INEQUALITY, HEALTH, AND POPULATION
920:492:01
Spring 2023

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Office Hours: Wednesday, 3:00-4:00pm via Zoom – please sign up on Canvas

Course Website: https://rutgers.instructure.com/courses/221150

COURSE DESCRIPTION
The objective of this survey course is to investigate how population-level sociodemographic trends and inequality processes shape health status in the United States. We will employ a wide range of theoretical and empirical approaches to understand how interlocking systems of inequality the multifaceted approach become embodied (i.e., get “under the skin”) and produce health inequities among historically marginalized populations. This is a seminar course that relies on active participation every week.

REQUIRED TEXT
There is no assigned book for this course. All readings will be posted on Canvas.

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 instituted clear and respectful procedures for responding to such grievances.

GRADING POLICY
Incompletes are strongly discouraged and granted only for extenuating circumstances. Please plan to finish all coursework by the end of the semester.
**WEEKLY SCHEDULE AT-A-GLANCE**

<table>
<thead>
<tr>
<th>Week #</th>
<th>Lecture Topics</th>
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<tr>
<td>1</td>
<td>Introduction to Social Inequality and Population Health</td>
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<td>2</td>
<td>Deaths of Despair</td>
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<td>3</td>
<td>Socioeconomic Inequality</td>
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<td>4</td>
<td>Social Stress and Stress Embodiment</td>
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<tr>
<td>5</td>
<td>Migration and Health</td>
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</table>
| 6      | NO CLASS – Eastern Sociological Society conference  
*make Zoom appointment with me on Wed 2/22 to discuss paper topic* |
| 7      | Gender Inequality and Health |
| 8      | Racism and Health Inequality |
| 9      | Spring Break |
| 10     | Structural Racism, Intersectionality, and Health Inequality |
| 11     | Health Care Inequalities |
| 12     | Sexuality and Health Inequality |
| 13     | TBA |
| 14     | Aging, The Life Course, and Inequality |
|        | Final Presentations |
COURSE GRADING AND EVALUATION CRITERIA

I. PARTICIPATION (10%)

This is a graduate seminar course and as such, relies on active participation from each student every week. In order to achieve a lively and productive class discussion, all readings must be completed before the class in which they are to be discussed. It is expected that you will be prepared to engage deeply with all readings to date each week. Given the circumstances of the ongoing COVID-19 pandemic, attendance is not counted in the final grade. However, multiple absences will negatively affect your participation grade.

II. WEEKLY DISCUSSION LEADERSHIP (20% total; twice)

Beginning in Week 2, at least one student will deliver a brief oral presentation (~20 minutes, visual aids suggested) covering that week’s assigned readings. This presentation should not entail a summary of each reading but rather a “bird’s eye” overview of the theoretical and methodological strengths/weaknesses of the readings, in addition to common/distinct themes across the readings. After the presentation, the discussion leader(s) will lead the class in an in-depth discussion of the readings, incorporating the students’ discussion questions (submitted the day before, by 5pm) as a guide. Depending on the size of the class, each student is required to serve as a weekly discussion leader at least twice during the semester.

III. WEEKLY DISCUSSION QUESTIONS (15%)

Each week, students must prepare 2-4 discussion questions, accompanied by a one-paragraph elaboration by 5:00pm on the Wednesday before class meets. These questions must be submitted to both the instructor (via Canvas) and to the week’s discussion leader(s) (via email).

IV. RESPONSE/SYNTHESIS MEMOS (15% total; 3 memos)

These assignments (1-2 pages each, single-spaced) require a synthesis of the week’s readings, identifying main arguments, common themes, and points of departure across the materials. Because this is a graduate seminar, this assignment is not meant to be a summary of the readings. You are expected to interpret, critique, and extend the readings, similar to writing a literature review for a peer-reviewed journal article or book chapter. Memos are due to the instructor via Canvas by 5:00pm on the Wednesday before class in which the topic is covered.

V. FINAL PAPER (30%) AND ORAL PRESENTATION (10%)

This piece of writing can assume three different forms: 1) a comprehensive and critical literature review, incorporating both the required readings and relevant outside readings; 2) an empirical research paper based on your analysis of primary or secondary data (qualitative or quantitative); or 3) an in-depth research proposal for a future project you plan to undertake. Regardless of your approach, the final paper must focus on a course-related topic. The paper must be at least 25 pages long (double-spaced), excluding tables and figures.

In Week 6, please be prepared to send me a one-paragraph proposal of your final paper idea and set up a time to meet with me to discuss it. It is my hope that you can use this work as leverage for your future graduate school benchmarks (i.e., as basis for a future qualifying paper or larger dissertation project). This product should not duplicate any work you have already written. Please come see me to discuss any potential overlaps with work you have already produced or are in the process of producing.
COURSE SCHEDULE AND ASSIGNED READINGS

Week #1: January 19
Introduction to Social Inequality and Population Health

Week #2: January 26
Deaths of Despair

Week #3: February 2
Socioeconomic Inequality

Week #4: February 9
Social Stress and Stress Embodiment

Week #5: February 16
Migration and Health
Week #6: February 23
No Class – Eastern Sociological Society Meeting (Baltimore, MD)
*Make Zoom appointment with me on Wednesday, Feb 22 to discuss your final paper topic.

Week #7: March 2
Gender Inequality and Health

Week #8: March 9
Racism and Health Inequality
March 16
No Class – Spring Break

Class #9: March 23
Structural Racism, Intersectionality, and Health Inequality

Class #10: March 30
Health Care Inequalities
Class #11: April 6
Sexuality and Inequality

Class #12: April 13
Topic/Readings TBA

Class #13: April 20
Aging, The Life Course, and Inequality

Class #14: April 27
Final Presentations
TECHNOLOGY REQUIREMENTS

I will communicate with you via the course website at canvas.rutgers.edu. Please make it a habit to check your Rutgers e-mail and/or the course website so you don’t miss important information. Please ensure that your Canvas settings are set up to send you email and/or push notifications so you do not miss anything important.

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 deanofstudents@echo.rutgers.edu for assistance. If you are facing other financial hardships, please visit the Office of Financial Aid at https://financialaid.rutgers.edu/.

E-MAIL

E-mail is the best way to reach me. You can expect a response within 48 business hours. I encourage you to come to office hours or communicate via email if you have questions about the class material. However, please first make a concerted effort to find the answer yourself in the class or book material.

Please be sure to include your name and the course name in your correspondence.

*Please do not send me messages on Canvas, as it is difficult for me to manage email on that system.*

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.

SYLLABUS CHANGES

I reserve the right to make necessary changes to the syllabus. In that event, I will be sure to give you ample notice.
ACADEMIC INTEGRITY POLICY
Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the Academic Integrity Policy and the possible penalties (including suspension and expulsion) for violating the policy. As per the policy, all suspected violations will be reported to the Office of Student Conduct. Academic dishonesty includes (but is not limited to):

- Cheating
- Plagiarism
- Aiding others in committing a violation or allowing others to use your work
- Failure to cite sources correctly
- Fabrication
- Using another person’s ideas or words without attribution—re-using a previous assignment
- Unauthorized collaboration
- Sabotaging another student’s work

If in doubt, please consult the instructor. Please review the Academic Integrity Policy.

LEARNING RESOURCES
Learning Centers: https://rlc.rutgers.edu/

Academic Advising for SAS students: https://sasundergrad.rutgers.edu/advising/advising

Online Learning Tools from Rutgers University Libraries including Rutgers RIOT, Searchpath and RefWorks http://www.libraries.rutgers.edu/tutorials

STUDENT WELLNESS SERVICES
Report a Bias Incident If you experience or witness an act of bias or hate, report it to someone in authority. You may file a report online and you will be contacted within 24 hours. The bias reporting page is here. Click here to report a bias incident

Bias is defined by the University as an act, verbal, written, physical, psychological, that threatens, or harms a person or group on the basis of race, religion, color, sex, age, sexual orientation, gender identity or expression, national origin, ancestry, disability, marital status, civil union status, domestic partnership status, atypical heredity or cellular blood trait, military service or veteran status.

STATEMENT OF THE MOMENT
In the last few years, we have all been going through a lot, individually and together. It is important to acknowledge that events and circumstances outside of the classroom can impact our ability to be present and engaged at any given moment. At Rutgers, we are focused on the whole student. If, at any point, you experience anything impacting your performance or ability to participate in this class, please reach out to me. Please also see the academic, health, and mental wellness resources on the syllabus as well as others searchable at https://success.rutgers.edu/ for further support.
Counseling, ADAP & Psychiatric Services (CAPS)
(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/
http://health.rutgers.edu/medical-counseling-services/counseling/
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.

Crisis Intervention: http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/

Report a Concern: http://health.rutgers.edu/do-something-to-help/
Violence Prevention & Victim Assistance (VPVA)
(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 /
www.vpva.rutgers.edu/
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.

Disability Services
(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / https://ods.rutgers.edu/
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: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.