, Majora. 2006. "Greening the Ghetto." *TED* Video, 18:33. February. http://www.ted.com/talks/majora_carter_s_tale_of_urban_renewal.html

Hu, Winnie. (2013, April 4). "Hero of the Bronx Is Now Accused of Betraying It." Retrieved October 20, 2015 from <http://www.nytimes.com/2013/04/05/nyregion/a-hero-of-the-bronx-majora-carter-is-now-accused-of-betraying-it.html>

Gordinier, Jeff. (2016, May 31). "South Bronx Gets High-End Coffee; Is Gentrification Next?" Retrieved November 24, 2016 from <http://www.nytimes.com/2016/06/01/dining/coffee-shops-south-bronx.html>

Thursday, April 18: Virchow's View: Politics Through the Lens of Public Health

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>

Briggs, Charles L. 2018, January 5. "Beyond 'Banned Words': The CDC, Trump's Anti-Science, and Anthropological Outrage." Retrieved January 9, 2018 from <http://somatosphere.net/2018/01/beyond-banned-words.html>

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.)

Vance, J.D. 2016. Introduction, Chapters 1, 12-15, and Conclusion. *Hillbilly Elegy*. HarperCollins.

Tuesday, April 23: National Policy Debates, 1: Health Reform & The Affordable Care Act

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.

Monheit, Alan C. 2011. "Of Private and Public Safety Nets." *Inquiry* 48: 3-8.

Sanger-Katz, Margot and Quoc Trung Bui. "The Impact of Obamacare, in Four Maps. 2016, October 31." Retrieved January 22, 2018 from <https://www.nytimes.com/interactive/2016/10/31/upshot/up-uninsured-2016.html>

Carroll, Aaron, and Austin Frakt. 2017, October 9. "Can the U.S. Repair Its Health Care While Keeping Its Innovation Edge?" Retrieved January 22, 2018 from <https://www.nytimes.com/2017/10/09/upshot/can-the-us-repair-its-health-care-while-keeping-its-innovation-edge.html>

Carroll, Aaron, and Austin Frakt. 2017, December 26. "The Leap to Single-Payer: What Taiwan Can Teach?" Retrieved January 22, 2018 from <https://www.nytimes.com/2017/12/26/upshot/the-leap-to-single-payer-what-taiwan-can-teach.html>

Pollack, Harold. 2017, Fall. "Single Payer is Not a Principle." Retrieved January 22, 2018 from <https://democracyjournal.org/magazine/46/single-payer-is-not-a-principle/>

Pasquale, Frank. 2017, November 27. "The Epicycles of Health Care Market Design: Time for a Paradigm Shift in Health Policy." Retrieved January 22, 2018 from <https://lpeblog.org/2017/11/27/the-epicycles-of-health-care-market-design-time-for-a-paradigm-shift-in-health-policy/>

Thursday, April 25: National Policy Debates, 2: Foodways, Fat, & the Farm Bill

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.

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.

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

Pettygrove, Margaret, and Rina Ghose. 2018. "From 'Rust Belt' to 'Fresh Coast': Remaking the City through Food Justice and Urban Agriculture." *Annals of the American Association of Geographers*, 1-13.

Lenardson, Jennifer D., Anush Y. Hansen, and David Hartley. 2015. "Rural and Remote Food Environments and Obesity." *Current Obesity Reports* 4: 46-53.

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Week 14: Poster Sessions

April 30: Poster Session 1

May 2: Poster Session 2

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

Term Paper Part 2 due by 4pm on Thursday, May 9, via Canvas