

**SOCIOLOGY 335**  
**Health and Inequalities**

**Fall 2015- Sept 1-Dec 15**  
**Davison Hall 122**

Instructor: F. Dilara Demir  
Schedule: Tuesday 12:35 PM - 1:55  
Friday 12:35 PM - 1:55  
Office Hours: Tuesdays 2:00-3:00PM at Office 019 at Davison Hall (downstairs)  
Virtual office hour Wednesdays 1:00-2:00pm, Chatroom in sakai.  
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**Course Description**

This course introduces students to pressing issues of health care and inequalities worldwide with a wide range of global perspectives on health. Taking an interdisciplinary approach, the course attempts at identifying the main actors, institutions, practices, and forms of knowledge production at work in the 'health systems' today, and explores the environmental, social, political, and economic determinants that shape patterns and variations in disease and health across societies. We will look into complex value systems, institutions, actors, social networks affecting health and well-being of people and put them into historical and geopolitical perspectives by exemplifying cases from all over the world.

Key course topics include: The social determinants of health, medicalization of life, globalization, neoliberalism and health, history and political economy of health, global pharmaceuticals, biosocial approaches toward health, intersectionality, the impacts of class, race, gender and colonial structures on health, environment and technological change as determinants of health, health care movements, reforms and policy suggestions.

Throughout the course, students will be encouraged to think critically and creatively about structural health problems in and outside of United States; to identify these problems and to cover broad range of theoretical and empirical insights on these problems and health movements addressing these problems.

**Main Readings**

Paul Farmer, Jim Yong Kim, Arther Kleinman and Matthew Basilica (2013) *Reimagining Global Health: An Introduction*, University of California Press (excerpts)

Laura Briggs (2002) "Reproducing empire : race, sex, science, and U.S. Imperialism in Puerto Rico." University of California Press. (excerpts)

Berkman, Lisa, Ichiro Kawachi, and M. Maria Glymour. Social Epidemiology, 2nd Edition. 2014. NY: Oxford University Press. ISBN: 978-0-19-939533-0 (Note – denoted by BKG in the syllabus). ( excerpts)

Global Pharmaceuticals: Ethics, Markets, and Practices edited by Adriana Petryna, Andrew Lakoff, and Arthur Kleinman. Durham: Duke University Press, 2006

### **Handouts and Announcements**

I will post important announcements in the announcements in sakai and post lecture outlines on the course sakai site under each week separately. *It is required that you check the website regularly to ensure that you don't miss important updates or supplementary class material.* These additional materials will help you follow and understand the major points of each lecture.

### **Course Requirements**

Course grades will be determined by:

- 1) four original response memos of 3-4 pages each on assigned course topics;
- 2) participation in small group discussions based on questions on readings;
- 3) one final group project;
- 4) an in-class presentation based on the readings; and
- 5) class attendance and participation.

### **Grade Allocation:**

Response memos 30%

Group discussion leadership & posting questions 15%

Group project 25%

In-class presentation 10%

Attendance and participation 20%

Total 100%

Grades (in accordance with Rutgers' lettered grading system):

A 90-100

B+ 86-89

B 80-85

C+ 76-79

C 70-75

D 61-69

F 60 or below

### **Attendance and Participation**

Students will be expected to regularly attend and participate in the class. Even the class periods

not devoted specifically to group discussions and activities will involve student participation and interaction. This means that student attendance and participation is an essential, and expected, component of the course.

### **Course Readings**

It is essential that students complete all of the assigned course readings. Assigned readings should be completed before class on the day the readings are listed. Students are encouraged to look ahead in the syllabus and plan their time accordingly, since some days' reading loads are heavier than others.

### **Blog posts**

Students will write three original response memos in the form of blog posts over the course of the semester. In the memos, students will respond to a task provided by the professor. The topics for the memos will be clarified in class before the deadline by the professor. Each blog post will get 10 points at most.)

### **Posting Questions & Small Group Discussions**

Before every course, you will post at least two questions related to the specific reading materials to open up a discussion on a concept or a phenomenon or to elaborate the discussions on papers. It is due every Thursdays until 5pm and every Monday until 5pm under Discussion & Private Messages > Class Discussions. No questions will be posted for September 8 since there are no readings.

At the beginning of the semester, students will be divided into groups of four. These groups will serve as the students' small groups for the class periods devoted to small group discussions as well as their small groups for the course projects. Prior to each of these discussions, each student will submit an original response memo to the professor and their group members at the end of the term. Students will be expected to be a discussion leader in rotation and read each others' posted questions and choose the most interesting ones to open up discussion related to the readings in class. Also each student will be expected to read blog posts of their peers in their group prior to the discussion period, and will take turns being the group discussion leader as well. Grades for the small group discussions will be based on both peers' and the professor's evaluation of each student's participation in the discussions.

### **Conversations with Experts**

Over the course of the semester, hopefully we will have class periods when outside experts will join us to discuss their knowledge and expertise in relevant fields. These conversations will offer students an unusual opportunity to pose questions and discuss course topics with professionals in the field. Students will be required (as part of their participation grade) to submit relevant questions for the speakers prior to these class sessions.

### **In-class Presentation**

Each student will present a summary of articles followed by a discussion from Required Readings in class. It will be chosen by the student herself/himself. You can use slides, handouts or any type of materials to present the paper. It is limited to 10-12 minutes.

### **Final Web Group Project:**

At the end of seventh week, the students have to consult with the instructor about their interests for the final project. It is a website through [www.weebly.com](http://www.weebly.com) in which the students can use multimedia and texts for any topic they choose from the course as a group. At the start of fourth week, each group will open up a discussion under sakai so they can write down their ideas about the website. The students can also put photos, videos or any other means to express their opinions, ideas and interests on the selected subject related to Health and Inequalities by them. They can use excerpts from the readings as parts of the textual material. They also have to do extra scholarly and journalistic research on their topics. Collaboration is very important and half of your grade for this section. The instructor will follow your discussions and their progress each week after seventh week. The students can publish and share their websites with their peers when they are finished as their final project.

Class participation is important. Getting engaged in this material really does enhance learning. IT IS YOUR RESPONSIBILITY TO FIND OUT WHAT MATERIAL WAS COVERED AND WHAT ANNOUNCEMENTS WERE MADE FROM SAKAI.

### **Class Conduct and Ground Rules**

The Department of Sociology encourages the free exchange of ideas in a safe, supportive, and productive classroom environment. To facilitate such an environment, students and faculty must act with mutual respect and common courtesy. Thus, behavior that distracts students and faculty is not acceptable. Such behavior includes cell phone use, surfing the internet, checking email, text messaging, listening to music, reading newspapers, leaving and returning, leaving early without permission, arriving late, discourteous remarks, and other behaviors specified by individual instructors. Courteous expression of disagreement with the ideas of the instructor or fellow students is, of course, permitted and encouraged.

### **Academic Integrity**

I follow the Rutgers University's policy on academic integrity, and you can familiarize yourself with this policy at this website:

<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

Cheating and plagiarism will not be tolerated, and I am obligated to report such conduct and violations of this policy to the Undergraduate Director of the Sociology Department and the Dean of your college.

## **Students with Disabilities**

Students with disabilities requesting accommodations must follow the procedures outlined at <http://disabilityservices.rutgers.edu/request.html>. Full disability policies and procedures are available at <http://disabilityservices.rutgers.edu/>.

## **A Word to the Wise**

1. If you are having problems, please seek out help early. Be prepared, having gone over the lectures, text, assignments, and problems in the text. Please keep appointments that you make to see me from sign-up section on sakai. If your plans change and you can't make the appointment, please notify me as soon as possible (before the meeting).
2. Please note that the readings are not substitutes for the lectures nor are the lectures a substitute for the readings. Not all the material in the lectures appears in the readings, nor is all the material in the readings covered in the lectures. You are responsible for the material in the texts and in the lectures.
3. Make it a habit to read a national newspaper daily. A good exercise is to pick up the newspaper and apply concepts we've learned to pertinent news stories.
4. Do the readings and be prepared! Do not wait until after I have lectured on something to read the material work.
5. It's best to let me know when you plan to have office hours on skype or googlechat.

## **Tentative Course Schedule and Readings:**

( it can be changed with advanced notice by the instructor)

### **I. Introduction to health and inequalities**

#### ***Week 1***

September 1 Introduction and Course overview

September 4 Introduction to Social Determinants of Health

World Health Organization- What are the social determinants of health? (one page)

World Health Organization- Key concepts (two pages)

Paul Farmer et al. Chapter 1.Introduction: A Biosocial Approach to Global Health, pp.1-10

Bridget Hanna & Arthur Kleinman in Paul Farmer et al., Chapter 2. Unpacking Global Health pp.15-32.

Ronald Labonté and Ted Schrecker (2007)“Globalization and social determinants of health: Introduction and methodological background (part 1 of 3)” *Globalization and Health* Vol 3, Issue 5.

### **II. Different approaches toward Health Inequalities**

#### ***Week 2***

September 8 No Class

September 11 Carter-Pokras & Baquet, 2002, “What is a ‘health disparity?’” *Public Health Reports*

Kawachi, I., Subramanian, S. V., & Almeida-Filho, N. (2002). A glossary for health inequalities. *Journal of epidemiology and community health*, 56(9), 647-652.

Olena Hankivsky and Ashlee Christoffersen “Intersectionality and the determinants of health: a Canadian perspective” *Critical Public Health* Vol. 18, No. 3, September 2008, 271–283.

Antonio Maturo, “Medicalization: Current Concept and Future Directions in a Bionic Society” *Mens Sana Monogr.* 2012 Jan 10(1): 122–133.

Dena Smith, “Diagnosing everyone” In brief in *Contexts*, Spring 2012  
<http://contexts.org/articles/diagnosing-everyone/>

### **III. Politics & Health**

#### ***Week 3***

September 15 Vicente Navarro, Leiyu Shi “The political context of social inequalities and

health” *Social Science and Medicine* 52 (2001) pp.481-491

Jerry M. Spiegel and Annalee Yassi, Lessons from the Margins of Globalization: Appreciating the Cuban Health Paradox, *Journal of Public Health Policy*, Vol. 25, No. 1 (2004), pp. 85-110.

NYT, 2013, “Spending More and Getting Less for Health Care.”  
<http://well.blogs.nytimes.com/2013/11/21/spending-more-and-getting-less-for-health-care/>

September 18 We will watch the documentary “Salud!” in class.

#### ***Week 4***

September 22

Kaiser Family Foundation, 2012, "A Guide to the Supreme Court's Affordable Care Act Decision." <https://kaiserfamilyfoundation.files.wordpress.com/2013/01/8332.pdf>

New York Times, 2013. “Millions of Poor Are Left Uncovered by Health Law.”

New York Times, 2014. “Success of Kentucky’s Health Plan and Comes with New Obstacles.”

Theda Skocpol, Contexts, “People like health reform when they learn what it does”  
<http://contexts.org/articles/people-like-health-reform-when-they-learn-what-it-does/>

September 25 We will watch the documentary “Sicko” by Michael Moore in class.

**First blog post: Choose one of these topics and write a response paper in the form of a blog post 2-3 pages (double space, 12 pt. Times New Roman) due September 28, 5pm. Post it to sakai> blog posts**

Topic 1: Look into human development report 2014 by United Nations Development Fund, try to understand the variables. Look into the variables for United States:  
<http://hdr.undp.org/en/countries/profiles/USA>

Decide on at least three variables you think the most important for better health care in the United States. Explain why you think these are the most important elements for you affecting health care in the US.

Then look into the variables of human development for Cuba:  
<http://hdr.undp.org/en/countries/profiles/CUB>

Look at the variables you choose before for understanding health care in the US. Compare them.  
Or

Topic 2: Look into the details of state health facts:

<http://kff.org/statedata/>

Identify two states of your choice and look into health facts. Choose two variables that you think really important for health care in the US and compare them according to these two variables.

## **IV.Global exploitation, Environment & Health**

### **Week 5**

September 29 Ronald Labonté and Ted Schrecker (2007)“Globalization and social determinants of health: Introduction and methodological background (part 2 of 3)” *Globalization and Health* Vol 3, Issue 5

The Globalization Theories: World-system theory

<http://sociology.emory.edu/faculty/globalization/theories01.html>

Scott Frey, (2003)“The Transfer of Core-Based Hazardous Production Processes to the Export Processing Zones of the Periphery: The Maquiladora Centers of Northern Mexico” *Journal of World-system research*, Vol 9:1, pp. 317-354.

October 2

Sassen, S. (2000). Women’s Burden: Counter-geographies of Globalization. *Journal of international affairs*, 53(2).

The Guardian, “India Clothing Workers' Slave wages”

<http://www.theguardian.com/world/2012/nov/25/india-clothing-workers-slave-wages>

Tushar Kanti Saha et al. “Health Status of Workers Engaged in the Small-scale Garment Industry: How Healthy are They?” *Indian J Community Med*. 2010 Jan; 35(1): 179–182. online: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2888354/#!po=12.5000>

### **Week 6**

October 6

Checking the toxic map of United States:

<http://toxmap-classic.nlm.nih.gov/toxmap/main/index.jsp>

Brugge and Gole “The History of Uranium Mining and the Navajo People”

September 2002, *American Journal of Public Health*, Vol 92, No. 9, pp. 1410-1419.

Wilson, S., Campbell, D., Dalemarre, L., Fraser-Rahim, H., & Williams, E. (2014). A Critical Review of an Authentic and Transformative Environmental Justice and Health Community—University Partnership. *International journal of environmental research and public health*, 11(12), 12817-12834.

October 9 Watch documentary “Toxic Soup”

## **V.Food and Agriculture**

### **Week 7**

October 13

B&K, Chapter 14, “Ecological Approaches: Rediscovering the Role of the Physical and Social Environment.”

Boardman, Saint Onge, Rogers, & Denney, 2005, “Race Differentials in Obesity: The Impact of



Place.”

TIME, 2011. “Study Questions the Link Between Food Environment and Diet Quality.”

TIME, 2012. “Can “Pop-Up” Grocery Stores Solve the Problem of Food Deserts?”

TIME, 2011. “Change Your Neighborhood, Improve Your Health.”

Watch the documentary “SuperSize Me”

October 16

Lang, T. (2003). Food industrialisation and food power: implications for food governance.

Development Policy Review, 21(5-6), 555-568.

Introduction of USDA Report “Access to Affordable and Nutritious Food: Measuring and Understanding Food Deserts and Their Consequences” pp. 1-10.

Watch the documentary “Seeds of Hunger”

## **VI. Stress and Health Inequalities**

### ***Week 8***

October 20 Group meeting on Final Website Project

October 23

BKG Chapter 9, “Affective States and Health.”

Thoits, 2010, “Stress and Health: Major Findings and Policy Implications.”

NYT, 2013. “Joblessness Shortens Lifespan of Least Educated White Women.”

NYT, 2013. “Status and Stress.”

Andrew Lakoff “The Anxieties of Globalization: Antidepressant Sales and Economic Crisis in Argentina” *Social Studies of Science* 34/2(April 2004) 247-269.

## **VII. Race and Health**

### ***Week 9***

October 27

Williams & Sternthal, 2010, “Understanding Racial-ethnic Disparities in Health: Sociological Contributions.” *Journal of Health and Social Behavior*, Vol. 51, Extra Issue: What Do We Know? Key Findings from 50 Years of Medical Sociology (2010), pp. S15-S27.

Gamble, 1997, “Under the Shadow of Tuskegee: African-Americans and Health Care.”

New York Times, 2010, “U.S. Apologizes for Syphilis Tests in Guatemala”

<http://www.nytimes.com/2010/10/02/health/research/02infect.html>

TIME, 2009, “Why Racial Profiling Persists in Medical Research.”

October 30

Greene et al. Chapter 3. "Colonial Medicine and Its Legacies" in Reimagining Global Health : An Introduction by Paul Farmer. pp.33-73.

## **VIII. Global Pharmaceuticals**

### ***Week 10***

November 3

Cohen, Jon. "The New World of Global Health." Science January 13, 2006; 311(5758):162-167.  
Petryna, Adriana and Arthur Kleinman. "The Pharmaceutical Nexus." In Global Pharmaceuticals: Ethics, Markets, and Practices edited by Adriana Petryna, Andrew Lakoff, and Arthur Kleinman. Durham: Duke University Press, 2006, pp. 1-32.

Biehl, Joao "Pharmaceutical Governance" In Global Pharmaceuticals: Ethics, Markets, and Practices edited by Adriana Petryna, Andrew Lakoff, and Arthur Kleinman. Durham: Duke University Press, 2006. pp. 205-238.

November 6

Angell, Marcia. The Truth About Drug Companies: How They Deceive Us and What to Do About It. New York: Random House, 2005.

Film: The Corporation by Mark Achbar, Jennifer Abbot, and Joel Bakan

**Second blog post: Write a response paper in the form of a blog post 2-3 pages (double space, 12 pt. Times New Roman) due November 9, 5pm. Post it to sakai> blog posts.**

Choose one of the medicines you or your friend/family member use for some reason. Try to find out the company, how it is produced and which company produces this medicine. Read the emergence/history of the medicine if available online. Also look into the company which produces this medicine. Search for its research and development budget by the company and write down numbers if possible. Search for its clinical trials if possible. Search for its patent number if available. Try to narrate a story of a medicine, with its emergence, production, dosage and usage with side effects and equivalents if possible.

## **IX. Gender, Sexuality& Health**

### ***Week 11***

November 10

Springer, Stellman, and Jordan-Young, 2012. "Beyond a Catalogue of Differences: A Theoretical Frame and Good Practice Guidelines for Researching Sex/Gender in Human Health." Social Science& Medicine.

Jennifer Fishman, Manufacturing Desire: The Commodification of Female Sexual Dysfunction, SSS

November 13

Laura Briggs, (2002) "Introduction: Colonialism" and "Chapter 3: Debating Reproduction" in "Reproducing empire : race, sex, science, and U.S. Imperialism in Puerto Rico." University of California Press. pp.1-20 and pp. 74-108.

Haaretz " Israel admits Ethiopian Women were given birth control shots"  
<http://www.haaretz.com/news/national/israel-admits-ethiopian-women-were-given-birth-control-shots.premium-1.496519>

## **X. Medical Knowledge production**

### ***Week 12***

November 17

Annemarie Mol (2002) *The Body Multiple: Ontology in Medical Practice*, Duke University Press. Chapters 1-2.  
Petryna, Adriana, 2009, *When Experiments Travel*, Princeton: Princeton University Press, chapters 2-3.

November 20

Monica J. Casper and Daniel R. Morrison "Medical Sociology and Technology: Critical Engagements" *Journal of Health and Social Behavior*, Vol. 51, Extra Issue: What Do We Know? Key Findings from 50 Years of Medical Sociology (2010), pp. S120-S132

## **XI. Patient health movements and social networks:**

### ***Week 13***

November 24

Epstein, Steven. 1995. "The construction of lay expertise: AIDS activism and the forging of credibility in the reform of clinical trials." *Science, Technology and Human Values* 20(4): 408-37.

Brown, Phil, Stephen Zavestoski, Sabrina McCormick, Brian Mayer, Rachel Morello-Frosch, Rebecca Gasior Altman. 2004. "Embodied health movements: new approaches to social movements in health." *Sociology of Health and Illness* 26(1): 50-80.

November 25

Christakis, Nicholas, Fowler, The Spread of Obesity in a Large Social Network over 32 Years, *New England Journal of Medicine* Vol 357 (4), pp. 370-379.

Pescosolido, Bernice, 2006, Of Pride and Prejudice: The Role of Sociology and Social Networks in Integrating the Health Sciences, Journal of Health and Social Behavior, Vol 47 (3), pp. 189-208.

## **XII. International cooperation in Global Health**

### ***Week 14***

December 1

‘Global Health Cooperation: International Relations’ New Frontier’ MEDICC journal.

Origin of Global Health Histories [http://www.who.int/global\\_health\\_histories/background/en/](http://www.who.int/global_health_histories/background/en/)

Basilico et al. “Health for all?” Chapter 4 in Reimagining Global Health : An Introduction by Paul Farmer. pp.74-110.

December 4

Basilico et al. “A Movement for Global Health Inequity?” in Reimagining Global Health : An Introduction by Paul Farmer. pp. 340-354.

December 8- Wrapping up the course.