

Health Disparities: Race & Ethnicity

Sociology 3769-001
Spring 2013



Instructor: Carrie LeFevre Sillito, Ph.D.	Fully online Course
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Office Hours : By email or by appointment	Course Website:

Course Learning Objectives:

To acquaint students with theoretical and empirical developments in research of the link between race/ethnicity and health.

Course Description

An examination of how race, ethnicity, and health intersect, exploring the nature of racial and ethnic categories, the patterns of United states demography, and the role of social environmental factors such as social class, racial and spatial segregation, healthcare inequalities, and systemic racism in contributing to racial and ethnic inequalities in health.

Required Text

LaVeist, TA (2005). Minority Populations and Health: An Introduction to Health Disparities in the United States. ISBN: 0-7879-6413-1

Important note: ALL assignments, exams, and quizzes are to be completed on Canvas in this course. Students in the course will be expected to have computer proficiency and computer access to listen to lectures, watch films, complete these assignments, exams, and quizzes. If you have any problems with your Canvas account, please contact the campus help desk. Students are responsible for having access to Canvas before assignments or exams are due as NO LATE ASSIGNMENTS, ASSESSMENTS, OR EXAMS WILL BE ACCEPTED.

- **Final Course Grade** : I absolutely WILL NOT allow you to “make up” missed assignments at the end of the semester in order for you to

achieve a desired grade. This is grade inflation, is unfair to the other students in the course, and is not a true reflection of your academic work. If you want a good grade in the course, do the work well and turn it in on time throughout the semester.

Code of Conduct & Accommodations

- **Faculty and Student Responsibilities:** All University policies and procedures will be followed. Please refer to the University of Utah Faculty Handbook (<http://www.admin.utah.edu/fhb/>) and Student Code (<http://www.admin.utah.edu/ppmanual/8/8-10.html>).
- **Plagiarism:** Cases of suspected cheating or plagiarism will be reported to the department chair person. **The penalty for cheating is a failing grade for the course.**
- **ADA Statement:** The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.
 - **Disabilities:** Please inform me of disabilities with written documentation from the CDS within the first 2 weeks of class so appropriate accommodations can be made.
- **Accommodations:** Some of the writings, lectures, films or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if this course is one you are committed to taking. If you have concerns, please email me within the first 2 weeks of class.
- **Athletics:** If you are a member of a university athletic team, you must provide me with a schedule of games and team commitments during the first two weeks of the semester.
- **Syllabus and Course Event Schedule:** This syllabus is a tentative schedule only. All dates and assignments are subject to change. I will notify class via Canvas email or in class prior to any changes. It is your responsibility to check Canvas email and attend class for information regarding changes to schedule.

Course Requirements & Grading:

- **Exams (40% of grade):** There will be two exams in this course. Each exam is worth 20% of your final grade. ****Exams are open note, open book and COMPLETED ON CANVAS.** However, exams are to be completed individually; there is to be NO collaboration on exams between class members and other class members or other people. Exams will be available to complete on Canvas the week of the exam until 11:59 PM Saturday night. Exams are timed, and you will have 2 hours to complete each exam. Answers submitted after time expires will not be accepted. You may take the exam on a personal computer or at any opened computer lab on campus. ***Exams are found under “assessments” on Canvas***. There is no cumulative final exam in this course. Because exams are opened book and opened note, there is not a study guide provided for the exams.
- **Short Research Paper (15% of grade) :** You are required to complete one short research papers on a related topic of your choice. The short research paper will involve students writing a review of current research on the topic. Papers will be approximately 3-4 pages in length and should incorporate thoughtful reflection, analysis, critique and synthesis of research. The papers are to be submitted under **“Assignments”** on Canvas before the due date. **NO LATE PAPERS WILL BE ACCEPTED.** The short research paper is worth 15 % of your final course grade. Research papers are automatically submitted to turnitin.com when they are submitted to Canvas. These are due on Canvas at 11:59 PM on Saturday night of the week they are due**
- **Article Response Papers (14%)** You are required to write 2 article response papers. Full requirements are at the end of this syllabus. The papers are to be submitted under **“Assignments”** on Canvas before the individual due dates. These are due on Canvas at 11:59 PM on Saturday

night of the week they are due. **NO LATE PAPERS WILL BE ACCEPTED.** Each paper is worth 7% of your final grade.

- **Online Assignments (31 %):** Online assignments are often required in this course. These are located on Canvas in the assigned week. All assignments are due on Canvas the Saturday night of the week they are assigned by 11:59 PM. Discussion board posts are graded based on your own original post, and on replying to posts of other students. For full credit, you should write your own post and reply to at least 1 post by another student.
- **Lectures, Book Reading, and Time Commitment:** Because lecture files become too large if they are longer than about 30 to 45 minutes, much of the time that would be spent in “lecture” in a regular classroom is replaced by video clips, article reading, and online discussion board assignments. It is the general rule that for every hour spent in the “class room”, undergraduate students should spend 3 hours outside the classroom studying. That means for this 3 credit-hour class, you can expect to spend about 12 hours a week. I believe most students will be able to complete the assignments in less time than this.

- **Point Allocation:**

	Number Required	Percent Each	Total allocation to Final Grade
Exams	2	20%	40%
Research Paper	1	15%	15%
Article Response Paper	2	7%	14%
Online Assignments	Varies	Varies	31%

- **Grading Scale:**

94% - 100% = A	90% - 93.9% = A-	87% - 89.9% = B+
84% - 86.9% = B	80% - 83.9% = B-	77% - 79.9% = C+
74% - 76.9% = C	70% - 74.9% = C-	65% - 69.9% = D+
60% - 64.9% = D	55% - 59.9% = D-	Less than 54.9% = E

Course Event Schedule

Week	Date	Assigned Readings and Lectures	Videos and other Media, etc.	Assignments
Week 1	1/7 to 1/12	Chapter 1 Historical Aspects of Race/Ethnicity and Health (Minority Populations and Health)	“The Deadly Deception” http://stream.scl.utah.edu/index.php?c=details&id=530	Discussion board: Introduction assignment
Week 2	1/13 to 1/19	Chapter 2 Conceptual Issues in Race/Ethnicity and Health (Minority Populations and Health) Cooper, R. (2002). A note on the biological concept of race and its application in epidemiologic research. American Heart Journal [Am Heart J], ISSN: 0002-8703, 1984 Sep; Vol. 108 pp. 715-22	Episode 1 of “RACE: the Power of an Illusion.” http://stream.scl.utah.edu/index.php?c=details&id=194	Discussion board: Race – Power of Illusion
Week 3	1/20 to 1/26	Chapter 3 The Demography of American Racial/Ethnic Minorities (Minority Populations and Health) LaVeist, T. A. (1994). "Beyond dummy variables and sample selection: what health services researchers ought to know about race as a variable." <u>Health Services Research</u> 29 (1): 1-16.	Episode 2 of “RACE: the Power of an Illusion.” http://stream.scl.utah.edu/index.php?c=details&id=198	Short research paper topic choice and references (bibliography) due
Week 4	1/27 to 2/2	Chapter 4 The Epidemiological Profile of Racial/Ethnic Minorities (Minority Populations and Health) Collins, C.A., & Williams, D.R. (1999). Segregation and mortality: The deadly effects of racism? Sociological Forum, 14(3), 495-523	Unnatural Causes: Is Inequality Making Us Sick? -- In Sick and in Wealth http://stream.scl.utah.edu/index.php?c=details&id=584	Discussion board: Is Inequality Making us Sick – in Sick and in Wealth?
Week 5	2/3 to 2/9	Chapter 5 Mental Health (Minority Populations and Health) Race/ethnicity and mental health in the		Assignment: mental health – public health project

		first decade of the 21st century. Rosenthal BS, Wilson WC, Psychological Reports [Psychol Rep], ISSN: 0033-2941, 2012 Apr; Vol. 110 (2), pp. 645-62; PMID: 22662417		
Week 6	2/10 to 2/16	Chapter 6 Health Care Services Among Racial/Ethnic Groups (Minority Populations and Health) Shavers, V. L., P. Fagan, et al. (2012). "The State of Research on Racial/Ethnic Discrimination in The Receipt of Health Care." <u>American Journal of Public Health</u> 102 (5): 953-966.	The evolution of health policy influences, interpretations and implications : confronting institutionalized racism . 2003 Chapel Hill, N.C. : University of North Carolina, School of Public Health, Minority Health Project RA448.4 .E86 2003	Discussion: confronting institutional racism
Week 7	2/17 to 2/23	Chapter 7 Theories of Racial/Ethnic Differences in Health (Minority Populations and Health) Levels of Racism: A Theoretic Framework and a Gardener's Tale. Jones, Camara Phyllis, American Journal of Public Health Aug2000, Vol. 90 Issue 8, p1212	The Great Leveler	Article response paper 1 due
Week 8	2/24 to 3/2	Exam 1		Exam 1
Week 9	3/3 to 3/9	Chapter 8 Socioeconomic Status and Racial/Ethnic Differences in Health (Minority Populations and Health) Cagney, K.A., Browning, C.R., & Wen, M. (2005). Racial Disparities in Self-Rated Health at Older Ages: What Difference Does the Neighborhood Make? <u>Journal of Gerontology: Social Sciences</u> , 60B, S181-S190.	Episode 3 of "RACE: the Power of an Illusion" http://stream.scl.utah.edu/index.php?c=details&id=199	Discussion Board: Race –the Power of an Illusion

Week 10	3/10 to 3/16	Spring Break – No class	Spring Break	Spring Break
Week 11	3/17 to 3/23	Chapter 9 Behavior and Health (Minority Populations and Health) Acculturation in Context: Gender, Age at Migration, Neighborhood Ethnicity, and Health Behaviors. Kimbro, Rachel Tolbert. Social Science Quarterly Dec2009, Vol. 90 Issue 5, p1145-1166. 22p.		Assignment: behavior and health – public health project
Week 12	3/24 to 3/30	Chapter 10 African American Health Issues (Minority Populations and Health) James, S.A. (2002). John Henryism and the health of African-Americans." <u>Culture, Medicine & Psychiatry</u> 18 (2): 163.	Unnatural Causes: Is Inequality Making Us Sick? -- When the Bough Breaks http://stream.scl.utah.edu/index.php?c=details&id=585	Short Research Paper Due
Week 13	3/31 to 4/6	Chapter 11 American Indian and Alaska Native Health Issues (Minority Populations and Health) The risk for alcohol abuse, depression, and diabetes multimorbidity in the American Indian and Alaska Native population. Tann, Sheila S.; Yabiku, Scott T.; Okamoto, Scott K.; Yanow, Jessica. American Indian & Alaska Native Mental Health Research: The Journal of the National Center. 2007, Vol. 14 Issue 1, p1-23	Unnatural Causes: Is Inequality Making Us Sick? : Bad Sugar http://stream.scl.utah.edu/index.php?c=details&id=587	Discussion Board: Unnatural Causes – Bad Sugar
Week 14	4/7 to 4/13	Chapter 12 Asian and Pacific Islander Health Issues (Minority Populations and Health) Beyond the “Model Minority” Stereotype:	Unnatural Causes: Is Inequality Making Us Sick? --Place Matters http://stream.scl.utah.edu/index.php?c=details&id=588	Article response paper 2 due

		Trends in Health Risk Behaviors Among Asian/Pacific Islander High School Students. Lee, Sung-Jae; Rotheram-Borus, Mary Jane, Journal of School Health Aug2009, Vol. 79 Issue 8, p347	Unnatural Causes: Is Inequality Making Us Sick? -- Collateral Damage http://stream.scl.utah.edu/index.php?c=details&id=589	
Week 15	4/14 to 4/20	Chapter 13 Hispanic/Latino Health Issues; AND Conclusions (Minority Populations and Health) Franzini, L., Ribble, J.C., & Keddie, A.M. (2002). Understanding the Hispanic paradox. <i>Ethnicity & Disease</i> 11 (3): 496-518.	Unnatural Causes: Is Inequality Making Us Sick? : Becoming American http://stream.scl.utah.edu/index.php?c=details&id=586	Discussion Board: Becoming American
Week 16	4/21 to 4/24	Chapter 14 – Conclusions		
Final	4/26 to 5/2	Exam 2 (not cumulative)		Exam 2

** Please check Canvas weekly for updates and changes to course event schedule. This is a tentative event schedule and is subject to change **

Short Research Paper Instructions:

Research papers are due on Canvas at 11:59 PM on Wednesday night BEFORE CLASS of the week they are assigned. They must be submitted in "assignments" on Canvas. **NO LATE PAPERS WILL BE ACCEPTED.**

1. Select a topic for each of your two research papers:

<u>Research Paper 1 Topic Choices</u>
A. Health Policy implications for race and ethnicity
B. Socioeconomic Status health implications for race and ethnicity
C. Behavior and health by race and ethnicity
D. Another related topic of your choice – must be approved by course instructor

2. Select at least 4 ACADEMIC sources to use for your paper. An “Academic Source” is generally a journal article or academic book (textbook, research book). An “academic source” is *not* a novel, or Wikipedia. A good place to look for academic articles is “Article Databases” at <http://lib.utah.edu>. EbscoHost web databases is my favorite.
3. Begin with an introduction stating which research topic you chose, and briefly introduce the subject to the reader. This introduction should include a "roadmap" telling the reader what parts of the topic you will address in your paper.
4. Explain how the articles you chose enhanced your understanding of the topic. This should include an explanation of how the articles contradicted or supported ideas presented in class.
5. Make sure to tie the articles together. Explain how the articles - together - help you understand the topic at hand. This body of your research article should contain paragraphs explaining subtopics of the area you choose to research, NOT simply summaries of individual articles! You should compare and contrast to the articles to each other.
6. Close your short research paper with a conclusion or summary
7. Cite your work. You may use APA or ASA style guides for your references. Work should be cited within the body of the paper (author, date) and in a bibliography at the

end of the paper. The bibliography does not count toward the page-length expectation for the paper.

8. Papers are graded according to adherence to these guidelines, quality of work, spelling, grammar, punctuation, clarity, organization, cohesiveness of response, and validity of information presented. Papers should show that the student has a clear understanding of the chosen research topic. Please refer to grading rubric for more information.

Discussion Board Post Requirements

To receive full credit on discussion board posts, you need to respond to the discussion board with your own thoughts and opinions. In addition, since it is meant to be a “discussion,” you will need to comment on at least one post by another student. Comments must convey an attitude of respect for other students even if you disagree with them. Unkind or attacking comments will not be tolerated.

Article Response Paper Requirements

You are required to write 2 article response papers. These should be 1-2 pages in length. For article response papers, you will choose one of the assigned readings (for the first, choose a reading from weeks 1-7; for the second, choose a reading from weeks 8-16), and write 1-2 pages explaining

- 1) what you learned from the article
and
- 2) how the article related to the lecture or assigned book chapter for the week. Each article response paper is worth 7% of your final grade.

Public Health Project Requirements

Understanding Public Policy is an important part of Sociology. For each of the public health projects, you will explore public policies surrounding the issues discussed (Week 5 – mental health; Week 11 behavior and health). You may search government websites, and other non-partisan (IE: politically neutral) websites to explore how (or if) current public policies, laws, and public health

campaigns affect access to health care in the applicable area (mental health or behavior). You will discuss the relevant policies, then explain your ideas on what could be done to improve current public policies or public health campaigns. Include information on whether you would implement the changes at a national, state, or non-profit level. Your response should be 1-2 pages long and include complete references to the websites or other sources you use.