

SOC 230: Introduction to US Health Disparities/Racial and Ethnic Health Disparities in the US

Winter 2019 | TTh 10:00-11:20 | GLD 322

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Office: SAV 252 | OH: 11:30-12:30 or by appointment <https://shlarimo.youcanbook.me>

TA: SarahAnn McFadden | TA E-mail: sarahan2@uw.edu | TA OH: **TBD**

Course Objectives:

How and when we die or become sick should be so equally dispersed across social groups that it is nearly impossible to predict, but this is not the reality in the United States, where there are large, persistent, and sometimes growing inequalities in health status and health care between social groups. This course critically examines these health gaps using sociological, demographic, social epidemiological, and social psychological concepts. We will focus on what will collectively be called the social determinants of health and will examine how these factors influence health at various levels of social organization. By the end of the course, you should be able to:

1. Talk about key concepts in health in a clear, succinct, and approachable way.
2. Describe the US epidemiological profile in broad terms.
3. Talk about the structure of the US healthcare system.
4. Explain how social processes at the societal level affect biological processes inside our bodies.
5. Apply theoretical strategies used to understand health disparities.

Guidelines for Classroom Conduct and Accommodations:

Course Organization and Expectations

Given the breadth of the social determinants of health (SDoH for short) and the constraints of a ten-week quarter system, we are going to cover A LOT of material (although regrettably we won't be able to cover everything in the SDoH umbrella). As such, I intend to use the entire allotted course time for every lecture and quiz section. Therefore, it is imperative that you come to class prepared to engage with lecture materials and that you arrive in section prepared to discuss assigned readings and relevant topics. You are encouraged to bring in outside resources—current events, videos, topics from other courses, personal experiences—as well to help facilitate discussion, particularly during your discussion sections. When you think of questions and/or comments, please try to think of how your input is related to one of the topics or theories we have discussed in the class. Or, if your comment does not relate to one of the issues we have discussed, think of how you can build upon a certain analytic point. **In other words:**

please make sure that your contributions to our discussions are rooted in the topics we are covering.

Expectations for Behavior

I am committed to making this classroom a safe and enjoyable learning environment for all students. Here are my ground rules to make sure that happens:

- No talking over or interrupting others.
- No derogatory language (to be clear this includes but is certainly not limited to any racist, anti-immigrant, sexist, ableist, and anti-LGBTQIA+ language).
- No distracting behavior that will disrupt the learning environment for others (to be clear, this includes but may not be limited to: listening to music, watching TV or movies, using your computers for non-course activities, and speaking loudly during lecture). Myself, your TA, and your fellow students have the discretion to ask you to disengage from any of these behaviors.

Violating these ground rules will result in an initial request to stop, followed by a request to remove yourself from the classroom if I feel that your behavior is hostile or is disrupting others from learning.

In section, SarahAnn will review her own “ground rules” for discussion behavior and you will be held to those standards as well.

Electronic Policy:

I acknowledge that many students prefer to take notes or engage with the course material electronically and I don't wish to hinder this learning style. In addition, I find software such as Poll Everywhere incredibly useful in large lecture settings such as ours, and intend to use this tool often. However, using electronic devices for activities not related to class is strictly prohibited. The TA will monitor your activities on your devices and if you are on Facebook, Twitter, Netflix, or any other site that is not related to our class, the TA has the discretion to ask you to exit from those sites.

Students with Disabilities:

Your experience in this class is very important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me and to your TA at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS but have a temporary or permanent disability that requires accommodations, you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s),

and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Schedule of Course Topics and Assigned or Suggested Readings

Required Text

You have one required text that you will need to purchase or secure in some way:

Reid, T.R., 2010. *The healing of America: A global quest for better, cheaper, and fairer health care*. Penguin.

We will read *The Healing of America* in the third section of the course, so you have time to purchase the book used if you wish or you can purchase the book from the UW bookstore whenever is convenient for you. I have assigned this book before so the bookstore may have used copies for sale as well.

The remainder of your assigned materials will come in the format of electronic versions of journal articles, scanned copies of book chapters, YouTube videos, podcasts, and popular media articles (NPR, NYT, etc.). You will find links to electronic materials in the course schedule shown below. For items not found there, please look in the "Files" section of this website. If you are unable to access a file, please let me or your TA know but also consider posting on the course discussion board, as one of your classmates might be able to help you more quickly.

Date	Topic	Pre-Class Materials	Assignment
Topic 1: Defining Health, Talking About Health, and the Determinants of Health Equity			
1/8	Welcome to the Course!	None	None
1/9	Welcome to Section!	None	In Section: Health Equity Quiz
1/10	Defining and Talking about Health like a Sociologist	Schwartz and Diez-Roux 2001 Books (The Lancet) 2009 Braveman 2014	
1/15	Overview of the Social Determinants of Health and Epidemiological Thought	Krieger 1994 Link and Phelan 1995	In Class: Syllabus Quiz

1/16	Review of Topics	None	In Section: Solving an Epidemiological Event
1/17	Determinants of Health Equity: Social Class/Socioeconomic Status	Crash Course Sociology #24 Kawachi 1997 Lowrey 2014	
1/22	Determinants of Health Equity: Race/Racism	<i>Bonilla-Silva. 2014. "Chapter 3: The Central Frames of Colorblind Racism". from Racism without Racists (in "Files")</i> Jones 2000 Levels of Racism Eichelberger et al. 2016 BLM Suggested: Code Switch Podcast. 2016. Episode 1: Can We Talk About Whiteness Omi and Winant 1994	
1/23	Review of Topics	None	Due at the start of Section: Reading Notes & Discussion of Topics
1/24	Determinants of Health Equity: Gender/Sexism/Cissexism/Heteronormativity	Goldsen et al 2014 Creighton and Oliffe 2010	Complete before Section on 10/26: NEMS Survey

		<i>Suggested:</i> Gorman and Read 2006	
1/29	Determinants of Health Equity: Ableism/Bodily Capital/The Social Construction of Disease and Health	Guest Lecture: Heather Evans, PhD Bodies Podcast. 2018. Episode 3: Anxious Mess Baynton, 2001 (in "Files")	Complete before Section on 10/26: NEMS Survey
1/30	Review of Topics	None	Due at the start of Section: Reading Notes & Discussion of Topics
1/31	Exam #1		
Topic 2: Risks, Resources, and Stress			
2/5	Risks and Resources: The Natural and Built Environments (Focus on Native American Health Issues)	Whitney 2017 Bad Sugar Walch et al 2017 <i>Suggested:</i> Keene 2018 Amnesty International 2006	Complete before Section on 10/26: NEMS Survey
2/6	Review of Topics	None	NEMS Survey Review & Discussion of Topics
2/7	Risks and Resources: The Social & Economic Environment (Focus on Asian American Health Issues)	Guest Lecture: Hannah Lee Lim et al. 2017	

		EPIC 2014 (ONLY READ: Seattle, WA p. 45-50) Zhou 2004 <i>Suggested:</i> Walton 2015 Salant and Lauderdale 2003 Fox et al. 2017	
2/12	Risks and Resources: Health Behaviors (Focus on Hispanic/Latinx Health Issues)	Markiedas and Coriel 1986 Abraido-Lanza et al. 2005 <i>Suggested:</i> Viruell-Fuentes 2011 Holmes 2006	
2/13	Review of Topics	None	Due at the start of Section: Reading Notes & Discussion of Topics
2/14	The Stress Paradigm: Reactions to Stress (Focus on White American Health Issues)	Wu et al 2011 Boddy 2017 Rolheiser 2018 <i>Suggested:</i> Malat et al. 2018 Pearlin et al. 1981	

2/19	The Stress Paradigm: Embodiment (Focus on Black/African American Health Issues)	Lee and Wilderman 2013 Martin 2017 <i>Suggested:</i> Serena Williams for Vogue 2018	
2/20	Review of Topics	None	Due at the start of Section: Reading Notes & Discussion of Topics
2/21	Exam #2		
Topic 3: Health Care and Health Research			
2/26	Introduction to the US Healthcare System	Reid: Prologue, Chapters 1-3, Afterword	
2/27	Review of Topics	None	Due at the start of Section: Reading Notes & Discussion of Topics
2/28	The US in Comparison	Reid: Varies, Check Group Assignments. *Note: You will be tested on all chapters, regardless of your assignment here.	In Class: JigSaw Discussion of Global Health Care Models
3/5	Moving Forward: Is Health and/or Health Care a Human Right?	Reid: Chapters 11-13, Appendix	
3/6	Review of Topics	None	Due at the start of Section: Reading Notes & Discussion of Topics

3/7	The Clinical Setting: Patient-Provider Interactions	TBD	
3/12	Health Research: Does History Repeat Itself?	Brandt 1978 Lewin 2001 Suggested: Washington, Harriet. "Epilogue: Medical Research with Blacks Today" in Medical Apartheid Vargas, Theresa. 2017. "Guinea Pigs of Pioneers: How Puerto Rican Women were Used to Test Birth Control Pills". The Washington Post.	
3/13	Final Exam Review	None	In-Section: Jeopardy!
3/14	TBD	TBD	
3/18	FINAL EXAM IN GLD 332 10:30-12:20 p.m.		

Course Requirements and Grading Policy

An assessment of your understanding of the course material will be based on participation in lecture and section and your performance on three exams.

Exams (60% of your final grade)

You will complete three exams in this course. Exam format will be multiple choice and will include one written extra credit option on each exam. Extra credit will be applied to the corresponding exam. Exams are cumulative in the sense that this course is designed to build upon itself. In other words, what you learn in Week 2 will inform what you learn in Week 9. As such, you should expect to see material from the first third of the course on your second exam,

and material from first two-thirds of the course on your final exam. Therefore, exam three is worth more points than exam two, which is worth more points than exam one.

- *Exam 1: 15% of your final grade*
- *Exam 2: 20% of your final grade*
- *Exam 3: 25% of your final grade*

You will need to bring a scantron to each exam as well as a pencil. You will not need a blue book for the extra credit option.

Exams are shown in **RED** in your course schedule.

Participation (40% of your final grade)

Regular participation in the course ensures that you not only walk away from this course with a crystalized understanding of concepts but that you will be able to perform well on your exams. Participation in this course is divided into 3 parts:

- *Reading Notes* (18% of your final grade)

You are required to complete the 6 reading notes assignments listed on your syllabus. Reading notes are due at the start of section and must follow the template provided on your canvas page. In your reading notes, you must comment on each assigned “reading” (or video, or podcast) for the whole week. You must hand in a hard copy of your reading notes, preferably typed. The purpose of the reading notes is to generate meaningful and worthwhile discussions in your sections. Of the 6 reading notes assignments, 4 will be marked for completion (i.e., you turn it in and you get credit) and 2 will be graded for comprehensive (i.e., 3 points for excellent work, 2 points for good work, 1 point for fair work, and 0 points for poor work). This choice will be made randomly. Reading notes are worth 3 points each.

Reading Notes are shown in **ORANGE** in your course schedule.

- *Miscellaneous Assignments* (12% of final grade)

Throughout the quarter you will also complete other assignments in class or in section as listed on your syllabus. The purpose of these assignments is to gauge your understanding of course concepts and engage you in the material in different ways. You currently have 6 miscellaneous assignments listed on your syllabus but I may add more, so it would be a good idea to attend lecture and section just in case. These assignments are worth equal points and may be graded for completion or comprehension.

Miscellaneous assignments are shown in **BLUE** on your course schedule.

- *Poll Everywhere Questions* (10% of final grade)

I will randomly and regularly use the polling software, “Poll Everywhere”, in lecture. The purpose of these polls is to gauge your understanding of course concepts and generate discussion. We will discuss setting up Poll Everywhere on the first day of class and can revisit the set-up in section. Poll Everywhere requires that you use a mobile device of some sort. If this is not available to you, either for the duration of the class or for a brief part of the class (e.g., if you drop your phone and break it), please let me and your TA know. You can always hand in poll items on paper to your TA and I after lecture. Participation is tracked by item, rather than day, and will be summed over the duration of the term. So, for an illustration, if you complete 9 out of 10 total items, you will receive 90% of the points possible for this item.

Other Matters

E-mail Policy:

Please only email with questions that can be answered in 3 sentences or less. Questions that require a more detailed response should be addressed during class or office hours. Please direct electronic correspondence to me via email (shlarimo@uw.edu). Please allow up to 48 hours for a response. Please also be sure to do the following in all messages: a) begin the email with a greeting (e.g., “Dear Savannah,”), b) provide context for the email (e.g., “I am a student in SOC 230 and I have a brief question about a concept discussed in class today.”), and c) close your email with a signature (e.g., “Best regards, Madison”). Also, I will not respond to any e-mails regarding material that can be found in this syllabus.

A Note on Plagiarism:

The University of Washington formally defines plagiarism as the following:

- Using another writer’s words without proper citation.
- Using another writer’s ideas without proper citation.
- Citing your source but reproducing the exact words of a printed source without quotation marks.
- Borrowing the structure of another author’s phrases or sentences without crediting the author from whom it came.
- Borrowing all or part of another student’s paper or using someone else’s outline to write your own paper.
- Using a paper writing “service” or having a friend write the paper for you.

If you are inclined to plagiarize in this course, know that as someone who makes a living on citation counts, I find plagiarism personally offensive. Individuals caught plagiarizing material without proper citation will be referred to the UW Office of Academic Conduct.

Late Policy:

It is my expectation that you turn in all assignments on the day and at the time they are due as stated on this syllabus. Therefore, it is my policy not to accept late work unless under exceptional circumstances and with appropriate documentation if necessary.

That said, I am not ignorant to fact that life does not stop or make exceptions because you are in school. If there is something in your life that will prevent you from participating fully in this class, please let me know as soon as possible. It is far easier to make accommodations in Week 2 than after finals, when grades have been submitted to the University. If you are uncomfortable speaking with me about these things, you may use your TA, the Sociology Department advisors, your own academic advisors, or the Ombudsman as a mediator. For additional resources, please see the “Needs Statement” below.

Needs Statement

If you lack a safe and stable place to live, have difficulty accessing sufficient food to eat every day, or could use physical, emotional, mental health, community, or other support, I urge you to pursue such support through the below resources. Furthermore, please notify me if you feel comfortable doing so, so that I may provide any resources that I possess. Finally, please let me know if you have any suggestions for additional resources to include on this list.

Emergency Aid: <http://www.washington.edu/emergencyaid/seattle/>

Campus Food Pantry: <http://www.washington.edu/anyhungryhusky/get-food/>

Short Term Loans: <http://www.washington.edu/financialaid/types-of-aid/loans/short-term-loans/>

Office of Student Financial Aid: <https://www.washington.edu/financialaid/contact-us/>

Health and Wellness office: <http://depts.washington.edu/livewell/>

Hall Health: <http://depts.washington.edu/hhpccweb/>

Hall Health Mental Health: <http://depts.washington.edu/hhpccweb/project/mental-health-clinic/>

Counseling Center: <https://www.washington.edu/counseling/about/>

Resources Re: Sexual / Relationship Trauma:* <http://depts.washington.edu/livewell/advocate/>
<http://www.washington.edu/sexualassault/> ; <https://www.kcsarc.org/gethelp/> / 1.888.99.VOICE
(off-campus)

24-hr Off-Campus Crisis Intervention Hotlines:* 1.800.273.8255 (suicide);
<https://hotline.rainn.org/online/> (sexual trauma)

Q Center (for Queer community, including Questioning):

<http://depts.washington.edu/qcenter/wordpress/>

Disability Resources for Students: <http://depts.washington.edu/uwdrs/>

wələb?altx^w – Intellectual House (for Indigenous community):

<https://www.washington.edu/diversity/tribal-relations/intellectual-house/>

Office of Minority Affairs & Diversity: <http://www.washington.edu/omad/>

International Student Center: <https://iss.washington.edu/>

Undocumented Student Resources: <https://www.washington.edu/admissions/undocumented/>

* **CAUTION!** Please note that I am a mandatory reporter, which means that I may be required to report it to the University if you share with me experiences of past abuse or plans to harm yourself and others.

A Final Note on This Syllabus:

This syllabus is not a contract, and is open to revision during the course of the quarter. Should the need arise, I reserve the right to change the order of scheduled readings, remove readings, or make other alterations. Don't worry! I will never add anything or make last-minute changes that will derail your personal schedule. If I make changes I will do so in a timely manner and only if it fits everyone's personal schedules.