



[Course Site](#)



[Textbook](#)



zoom

[Class Zoom](#)



[Directions to
Classroom](#)



zoom

[Office Hours
Zoom](#)

Course Links

HEALTH & INEQUALITY

SOCIOLOGY 335

01:920:335:01

SPRING 2022

IN-PERSON* - TILLET HALL RM 230

12:10PM – 1:30PM

Welcome to the course! Please look at the top for important links for this class.

***This class will temporarily be held online. Please use the Class Zoom Link from Thursday January 20 until Thursday January 27 during regular class hours. We will resume in-person class on Monday January 31.**

Course Info

Instructor: Katherine Tuangco (“Cat-er-rin Too-wahn-ko”)

Email: katherine.tuangco@rutgers.edu

Class Hours: Monday & Thursday 12:10PM – 1:30PM

Location:

- **Jan 20 – Jan 27:** [Link to Zoom Class](#)
- **Jan 31 – End of Semester:** Tillet Hall RM 230

Office Hours: Wednesdays 5:00-6:30 PM via [Zoom](#) and by appointment

Course Description

The Health & Inequalities course introduces students to the social determinants of health. During the course, we examine how social, environmental, and other structural factors affect who gets sick and who receives quality health care. Students will learn how to examine health disparities from a sociological perspective by studying current trends in population health and analyzing the differential impact of institutional and individual factors.

Course Goals and Objectives

Upon successful completion of this course, students will be able to:

1. Identify key trends in health inequities based on social determinants such as race, ethnicity, immigrant status, gender and gender identity, sexuality, neighborhoods, and socioeconomic status
2. Understand how structural and institutional contexts contribute to health inequities.
3. Describe ethical issues and debates that arise in the study of health disparities
4. Use the sociological imagination to recognize patterns of health disparities and structural inequalities in different forms of media.

Required Materials

All other articles and lecture slides will be posted on Canvas prior to the week they are due. They can be found in their corresponding module, in Canvas Files or in Canvas Reading List.

Text (Hummer and Hamilton)

Hummer, Robert A. and Erin R. Hamilton. 2019. *Population Health in America*. Oakland, CA: University of California Press. ISBN: 9780520291577.

The textbook is available for free online via the [Rutgers Library](#) through ProQuest. You can access the textbook using the link on the first page of this syllabus or you can go to the Rutgers Libraries page and search for the book by title. You will have to Log In using your Net ID and password before you proceed to the textbook. You may view the book online, download individual chapters, or download the full book via ProQuest (must set up a free account first).

Films

Films will be viewed during class as a group, but you can also view them online for free or for a modest rental fee. *Please explore the free one-week trials that are often available.*

Most of the films we will watch will come from the “Unnatural Causes: Is Inequality Making Us Sick?” series. The videos can be streamed online from the [RU Libraries](#) website with a valid RU login. To access the films, please go to the RU Libraries website and search for the film by title. It should be the second option but make sure you click on the "book" option of this title, not the "video" option. Click "View Online" and log in with your NetID and password. This should take you to a "Films on Demand" website that is hosting the film.

Classroom Etiquette

Attendance and Self-Reporting Absence

Although attendance is not part of your grade, students are expected to attend all classes. If you expect to miss one or two classes, please use the University absence reporting website, [Student Self Report Absence](#), to indicate the date and reason for your absence. An email is automatically sent to me. Please review the [University Attendance and Religious Holiday Policies](#) as well as the [SAS Attendance Policy](#) before emailing me about attendance and absences.

It is important to take care of your health and protect the well-being of your fellow classmates. Each day before you arrive on campus or leave your residence hall, you must complete the brief survey on the My Campus Pass symptom checker self-screening app. **Please do not attend in-person class meetings if you are required to quarantine or are experiencing symptoms of any transmittable disease.** If you must be absent for an extended period, please email me as soon as possible so we can make some arrangements for your assignments and other course tasks.

Masks

To protect the health and well-being of all members of the University community, masks must be worn by all persons on campus when in the presence of others (within six feet) and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). **Masks must be worn during class meetings; any student not wearing a mask or wearing a mask improperly will be asked to leave.** Masks should conform to CDC guidelines and should completely cover the nose and mouth. Please review the [CDC Guide to Face Coverings](#).

Student conduct

Individual recording of videos or lectures is prohibited, unless this is an accommodation that I have approved. Discussions and other activities associated with them should allow for the free exchange of ideas, and students should act with mutual respect and use common courtesy. Students should be mindful of how their comments and opinions will be received by their classmates who likely come from different backgrounds and have different life experiences. I welcome and encourage debates among students as long as it is thoughtful and demonstrates critical thinking. Discourteous remarks will not be tolerated. Students are expected to follow the [Code of Student Conduct](#).

Diversity statement

The Rutgers Sociology Department strives to create an environment that supports and affirms diversity in all manifestations, including race, ethnicity, gender, sexual orientation, religion, age, social class, disability status, region/country of origin, and political orientation. We also celebrate diversity of theoretical and methodological perspectives among our faculty and students and seek to create an atmosphere of respect and mutual dialogue. We have zero tolerance for violations of these principles and have clear and respectful procedures for responding to such grievances.

Communication & Email Etiquette

How to Contact Your Instructor

Please use the email address above or the Canvas messaging system to communicate with me. Before you send me a message, review the [email etiquette guidelines](#), then send me an email using “SOC335” in the subject line. After our first exchange, you do not need to reintroduce yourself, but please put “SOC335” in the subject line whenever you send me an email.

Response Times

You can expect a response from me via email within 48 hours Monday to Friday, though I usually respond by the next day. *I may not be able to respond to emails received Friday night through Sunday until the following Monday.* ***Please pay attention to your emails and set up Canvas notifications. I will be using email and Canvas announcements to communicate with you outside of class.*** You can find information on how to set up Canvas notification preferences here: [How to Set up Canvas Notifications](#).

Additional Information

Learning resources

- [Learning Centers](#)
- [Academic Advising for SAS students](#)
- [Online Learning Tools from Rutgers University Libraries](#) (includes Rutgers RIOT,
- Searchpath and RefWorks)

Academic Integrity Policy

- [Summary of Academic Integrity Policy](#)
- [Academic Integrity Resources for Students](#)

Technology

Please visit the [Rutgers Student Tech Guide](#) page for resources available to all students. If you do not have the appropriate technology for financial reasons, please email Dean of Students at deanofstudents@echo.rutgers.edu for assistance. If you are facing other financial hardships, please visit the [Office of Financial Aid](#).

Learning remotely presents new challenges. For assistance with learning how to address these challenges, please consult [Rutgers' Online Services](#). Rutgers' Learning Center staff will connect you to resources such as tutoring (for writing and other subjects), academic coaching, study groups, and more.

Disability Services (ODS)

Contact Info

Phone: (848) 445-6800

Location: Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854

Website: [Rutgers Disability Services Website](#)

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation. See the [ODS Documentation Guidelines](#).

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you and your instructors with a Letter of Accommodations. Students are encouraged to discuss their accommodations with their instructors as early as possible. To begin the process of requesting accommodations, please complete the [ODS Student Registration Form](#) on the ODS web site. Students with disabilities requesting accommodations must follow the procedures outlined here: [How to Get Registered](#).

Counseling, ADAP & Psychiatric Services (CAPS)

Contact Info

Phone: (848) 932-7884

Location: 17 Senior Street, New Brunswick, NJ 08901

Website: [Counseling, ADAP, and Psychiatric Services Website](#)

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers

University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, [Crisis Intervention](#), referral to specialists in the community, and consultation and collaboration with campus partners. [Report a Concern](#)

Violence Prevention & Victim Assistance (VPVA)

Contact Info

Phone: (848) 932-1181

Location: 3 Bartlett Street, New Brunswick, NJ 08901

Website: [Rutgers VPVA Website](#)

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling, and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Grades and Numerical Equivalents

A	90 – 100
B+	85 – 89
B	80 – 84
C+	75 – 79
C	70 – 74
D	60 – 69
F	59 and lower

Grade Allocation

Course grade will be determined by the following:

30%	Weekly Quizzes (3% each) 13 total; lowest 3 scores dropped
30%	Weekly Discussion Notes (3% each) 13 total; lowest 3 scores dropped
15%	Health Inequality News Assignment
15%	Film Assignment
10%	Media Analysis Assignment
100%	Total

Course Requirements

Weekly Quizzes

Highest 10 of 13 total, 3% each = 30% total

Quizzes will be on Canvas and due within the first 15-20 minutes of Monday classes when a quiz is due (see course schedule below). They are timed, closed book/note, and have 10 multiple choice questions. The quizzes are based on the reading due on Monday. Each quiz will have one attempt. After the quiz closes, you cannot take the quiz and you cannot retake previous quizzes.

There will be a total of thirteen (13) quizzes and the lowest three (3) quiz grades will be dropped. If there is a week in which you are unable to come to class or are unwell you may opt out of that week's quiz. I strongly recommend that you take all quizzes to maximize your opportunities to receive the highest final grade possible. However, if you do poorly on one quiz or need to catch up there is plenty of opportunity to do so in the remaining quizzes.

Weekly Memos

Highest 10 of 13 total, 3% each = 30% total

Students are required to write memos based on Thursdays' readings. There will be a total of thirteen (13) opportunities to write memos and the lowest three (3) memo grades will be dropped. These memos will serve as notes to guide our discussions on the readings due on Thursdays. They must be uploaded to Canvas via the Assignments tab by the beginning of Thursday's class when a memo is due (see course schedule). They can be typed directly in the assignment or submitted using Word (.doc or .docx) or PDF files. Memos are short discussions of assigned readings. They must include the following:

- Roughly 250-500 words
- Word, PDF, or text box format
- A short (1-3 sentences) summary of the reading(s)
- A description of ideas and arguments from the reading(s) you found interesting and why
- A question or two you have about the reading(s)

Memos that include all the requirements above will receive full credit (5 points). You will lose points if you miss any of the requirements. A more detailed rubric for the memos can be found on Canvas. Memos must be submitted on the week they are due. Students will have a grace period in which they may submit their memo by the end of the week (Sunday at 11:59PM) to account for technical and other problems that may arise. I will not accept memos submitted after this grace period. I recommend submitting memos regularly and saving the dropped memos for when things get rough during the semester.

News Assignment

15% of Grade

Mon, Feb 21 at 11:59PM on Canvas

This is a written assignment requiring you to analyze news articles using ideas from the course. This is a 600-750 word essay that will be due at the beginning of the semester. Details will be provided on Canvas.

Film Assignment

15% of Grade

Mon, Apr 4 at 11:59PM on Canvas

This is a written assignment requiring you to analyze films that we watched in class. I suggest taking notes whenever we watch a film in class. This is a 600-750 word essay that will be due in the middle of the semester. Details will be provided on Canvas.

Media Assignment

10% of Grade

Thus, May 5 at 11:59PM on Canvas

This is an assignment in which you will create original content for a public audience that explores a topic related to the course. It can be a newsletter, an audio or visual documentary, an interactive website, a series of short videos that could be shared on Instagram or TikTok, or a photo essay (with some text). I'm open to other formats, but you must clear it with me first. More details will be provided on Canvas. This is due at the end of the semester.

Deadlines and Late Work

Quizzes will be completed within the first 15-20 minutes of Monday mornings. **Memos** must be submitted by the beginning of Thursday's class at 12:10PM. **Films** will be viewed in class. Most films can be viewed remotely should you wish to review them for the film assignment. **Assignments** are due on the date listed at **11:59PM**.

I will leave the News, Film, and Media Assignments open on Canvas for a week after the due date listed on the syllabus. If you submit the assignment while it is open on Canvas, you will not lose points. If you submit the assignment while it is closed on Canvas, you will lose 10% of the grade you would get if it was submitted on time. Please let me know as soon as you can if you are falling behind in the class. I understand that life can sometimes get in the way of completing schoolwork and would like to work with you. The sooner you come to me for help, the more likely I can help you get on track.

Keeping up with Class

Reading the class materials is vital to a great learning experience. It allows you to discuss what you have learned with the group and reinforces concepts. Readings and lecture slides will be available on Canvas. If you miss multiple class discussions or deadlines because of medical issues or other problems, you can contact your [Dean of Students](#). This office can help you manage these issues and stay on top of your schoolwork. If you are struggling to keep up with material in this course because of factors outside of your control (e.g. illness, financial aid, personal problems), I can direct you to services at the University that can assist you.

Course Schedule, Readings, and Due Dates

The schedule is organized week by week. Each week begins on Monday and ends on the Sunday. The modules on Canvas correspond to the week number. Please complete the following assigned readings prior to the class day. Readings listed as “Recommended” are not required but serve as supplements to your required reading.

This schedule is subject to change. I will announce any changes on Canvas. For some weeks that fall later in the semester, I am still choosing readings and other content. I will announce the tasks for these weeks on Canvas.

Week	Date	Topic	Reading(s)/Films	Assignment(s) Due
1	Thurs, Jan 20	Introduction to Population Health	Health & Inequality Syllabus “What Is Population Health and Why Study It in the Twenty-First-Century United States?” (Hummer and Hamilton, Chapter 1)	None
2	Mon, Jan 24	Key Population Health Trends I	“Historical Trends in U.S. Population Health” (Hummer and Hamilton, Chapter 2)	Quiz 1
	Thurs, Jan 27	Key Population Health Trends II	Cohn, D’Vera. 2019. “U.S. Demographic Trends So Far, and in the Possible Future.” <i>Pew Research Center</i> . (Just browse through trends. No need to note everything) Case, Anne and Angus Deaton. 2015. “Rising Morbidity and Mortality in Midlife Among White Non-Hispanic Americans in the	Memo 1

Week	Date	Topic	Reading(s)/Films	Assignment(s) Due
			21st Century.” <i>Proceedings of the National Academy of Sciences</i> 112(49): 15078-83.	
3	Mon, Jan 31	Social Stratification and Health I	<p>“Socioeconomic Status and U.S. Population Health” (Hummer and Hamilton, Chapter 5)</p> <p>In-class Film: “In Sickness and Wealth” episode of <i>Unnatural Causes: Is Inequality Making Us Sick?</i> (56 min)</p>	Quiz 2
	Thurs, Feb 3	Social Stratification and Health II	<p>Robert Wood Johnson Foundation. 2009. “Race and Socioeconomic Factors Affect Opportunities for Better Health” (RWJF, 2009)</p> <p>Frakt, Austin. 2019. “Does Your Education Level Affect Your Health?” <i>New York Times</i>.</p> <p>Recommended: MacArthur Foundation. nd. “Reaching for a Healthier Life: Facts on Socioeconomic Status and Health in the U.S.” (pp. 4-48)</p>	Memo 2
4	Mon, Feb 7	Constrained Choices and Health Behavior I	“Spatial and Social Contexts of U.S. Population Health” (Hummer and Hamilton, Chapter 4)	Quiz 3
	Thurs, Feb 10	Constrained Choices and Health Behavior II	<p>Project for Public Places. 2016. “The Case for Healthy Places: Improving Health Outcomes Through Placemaking.” New York, NY.</p> <p>Tirado, Linda. 2013. “This is Why Poor People’s Bad Decisions Make Perfect Sense.” <i>Huffington Post</i>.</p>	Memo 3

Week	Date	Topic	Reading(s)/Films	Assignment(s) Due
			Rank, Mark R. 2011. "Rethinking American Poverty." <i>Contexts</i> 10(2), 16-21.	
5	Mon, Feb 14	Gender and Health	"Gender and U.S. Population Health" (Hummer and Hamilton, Chapter 7, pp.157-174) "How Sex and Gender Influence Health and Disease." National Institutes of Health.	Quiz 4
	Thurs, Feb 17	Gender and Health II	Springer, Kristen W, Jeanne Mager Stellman, and Rebecca M Jordan-Young. 2012. "Beyond a Catalogue of Differences: A Theoretical Frame and Good Practice Guidelines for Researching Sex/gender in Human Health." <i>Social Science & Medicine</i> . 74(11):1817–1824. Parker-Pope, Tara. 2018. "Should You Choose a Female Doctor?" <i>The New York Times</i> .	Memo 4
6	Mon, Feb 21	Transgender Health	"Gender and U.S. Population Health" (Hummer and Hamilton, Chapter 7, pp. 174-178). Lagos, Danya. 2018. "Looking at Population Health Beyond "Male" and "Female": Implications of Transgender Identity and Gender Nonconformity for Population Health." <i>Demography</i> 55: 2097-2117. In-class Film: "Growing up Trans" (PBS)	Quiz 5 Newspaper Assignment Due (Feb 21 at 11:59PM)
	Thurs, Feb 24	Transgender Health & Sexuality	Safer, Joshua D. and Vin Tangpricha. 2019. "Care of the	Memo 5

Week	Date	Topic	Reading(s)/Films	Assignment(s) Due
			<p>Transgender Patient.” <i>Annals of Internal Medicine</i>.</p> <p>Imbler, Sabrina. 2021. “For Transgender Youth, Stigma is Just One Barrier to Health Care.” <i>The New York Times</i>.</p> <p>Wallace, Barbara C. and Erik Santacruz. 2017. “Health Disparities and LGBT Populations. Pp. 177-195 in <i>LGBT Psychology and Mental Health: Emerging Research and Advances</i>. Eds: R. Ruth and E. Santacruz</p>	
7	Mon, Feb 28	Immigration and Health I	<p>“Race/Ethnicity, Nativity, and U.W. Population Health” (Hummer and Hamilton, Chapter 6, pp. 144-151)</p> <p>Kandel, William A. 2018. “A Primer on U.S. Immigration Policy.” Congressional Research Service.</p> <p>In-person film: “Living Undocumented” (Episode 1, “A Prayer in the Night”, 45 min; Netflix)</p>	Quiz 6
	Thurs, Mar 3	Immigration and Health II	<p>Congress, Elaine P. 2021. “Health for Immigrants and Refugees.” Pp. 235-250 in <i>Health and Social Work: Practice, Policy, and Research</i>. Eds: Janna C. Heyman and Elaine P. Congress. Springer.</p> <p>Hamilton, Tod J. and Rama Hagos. 2020. “Race and the Healthy Immigrant Effect.” <i>Public Policy & Aging Report</i>.</p>	Memo 6
8	Mon, Mar 7	Racism and Health I	<p>“Race/Ethnicity, Nativity, and U.W. Population Health” (Hummer and</p>	Quiz 7

Week	Date	Topic	Reading(s)/Films	Assignment(s) Due
			Hamilton, Chapter 6, pp. 127-144; 151-156)	
	Thurs, Mar 10	Racism and Health II	<p>Bailey, Zinzi D., Nancy Krieger, Madina Agenor, Jasmine Graves, Natalina Linos, and Mary T. Bassett. 2017. "Structural Racism and Health Inequities in the USA: Evidence and Interventions." <i>Lancet</i> 389, 1453-1463.</p> <p>Khullar, Dhruv. 2017. "How Prejudice Can Harm Your Health." <i>The New York Times</i>.</p> <p>Jacobs, Douglas. 2017. "We're Sick of Racism, Literally." <i>The New York Times</i>.</p>	Memo 7
9	Mon, Mar 14	SPRING BREAK NO CLASS	NONE! Enjoy your break!	None
	Thurs, Mar 17	SPRING BREAK NO CLASS	NONE! Enjoy your break!	None
10	Mon, Mar 21	Disabilities and Healthcare I	TBD In-person film: <i>Isa Pa, With Feeling</i> , Netflix	Quiz 8
	Thurs, Mar 24	Disabilities and Healthcare II	TBD	Memo 8
11	Mon, Mar 28	Black Americans	<p>Tamir, Christine. 2021. "The Growing Diversity of Black America." Pew Research Center.</p> <p>In-person film: "When the Bough Breaks" episode of "Unnatural Causes: Is Inequality Making Us Sick?" (29 min)</p>	Quiz 9
	Thurs, Mar 31	Black American Health	Noonan, Allan S., Hector Eduardo Velasco-Mondragon, and Fernando A. Wagner. 2016. "Improving the Health of African	Memo 9

Week	Date	Topic	Reading(s)/Films	Assignment(s) Due
			<p>Americans in the USA: An Overdue Opportunity for Social Justice.” <i>Public Health Reviews</i> 37(12), 1-20.</p> <p>Smith, Darron. 2018. “Race, Stress, and the African American Experience.” <i>Medium</i>.</p>	
12	Mon, Apr 4	Latino/a/e/x Americans	<p>Krogstad, Jens Manuel and Luis Noe-Bustamante. 2020. “Key Facts About U.S. Latinos for National Hispanic Heritage Month.” <i>Pew Research Center</i>.</p> <p>Noe-Bustamante, Luis. 2019. “Key Facts About U.S. Hispanics and Their Diverse Heritage.” <i>Pew Research Center</i>.</p> <p>In-person film: “Becoming American” episode of “Unnatural Causes: Is Inequality Making Us Sick?” (29 min)</p>	<p>Quiz 10</p> <p>Film Assignment Due (Apr 4 at 11:59PM)</p>
	Thurs, Apr 7	Latino/a/e/x Health	<p>Velasco-Mondragon, Eduardo, Angela Jimenez, Anna G. Palladino-Davis, Dawn Davis, and Jose A. Escamilla-Cejudo. 2016. “Hispanic Health in the USA: A Scoping Review of the Literature.” <i>Public Health Reviews</i> 37(31), 1-27.</p>	Memo 10
13	Mon, Apr 11	Indigenous Americans	<p>History.com. 2019. “Indian Reservations.”</p> <p>National Council for Urban Indian Health. nd. “Relocation.”</p> <p>Mohatt, Nathaniel Vincent, Azure B. Thompson, Nghi D. Thai, and Jacob Kraemer Tebes. 2014. “Historical Trauma as Public</p>	Quiz 11

Week	Date	Topic	Reading(s)/Films	Assignment(s) Due
			<p>Narrative: A Conceptual Review of How History Impacts Present-Day Health." <i>Social Science & Medicine</i> 106, 128-136.</p> <p>In-person film: Film: "Bad Sugar" episode of "Unnatural Causes: Is Inequality Making Us Sick" (29 min)</p>	
	Thurs, Apr 14	Indigenous Health	<p>Poon, Emily. 2019. "How 'Indian Relocation' Created a Public Health Crisis." City Lab.</p> <p>Galvern, Gaby. 2017. "Clash of Culture' at Root of Alaskan Health Disparities." U.S. News and World Report.</p> <p>Tribal Public and Environmental Health Think Tank. 2018. "Priorities in Tribal PublicHealth." Pp. 1-20.</p>	Memo 11
14	Mon, Apr 18	Asian/NHOPI Americans	<p>Budiman, Abby and Neil G. Ruiz. 2021. "Key Facts About Asian Origin Groups in the U.S." Pew Research Center.</p> <p>Budiman, Abby and Neil G. Ruiz. 2021. "Key Facts About Asian Americans: A Diverse and Growing Population." <i>Pew Research Center</i>.</p> <p>Hanna, Mary and Jeanne Batalova. 2021. "Immigrants from Asia in the United States." <i>Migration Policy Institute</i>.</p> <p>In-person film: "Pass or Fail in Cambodia Town" (America By the Numbers, PBS; 26 min)</p>	Quiz 12

Week	Date	Topic	Reading(s)/Films	Assignment(s) Due
			In-person film: "Collateral Damage" episode of "Unnatural Causes: Is Inequality Making Us Sick?" (29 min)	
	Thurs, Apr 21	Asian/NHOPI Health II	Zhou, Li. 2021. "The Inadequacy of the Term 'Asian American.'" Vox. Gordon, Nancy P., Teresa Y. Lin, Jyoti Rau, and Joan C. Lo. 2019. "Aggregation of Asian-American Subgroups Masks Meaningful Differences in Health and Health Risks Among Asian Ethnicities: An Electronic Health Record-Based Cohort Study." <i>BMC Public Health</i> 19(1), 1551.	Memo 12
15	Mon, Apr 25	Medical Care I	Weitz, Rose. 2017. "Chapter 8: Health Care in the U.S." pp. 176-200 in <i>The Sociology of Health, Illness, and Health Care: A Critical Approach</i> . 7th edition. Boston: Cengage Learning. Weitz, Rose. 2017. "Chapter 9: Health Care around the Globe" pp. 201-228 in <i>The Sociology of Health, Illness, and Health Care: A Critical Approach</i> . 7th edition. Boston: Cengage Learning.	Quiz 13
	Thurs, Apr 28	Medical Care II	Barr, Donald A. 2019. "All Things Being Equal, Does Race/Ethnicity Affect How Physicians Treat Patients?" Pp. 196-229 (focus on pp. 205-210) in <i>Health Disparities in the United States: Social Class, Race, Ethnicity, and the Social Determinants of Health</i> . 3rd edition. Johns Hopkins University Press. Garcia-Alexander, Ginny. 2017. "Health, Health Care, and Health	Memo 13

Week	Date	Topic	Reading(s)/Films	Assignment(s) Due
			Disparities." Pp. 193-212 in Social Foundations of Behavior for the Health Sciences Eds. Ginny Garcia, Hyeyoung Woo, and Matthew J. Carlson. National Conference of State Legislatures. 2011. "The Affordable Care Act: A Brief Summary."	
16	Mon, May 2	Population Health and Policy	"Policy Implications of Population Health Science" (Hummer and Hamilton, Chapter 8)	
17	May 5			Media Assignment Due (May 5 at 11:59PM)

I reserve the right to make changes to the syllabus.