
SPRING 2014
SOC 3769-001
HEALTH: RACE & ETHNICITY
M-W-F 10:45 – 11:35
BEH S 115



CONTACT INFORMATION

Instructor: Terrence D. Hill,
PhD Office Location: BEH S
411 Office Hours: By
appointment
E-mail:
terrence.hill@soc.utah.edu Phone:
801-581-6153
Fax: 801-585-3784

REQUIRED COURSE MATERIALS

Books: Mirowsky, John and Catherine Ross. 2003. *Social Causes of Psychological Distress*.
Hawthorne, NY: Aldine de Gruyter/Transaction.

Articles: See course calendar.

Chapters: See course calendar.

COURSE DESCRIPTION

This course introduces students to social epidemiology and the sociological study of health and longevity. Our purpose during the semester will be to examine the link between social position and health patterns in the US population. Two central questions will be addressed: **(1) Which groups in society are more or less advantaged in terms of health and longevity? Why are certain groups in society more or less advantaged in terms of health and longevity?** To answer these questions, we will begin with an introduction to social epidemiology, mind-body-society processes, and key

health-related concepts and methodologies. The bulk of the semester will be devoted to understanding how social position (and socially patterned conditions) might contribute to health and longevity patterns. Specific topics include socioeconomic status, race, ethnicity, gender, aging, family, religious involvement, and neighborhood context.

COURSE OBJECTIVES

By the end of the course, students will be prepared to describe/explain:

- (1) The fields of medical sociology and social epidemiology
- (2) How sociology contributes to the study of health and longevity
- (3) How health and longevity are measured?
- (4) How health and longevity are distributed in society
- (5) How health and longevity are shaped by social characteristics

COURSE REQUIREMENTS AND EXTRA CREDIT

Students are required to complete one cumulative final exam. This exam will cover lecture material and assigned readings. Exam questions may refer to any assigned reading material, regardless of whether the material was presented or discussed in class. As the instructor of record, it is my responsibility to evaluate your performance. All grades are final. With the exception of mathematical error, grades are not open to debate.

This semester I am offering extra credit to the class for meeting my expectations for behavior (see below). If the entire class meets my expectations for the entire semester, I will add 5 extra percentage points to your final course grade. **However, each time any student fails to meet my expectations for behavior, I will subtract 1 extra credit percentage point from the entire class.** In the end, the entire class will receive the same amount of extra credit. This means that extra credit will not be awarded on an individual basis. Because this extra credit policy affects the entire class, the entire class must agree to it. If any student complains about this policy (to anyone) during the course of the semester, no extra credit points will be awarded (to anyone). I sincerely hope that you are able to take advantage of this generous offer.

Cumulative Final Exam	100%	A = 90% – 100%
Extra Credit	5%	B = 80% – 89%
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Total	105%	D = 60% – 69%
		F = 0% – 59%

EXPECTATIONS FOR BEHAVIOR

Students are expected to attend class. Students are expected to be on time. Students are expected to be prepared for class, having completed all assigned readings for the week. Students are expected to participate knowledgeably in class discussions. Participation indicates to the instructor that students are actively engaged in the learning process. I strongly encourage questions, comments, and the sharing of ideas as they relate to course material. **Although commonsense knowledge and personal experiences are welcome, it should be emphasized that these are not adequate substitutes for informed discussions.**

Disruptive behavior during lectures and discussions will not be tolerated. All laptops, cell

phones, and other potentially disruptive devices should be **turned off and packed away** when class is in session. No reading newspapers or studying for other courses. No socializing. No sleeping. No leaving early or coming late without prior notification. No disparaging remarks. Please be considerate.

ACADEMIC CONDUCT

Students at the University of Utah are members of an academic community committed to basic and broadly shared ethical principles and concepts of civility. Integrity, autonomy, justice, respect and responsibility represent the basis for student rights and responsibilities. Participation in the University of Utah community obligates each member to follow a code of civilized behavior. In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct misrepresenting one's work, and/or inappropriately collaborating. Per University of Utah regulations (Policy # 6-400), "A student who engages in academic misconduct," as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, "may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing." Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies (<http://regulations.utah.edu/academics/6-400.php>).

DISABILITY SERVICES

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. Reasonable accommodation is provided to students with known physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. If you will need accommodations in the class, please contact the Center for Disability Services (<http://disability.utah.edu/>) - 162 Olpin Union Building, (801) 581-5020.

SYLLABUS CHANGE POLICY

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

COURSE CALENDAR

WEEK	TOPICS AND ASSIGNMENTS
<u>Week 1</u> Jan. 6, 8, 10	<i>Course Overview</i> READ: Course Syllabus
<u>Week 2</u> Jan. 13, 15, 17	<i>Introduction to Social Epidemiology</i> READ: SC (pg. 3–7); Freund (2003a, pg. 10–23); Link (2000)
<u>Week 3</u> Jan. 20, 22, 24	<i>Mind, Body, and Society</i> READ: Pearlin (1989, pg. 241–249); Freund (2003b, pg. 80–97)
<u>Week 4</u> Jan. 27, 29, 31	<i>Key Concepts and Methodologies</i> READ: SC (pg. 23–71)
<u>Week 5</u> Feb. 3, 5, 7	<i>Socioeconomic Status and Health (Part 1)</i> READ: SC (pg. 77–84); Adler (1999)
<u>Week 6</u> Feb. 10, 12, 14	<i>Socioeconomic Status and Health (Part 2)</i> READ: Ross (2010); Ross (2000)
<u>Week 7</u> Feb. 17, 19, 21	<i>Race, Ethnicity, and Health (Part 1)</i> READ: Williams (2010); Williams (1995, pg. 359–381); Williams (2003)
<u>Week 8</u> Feb. 24, 26, 28	<i>Race, Ethnicity, and Health (Part 2)</i> READ: Hummer (1996); Franzini (2001); Bamshad (2005)
<u>Week 9</u> Mar. 3, 5, 7	<i>Gender and Health (Part 1)</i> READ: SC (pg. 95–112); Rosenfield (2010); Courtenay (2000a)
<u>Week 10</u> Mar. 10, 12, 14	No Class! Spring Break! Woohoo! Party!
<u>Week 11</u> Mar. 17, 19, 21	<i>Gender and Health (Part 2)</i> READ: Verbrugge (1985); Rieker (2010, pg. 52–74); Courtenay (2000b)
<u>Week 12</u> Mar. 24, 26, 28	No Class Independent Study and Review
<u>Week 13</u> Mar. 31, Apr. 2, 4	<i>Aging and Health</i> READ: SC (pg. 112–129); Rodin (1986); Ferraro (2006, pg. 238–248)
<u>Week 14</u> Apr. 7, 9, 11	<i>Family Status and Health</i> READ: SC (pg. 84–95); Umberson (1999); Umberson (1987)
<u>Week 15</u> Apr. 14, 16, 18	<i>Religion and Health</i> READ: Ellison (1998); McCullough (2009); Magyar-Russell (2006)
<u>Week 16</u> Apr. 21, 23	Final Exam Review
<u>Week 17</u> TBA	Cumulative Final Exam

NOTES: Dates, topics, assignments, and due dates are subject to change. SC = *Social Causes of Psychological Distress*.

ARTICLES AND CHAPTERS

Adler, Nancy and Joan Ostrove. 1999. "Socioeconomic Status and Health: What We Know and What We Don't." *Annals of the New York Academy of Sciences* 896:3–15.

Bamshad, Mike. 2005. "Genetic Influences on Health: Does Race Matter?" *Journal of the American Medical Association* 294:937–946.

Bratter, Jenifer and Karl Eschbach. 2005. "Race/Ethnic Differences in Nonspecific Psychological Distress: Evidence from the National Health Interview Survey." *Social Science Quarterly* 86:620–644.

Courtenay, Will. 2000a. "Behavioral Factors Associated with Disease, Injury, and Death among Men: Evidence and Implications for Prevention." *The Journal of Men's Studies* 9:81–142.

Courtenay, Will. 2000b. "Constructions of Masculinity and their Influence on Men's Well-being: A Theory of Gender and Health." *Social Science & Medicine* 50:1385–1401.

Ellison, Christopher and Jeffrey Levin. 1998. "The Religion-Health Connection: Evidence, Theory, and Future Directions." *Health Education & Behavior* 25:700–720.

Ferraro, Kenneth. 2006. "Health and Aging." Pp. 238-256 in *Handbook of Aging and the Social Sciences*, 6th Edition, edited by R. Binstock and L. George. Burlington, MA: Academic Press.

Franzini, Luisa, John Ribble, and Arlene Keddie. 2001. "Understanding the Hispanic Paradox." *Ethnicity & Disease* 11:496–518.

Freund, Peter, Meredith McGuire, and Linda Podhurst. 2003. *Health, Illness, and the Social Body: A Critical Sociology*. Upper Saddle River, NJ: Prentice Hall.

Hummer, Robert. 1996. "Black-White Differences in Health and Mortality: A Review and Conceptual Model." *The Sociological Quarterly* 37:105–125.

Link, Bruce and Jo Phelan. 2000. "Evaluating the Fundamental Cause Explanation for Social Disparities in Health." Pp. 33–46 in *Handbook of Medical Sociology*, 5th Edition, edited by C. Bird, P. Conrad, and A. Fremont. Upper Saddle River, NJ: Prentice-Hall.

Magyar-Russell, Gina and Kenneth Pargament. 2006. "The Darker Side of Religion: Risk Factors for Poorer Health and Well-being." Pp. 91–117 in *Where God and Science Meet: How Brain and Evolutionary Studies Alter our Understanding of Religion*, edited by P. McNamara. Westport, CT: Praeger.

McCullough, Michael and Brian Willoughby. 2009. "Religion, Self-Regulation, and Self-Control: Associations, Explanations, and Implications" *Psychological Bulletin* 135:69–93.

Pearlin, Leonard. 1989. "The Sociological Study of Stress." *Journal of Health and Social Behavior* 30:241–256.

Rieker, Patricia, Chloe Bird, and Martha Lang. 2010. "Understanding Gender and Health: Old Patterns, New Trends, and Future Directions." Pp. 52–74 in *Handbook of Medical Sociology*, 6th Edition, edited by C. Bird, P. Conrad, A. Fremont, and S. Timmermans. Nashville, TN: Vanderbilt University Press.

- Rodin, Judith. 1986. "Aging and Health: Effects of the Sense of Control." *Science* 233:1271–1276.
- Rosenfield, Sarah and Dena Smith. 2010. "Gender and Mental Health: Do Men and Women Have Different amounts or Types of Problems?" Pp. 256–267 in Teresa Scheid and Tony Brown, eds., *A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems, 2nd Edition*. New York, NY: Cambridge University Press.
- Ross, Catherine and John Mirowsky. 2000. "Does Medical Insurance Contribute to Socioeconomic Differentials in Health?" *The Milbank Quarterly* 78:291–321.
- Ross, Catherine and John Mirowsky. 2010. "Why Education Is the Key to Socioeconomic Differentials in Health." Pp. 33–51 in *Handbook of Medical Sociology, 6th Edition*, edited by C. Bird, P. Conrad, A. Fremont, and S. Timmermans. Nashville, TN: Vanderbilt University Press.
- Umberson, Debra. 1987. "Family Status and Health Behaviors: Social Control as a Dimension of Social Integration." *Journal of Health and Social Behavior* 28:306–319.
- Umberson, Debra and Kristi Williams. 1999. "Family Status and Mental Health." Pp. 225–253 in *Handbook of the Sociology of Mental Health*, edited by C. Aneshensel and J. Phelan. New York: Kluwer Academic/Plenum Publishers.
- Verbrugge, Lois. 1985. "Gender and Health: An Update on Hypotheses and Evidence." *Journal of Health and Social Behavior* 26:156–182.
- Williams, David and Chiquita Collins. 1995. "U.S. Socioeconomic and Racial Differences in Health: Patterns and Explanations." *Annual Review of Sociology* 21:349–386.
- Williams, David, Harold Neighbors, and James Jackson. 2003. "Racial/Ethnic Discrimination and Health: Findings From Community Studies." *American Journal of Public Health* 93:200–208.
- Williams, David, Manuela Costa, and Jacinta Leavell. 2010. "Race and Mental Health: Patterns and Challenges." Pp. 268–290 in Teresa Scheid and Tony Brown, eds., *A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems, 2nd Edition*. New York, NY: Cambridge University Press.