



**Public Health Sciences 31450 & Health & Society 27450**  
Social Inequalities in Health: Race/Ethnicity and Class in the US Context  
Tues/Thursday 2:40-4:00pm

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Please allow 48 hours for a reply to all emails, include "Social Inequality in your subject line. Do not use Canvas messages to correspond about class

### **Course Description**

This course examines how social stratification and social inequality shape racial/ethnic and socioeconomic inequalities in health. In particular, we will explore the production of race and class inequality in the US and draw on the extant theoretical and empirical literature to understand how these social factors influence health behaviors and health outcomes. We will also review both the classic and emerging methodological approaches used by public health and social scientists to measure and test how these features of society get "under the skin" to shape a variety of health outcomes. Finally we will consider policy and practice approaches to ameliorate longstanding health inequities.

### **Remote Teaching and Learning**

As we continue to navigate remote teaching and learning and the unique challenges of COVID-19, my goal is to make this course as accessible and flexible as possible to benefit your learning. This course is designed as a hybrid/flipped class. Several materials for the class, including readings and short lectures, will be provided online before our class sessions. Our in-person class sessions will be largely organized around discussion and active learning activities. **In addition to completing asynchronous activities outside of class, students will be expected to attend class in real time on Zoom during our scheduled class time, Tues/Thurs 2:40-4:00pm.**

Please complete the [Student Accessibility Survey](#) on Canvas so that I can better understand your remote learning needs. Throughout the quarter, please communicate with me if access and connectivity issues pose a challenge for you(see participation).

## **Learning Objectives**

Upon successful completion of this course, you should be able to:

- Define health disparities, health inequalities, and health inequities, and the social determinants of health; provide specific examples of health inequities in the US across racial/ethnic groups and socioeconomic status
- Explain the foundations of race and social inequalities of the US and the implications of these inequalities for health; articulate specific mechanisms by which socioeconomic inequalities and racism may influence health outcomes.
- Distinguish between psychological (individual-based) approaches to studying health inequities from the social structural and population health perspective (community-based), and demonstrate how the empirical literature critically supports these differences
- Explain how race/ethnicity, socioeconomic status, racism, and social inequality have been conceptualized and measured for public health research; critique the strength and weaknesses of these approaches
- Apply social epidemiological approaches to frame research questions related to race, class, and health and identify the appropriate methodological approaches to address these questions

## **ASPH Competencies**

Through this course, students should develop competencies in each of the following areas as recommended by the Association of Schools of Public Health

### **Epidemiology Competencies**

- Identify key sources of data for epidemiologic purposes.
- Describe a public health problem in terms of magnitude, person, time and place.
- Evaluate the strengths and limitations of epidemiologic reports.

### **Social and Behavioral Science Competencies**

- Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
- Identify the causes of social and behavioral factors that affect health of individuals and populations.
- Describe the role of social and community factors in both the onset and solution of public health problems.

### **Diversity and Culture Competencies**

- Describe the roles of, history, power, privilege and structural inequality in producing health disparities.
- Explain why cultural competence alone cannot address health disparity.

## COURSE REQUIREMENTS & GRADING

Graduate Students:

Participation and Attendance <sup>1</sup>	15%
Reading Responses <sup>2</sup>	20%
Classroom Facilitation/Discussion	10%
Midterm Paper	25%
Final Paper	30%
Total	100%

<sup>1</sup>Mandatory Student Hours count for participation grade; <sup>2</sup>Student Pre-Assessment survey counts towards reading response grade;

Undergraduate Students:

Participation and Attendance <sup>1</sup>	15%
Reading Responses <sup>2</sup>	20%
Midterm Paper	25%
Final Paper	
Research Statement & Bibliography	10%
Methods & Data Worksheet	10%
Final Paper	20%
Total	100%

<sup>1</sup>Mandatory Student Hours count for participation grade; <sup>2</sup>Student Pre-Assessment survey counts towards reading response grade;

### Participation and Attendance (15%)

This seminar-style course depends on your attendance and active participation for your learning and that of others. Full engagement and participation in every Zoom session is required, as is your preparation and timeliness. When possible, I encourage students to have their cameras on. Each student is granted 1 unexcused absence, after which each additional unexcused absence will result in deduction in your participation and attendance grade. Given the challenges imposed on all of us by the pandemic and remote learning, I will be flexible with technical challenges and extraordinary scheduling conflicts. Please communicate with me at least 24 hours in advance if you anticipate being unable to join a Zoom session, and within 24 hours if you miss a Zoom session unexpectedly.

### Student Hours:

Research has shown that students who participate in 'office hours' perform better in their courses, compared to their peers who forego office hours. Student hours are an important opportunity to engage more deeply in the course materials through one-on-one interactions. As an instructor, I also look forward to learning more about your interests and feedback on the course in student hours. Therefore, all students are required to attend student hours at least once **by week 3** of the course as part of their participation and attendance grade. To sign up for a slot visit Canvas: Navigate to Calendar → Select "Find Appointment" → Select our Class → Choose a time slot. After week 3, students are encouraged to continue attending student hours by signing up for a slot.

### **Reading Responses (20%)**

Each week, all students will submit a written response of 400-500 words to the assigned materials. In these responses, you should engage in most of the assigned readings and draw connections between the content. Suggested questions to guide your responses: How do the readings from this week relate to and speak to each other? What do you see as the most valuable contribution, thesis, or idea from this material? What aspects of the authors' findings or arguments do you find especially useful, well argued, problematic, confusing, or unconvincing? How do the readings this week connect to broader ideas or themes in the course? (Ewing, 2020). Use these written responses to not only demonstrate your summary of the readings but to critically engage with and challenge the course content each week. **Weekly reading responses are due by 3pm on Mondays beginning Week 2.** Students will be granted a free pass from one week of reading responses; graduate students do not need to complete a reading response on the week they facilitate class.

### **Midterm Response Paper (25%)**

The midterm response paper requires students to critically integrate content from the course thus far and demonstrate their application of the theoretical approaches and empirical methods for studying social inequalities in health. There are two options for the midterm response paper, students will select one option. A brief overview of each option is provided below, more instructions will be provided as the due date approaches. **The assignment is due, April 30 by 11:59pm.**

Article Response: Researchers often use author responses to critique research approaches in the literature and offer alternative viewpoints. For this assignment you are being asked to respond to and critique an assigned journal article. In your response, your job will be to argue how the authors failed to incorporate the theoretical and/or empirical approaches of our class into their research approach and the implications of these gaps for their research findings.

Health in All Policies Op-Ed: In 2013, APHA adopted a "Health in All Policies" approach with a call for decision-makers to consider the "health, equity, and sustainability consequences" of policy options that are often not considered as part of public health. For this assignment, you should identify a recent local, state, or federal initiative, program, policy, or law and present an argument in favor or against by highlighting the health equity implications of the policy. Your argument should be grounded in the conceptual and empirical evidence presented throughout the course.

### **Classroom Facilitation/Discussion (Graduate Students Only- 10%)**

Graduate students will work on their own or with a partner to lead part of one of our class sessions. The purpose of this assignment is to give you an opportunity to analyze complex material on your own and develop your confidence facilitating a dialogue among your peers. Students should sign-up for a facilitation date by the end of Week 1. I suggest that you select a week based on the course content that interests you most and your workload in other courses. There are 7 dates available for class facilitation (see Canvas) so some students will have to work collaboratively with a partner.

The structure and format of the discussion is flexible, and you are encouraged to be creative. Some ideas include: lead a debate about contrasting perspectives presented in the readings,

ask students to design a research study based on research questions posed in class, watch a video and lead a discussion, organize a think-pair-share small group activity. Please submit an outline/plan via email one week before your chosen date. Your discussion should last 30-40min with the goal of helping the class gain a deeper understanding of the course readings and concepts, and draw connections to previous readings and concepts. Didactic lectures/presentations are discouraged for this assignment.

**Final Paper (Graduate Students- 30%; Undergraduate Students-20%)**

Students will submit an 8-10 page single-spaced concept paper during the final exam period of the quarter. The purpose of the paper is to integrate knowledge gained throughout the quarter to design a research project about social inequality and health. Your paper should review the literature to provide the rationale for your research question and describe the proposed study's methods. The expectations for undergraduate and graduate students will vary. Undergraduate students will be expected to pose new and interesting research questions with support from the literature and articulate a clear but simple research design. Graduate students will be expected to submit a more developed research proposal that could be turned into a publishable paper. More instructions will be provided as the due date approaches. The assignment is due, June 8 at 11:59pm. Graduating seniors and graduate students will need to submit their paper by June 3 at 11:59pm

**Research Statement & Bibliography (Undergraduate Students-10%; Graduate Students- recommended but not required):**

The Research Statement and Bibliography assignment requires students to articulate the guiding questions for their final paper and begin to put them in the context of the broader research literature. For this assignment, students will write a brief research overview/problem statement to outline the research question(s) for their final paper. In addition, they will identify 10-20 peer reviewed sources to inform your research question. Graduate students are encouraged to complete this assignment, but not required.

**Methods & Data Worksheet: (Undergraduate Students-10%; Graduate Students- recommended but not required):**

The Methods and Data Worksheet assignment provides an opportunity for students to discuss the data, variables, and methods they will propose for their final research paper. For this assignment, student will identify an appropriate dataset to test their research question, articulate their study variables and study population, and outline the strengths and weaknesses of their proposed approach. Graduate students are encouraged to complete this assignment, but not required.

## **COURSE POLICIES**

### **Student Hours:**

Student hours, what are traditionally referred to as 'office hours' will be held online via Zoom on Mondays from 3:00-5:00pm, or by appointment. If Monday afternoons don't work for you, please contact me via email to coordinate an alternative time. To sign up for a slot visit Canvas: Navigate to Calendar → Select "Find Appointment" → Select our Class→ Choose a time slot

### **Canvas Course Site:**

The Canvas site will be an important resource for accessing course material, signing up for office hours, logging onto Zoom sessions, and completing and submitting assignments. Please familiarize yourself with the course site and its features.

### **Perusall Reading:**

To facilitate peer-learning and help each other get through the readings, I encourage students to use Perusall to complete the weekly readings. Perusall is an online platform, accessible through Canvas, that allows you to collaboratively annotate the readings with your classmates and post questions/comments about the readings. All readings in PDF form will be posted to Perusall where you can interactively take notes, pose questions/comments, and highlight text. Assignment guidelines will also be posted on Perusall so that you can ask/answer questions about the assignments amongst one other.

### **Assignment Submission:**

Unless otherwise stated, assignments are to be uploaded to Canvas in the appropriate folder by 11:59pm on the day they are due; reading response are due by 3pm on Mondays. Files should be in .doc or .docx format (not PDFs), and labeled using the following naming conventions: LastName\_FirstName\_Assignment.

### **Late Assignments:**

Late assignments will not be accepted. Please take a few minutes to look ahead on the syllabus and review your other course assignments to see when you might have multiple deadlines and plan ahead. Extensions will be granted rarely, on a case-by-case basis, at the instructor's discretion.

### **Academic Integrity:**

"It is contrary to justice, academic integrity, and to the spirit of intellectual inquiry to submit another's statements or ideas as one's own work. To do so is plagiarism or cheating, offenses punishable under the University's disciplinary system. Because these offenses undercut the distinctive moral and intellectual character of the University, we take them very seriously. Proper acknowledgment of another's ideas, whether by direct quotation or paraphrase, is expected. In particular, if any written or electronic source is consulted and material is used from that source, directly or indirectly, the source should be identified by author, title, and page number, or by website and date accessed. Any doubts about what constitutes 'use' should be addressed to the instructor." – University of Chicago Student Manual. For more information, visit: [studentmanual.uchicago.edu/Policies](http://studentmanual.uchicago.edu/Policies)

### **Accommodations for Students with Disabilities:**

It is important that everyone is fully able to participate in this class to the best of their ability, and that we work together to make that happen.

University of Chicago is committed to ensuring equitable access to our academic programs and services. Students with disabilities who have been approved for the use of academic accommodations by Student Disability Services (SDS) and need a reasonable accommodation(s) to participate fully in this course should follow the procedures established by SDS for using accommodations. Timely notifications are required in order to ensure that your accommodations can be implemented. Please meet with me to discuss your access needs in this course after you have completed the SDS procedures for requesting accommodations.

If you have questions about Student Disability Services disabilities, You can call the office at 773-702-6000/TTY 773-795-1186, email [disabilities@uchicago.edu](mailto:disabilities@uchicago.edu), or visit the website at [disabilities.uchicago.edu](http://disabilities.uchicago.edu). Student Disability Services is located at 5501 S. Ellis Avenue

**Basic Needs:**

If you face challenges securing enough food to eat every day, safe and stable housing, or other basic needs—regardless of the reason—I encourage you to contact your area [Dean of Students](#) in the College or the Director of Graduate Studies and Graduate Program Administrator in your graduate program. While I might not be able to directly address your needs, I am happy to support you and connect you with whatever resources I can.

**A Note about Difficult Subjects:**

The content of this course includes topics that can be difficult for some people to think about and discuss. While I cannot always predict which topics may be most challenging, I can try to be as accommodating as possible. If there is a topic that you are unable to discuss or are otherwise particularly sensitive to, let me know, and we can work together to make arrangements. Please note, however, that I am unable to prevent all students from being exposed to topics that they might find challenging or difficult

**A Note about Letters of Recommendation:**

I am often asked by past and current students to write letters of recommendation for graduate school, internships, jobs, etc. It is an one of the parts of my job I enjoy most, but my goal is to only write strong letters for students I know well. Before asking me for a letter you should: Take my class, do well in the assignments and get a good grade (ideally an A), actively participate in class and leave a lasting, positive impression. I should also have a sense of who you are as a person, your personal and professional goals; student hours are an excellent opportunity to build this sort of relationship. If you do decide to ask me for a letter once class ends, students should compile [these materials](#) and contact me at least 60 days before the letter deadline (90 days for graduate school letters).

## COURSE SCHEDULE

In general, each week of the course delves into a new topic, gradually building on content from previous weeks. The readings for each week try to “speak to each other” and should be completed by Monday in order to complete your weekly reading response. Our readings each week will generally include “think pieces” conceptual, theoretical, or background articles to lay the foundation for the topic of the week. We will then review empirical papers that provide case studies of applied research that draws on the themes of each week. While the reading load and content might be challenging, I encourage you to focus on identifying the main ideas and broad conclusions from the readings. Readings discussed on Tuesday are denoted below with A, readings for Thursday are denoted below with B. We will meet in real-time on Zoom on Tuesday/Thursdays.

On Sunday evenings, short videos will be regularly posted on the Canvas page to provide an overview of this week’s topics and a review of the week’s readings. Please aim to watch the video lecture before class on Tuesday.

<b>Sunday</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
Video Lecture Posted	Reading Response Due; Complete Week Reading’s	Class on Zoom; Discussion of Tues Readings (A)		Class on Zoom; Discussion of Thurs Readings (B)

### **WEEK 1: Class Introduction: Sick Societies, Sick Populations**

Despite spending billions of dollars every year in healthcare and health resources, inequities in health are pervasive in the US. One’s social status in the US, whether it be based on race, immigration, citizenship, occupation, education, income, wealth, gender, sexuality, neighborhood, are all consequential for health. Why? This week we will begin by unpacking what we mean by social inequalities in health, how social determinants of health underlie health inequities, and discuss the ways “population health” scientists aim to measure and tackle these questions.

**COMPLETE STUDENT PRE-ASSESSMENT & ACCESSIBILITY SURVEYS**  
**REVIEW SYLLABUS & WATCH SYLLABUS VIDEO**

#### **A: Course Introduction and Framing**

Geronimus, A. T. (2000). To mitigate, resist, or undo: addressing structural influences on the health of urban populations. *American journal of public health*, 90(6), 867.

Chowkwanyun, M. (2011). The strange disappearance of history from racial health disparities research. *DuBois Review*, 8(1), 253-270.

#### **B. Doing Population Health Research**

Kindig, D. A. (2007). Understanding population health terminology. *The Milbank Quarterly*, 85(1), 139-161.



Rodriguez, N. (2015). Infographic: How to read a scientific paper.  
<https://www.elsevier.com/connect/infographic-how-to-read-a-scientific-paper>

Kille, LW. (2015). Statistical terms used in research studies. <https://journalistsresource.org/tip-sheets/research/statistics-for-journalists/>

**WEEK 2: Upstream Downstream and In Between: Mechanisms Linking the Social to the Biological**

**WEEK 2 READING RESPONSE; SIGN UP FOR CLASS FACILITATION (GRAD)**  
**WATCH CONCEPTUAL MODELS VIDEO**

**A. What Do We Mean by the Social Determinants?**

Braveman, P., Egerter, S., & Williams, D. R. (2011). The social determinants of health: coming of age. *Annual review of public health, 32*.

Galea, S., Tracy, M., Hoggatt, K. J., DiMaggio, C., & Karpati, A. (2011). Estimated deaths attributable to social factors in the United States. *American journal of public health, 101*(8), 1456-1465.

Earp, J. A., & Ennett, S. T. (1991). Conceptual models for health education research and practice. *Health education research, 6*(2), 163-171.

**B. What Determines the Determinants?\***

Smith, M. (2016). A fine balance: individualism, society and the prevention of mental illness in the United States, 1945–1968. *Palgrave Communications, 2*(1), 1-11.

Blackmon, D. A. (2009). *Slavery by another name: The re-enslavement of black Americans from the Civil War to World War II*. Anchor. (Introduction).

Schrecker, T. (2013). Can health equity survive epidemiology? Standards of proof and social determinants of health. *Preventive medicine, 57*(6), 741-744.

**WEEK 3: Socioeconomic Status: Income, Knowledge, And Dignity Dividends for Health**

One's level of education, income, and wealth are consequential for health. So too, living in a wealthy society provides health benefits but living in an economical unequal society can also be noxious for health. Measuring socioeconomic status in epidemiology is fraught with challenges. The mechanisms linking education, income, and other metrics of SES to health are also unclear, the readings and discussion this week class will aim to untangle these concepts.

**WEEK 3 READING RESPONSE; ATTEND STUDENT HOURS BY WEEK 3**  
**RESEARCH STATEMENT & BIBLIOGRAPHY DUE APR 15 AT 11:59PM**  
**WATCH MEASURING & THINKING ABOUT SES VIDEO**

**A.**

Rank, M. (2013) Poverty in America is mainstream, NY Times.  
<http://opinionator.blogs.nytimes.com/2013/11/02/poverty-in-america-ismainstream/>

Watch "[Ms. Hutchison Testimony on Proposed Changes to the Poverty Line Calculation](#)". A transcript of the testimony can also be found [here](#). A Threat to America's Children? The Trump Administration's Proposed Changes to the Poverty Line Calculation: Hearings before the Committee on Oversight and Reform, House, 116<sup>th</sup> Congress, (2020)(Testimony of Amy Jo Hutchinson).

Piketty, T., & Saez, E. (2014). Inequality in the long run. *Science*, 344(6186), 838-843.

Pickett, K. E., & Wilkinson, R. G. (2015). Income inequality and health: a causal review. *Social science & medicine*, 128, 316-326.

**B. \***

Braveman, P. A., Cubbin, C., Egerter, S., Chideya, S., Marchi, K. S., Metzler, M., & Posner, S. (2005). Socioeconomic status in health research: one size does not fit all. *Jama*, 294(22), 2879-2888.

Moor, I., Spallek, J., & Richter, M. (2017). Explaining socioeconomic inequalities in self-rated health: a systematic review of the relative contribution of material, psychosocial and behavioural factors. *J Epidemiol Community Health*, 71(6), 565-575.

**WEEK 4: The Promise and Perils of Education and Work for Health**

**WEEK 4 READING RESPONSE; ATTEND STUDENT HOURS BY WEEK 3**

**WATCH PROMISE & PERILS OF EDUCATION & WORK VIDEO**

**A.**

Barkan, J. (2018). Death by a thousand cuts. Jacobin.

<https://www.jacobinmag.com/2018/06/us-public-schools-charters-vouchers-privatization>

Kawachi, I., Adler, N. E., & Dow, W. H. (2010). Money, schooling, and health: Mechanisms and causal evidence. *Annals of the New York Academy of Sciences*.

Bendor, J., Bordoff, J., & Furman, J. (2007). *An education strategy to promote opportunity, prosperity, and growth*. Brookings Institution.

Goldin, C. D., & Katz, L. F. (2009). The future of inequality: The other reason education matters so much. *Aspen Institute Congressional Program*.

**B. \***

Ross, Bateman. (2019). Low-wage work is more pervasive than you think, and there aren't enough "good jobs" to go around. Brookings Institute.

Marmot, M.G. (1991). Health inequities among British civil servants: the Whitehall II study. *Lancet*.

**WEEK 5-8: How Race Becomes Biology, Mechanisms Linking Race to Health**

Week 5-8 shifts to race, the race-ing of groups, and how race is experienced in the US. We will unpacks the creation and maintenance of racial hierarchies in the US. We then explore the mechanisms by which racial inequality produces disparate health outcomes among racialized groups, drawing on the conceptual frameworks from previous weeks.

**WEEK 5 READING RESPONSE, MIDTERM PAPER DUE APRIL 30 AT 11:59PM;**

**COMPLETE MID COURSE EVAL**

**A. How Race Is Made In America**

Brodin, K. How did Jews Become White Folks? (Excerpt)

Golash-Boza, T. (2016). A critical and comprehensive sociological theory of race and racism. *Sociology of Race and Ethnicity*, 2(2), 129-141.

<p>Brown_The changing categories the U.S. census has used to measure race _ Pew Research Center</p>
<p><b>B. The Permutations Of Racial Inequality In The US*</b>  Alvarez, A. N., Juang, L., &amp; Liang, C. T. (2006). Asian Americans and racism: When bad things happen to" model minorities.". <i>Cultural diversity and ethnic minority psychology</i>, 12(3), 477.</p> <p>Bailey, Z. D., Krieger, N., Agénor, M., Graves, J., Linos, N., &amp; Bassett, M. T. (2017). Structural racism and health inequities in the USA: evidence and interventions. <i>The Lancet</i>, 389(10077), 1453-1463.</p> <p>Geronimus, A. T., Hicken, M., Keene, D., &amp; Bound, J. (2006). "Weathering" and age patterns of allostatic load scores among blacks and whites in the United States. <i>American journal of public health</i>, 96(5), 826-833.</p>
<p><b>WEEK 6: Racism as a System</b>  <b>WEEK 6 READING RESPONSE</b>  <b>WATCH RACISM AS A SYSTEM VIDEO</b></p>
<p><b>A. Beyond Discrimination</b>  Groos, M., Wallace, M., Hardeman, R., &amp; Theall, K. P. (2018). Measuring inequity: a systematic review of methods used to quantify structural racism. <i>Journal of Health Disparities Research and Practice</i>, 11(2), 13.</p> <p>Lewis, T. T., Cogburn, C. D., &amp; Williams, D. R. (2015). Self-reported experiences of discrimination and health: scientific advances, ongoing controversies, and emerging issues. <i>Annual review of clinical psychology</i>, 11, 407-440</p> <p>Review Everyday &amp; Lifetime Discrimination Measures</p>
<p><b>B. Dying Of Whiteness*</b>  Malat, J., Mayorga-Gallo, S., &amp; Williams, D. R. (2018). The effects of whiteness on the health of whites in the USA. <i>Social Science &amp; Medicine</i>, 199, 148-156.</p> <p>Viruell-Fuentes, E. A. (2011). "IT'S A LOT OF WORK": Racialization Processes, Ethnic Identity Formations, and Their Health Implications<sup>1</sup>. <i>Du Bois Review: Social Science Research on Race</i>, 8(1), 37-52.</p>
<p><b>WEEK 7: Structures of Racism and Health</b>  <b>WEEK 7 READING RESPONSE</b>  <b>WATCH STRUCTURES OF RACISM &amp; HEALTH VIDEO</b></p>
<p><b>A. Neighborhood Inequality, Segregation, &amp; Health</b>  Yang, T. C., Lei, L., &amp; Kurtulus, A. (2018). Neighborhood ethnic density and self-rated health: Investigating the mechanisms through social capital and health behaviors. <i>Health &amp; place</i>, 53, 193-202.</p> <p>Roux, A. V. D. (2016). Neighborhoods and health: what do we know? What should we do?. <i>American journal of public health</i>, 106(3), 430.</p> <p>Watch Race the Power of An Illusion</p>
<p><b>B. Carceral Systems &amp; Health*</b></p>

Watch 13<sup>th</sup> Documentary

Listen to Weeds in the Wild: Postville Podcast

Wildeman, C., & Muller, C. (2012). Mass imprisonment and inequality in health and family life. *Annual Review of Law and Social Science*, 8, 11-30.

Sewell, A. A., Jefferson, K. A., & Lee, H. (2016). Living under surveillance: Gender, psychological distress, and stop-question-and-frisk policing in New York City. *Social science & medicine*, 159, 1-13.

**WEEK 8: New Frontiers in Structural Racism**

**WEEK 8 READING RESPONSE,  
METHODS AND DATA WORKSHEET DUE MAY 18 AT 11:59PM**

**A. \***

Parsa, A., Kao, W. L., Xie, D., Astor, B. C., Li, M., Hsu, C. Y., ... & Appel, L. J. (2013). APOL1 risk variants, race, and progression of chronic kidney disease. *New England Journal of Medicine*, 369(23), 2183-2196.

Newkirk\_Precision Medicine's Post-Racial Promise\_Atlantic\_2016

Krimsky, S. (2012). The short life of a race drug. *The Lancet*, 379(9811), 114-115.

**B. Student's Choice**

For this class session, students will have the opportunity to select a topic and readings related to the course that we have yet to explore.

**WEEK 9: Moving the Needle on Population Health**

We will conclude the class with closing thoughts on how to address social inequalities in health. As we've learned across this quarter, social inequalities are part and parcel to our history as a nation, yet how do we intervene on these deeply imbedded systems? We will turn to several scholars and competing ideas to forge a path ahead.

**A. Piecemeal Programs, Policies, and Practices\***

Geronimus, A. T. (2000). To mitigate, resist, or undo: addressing structural influences on the health of urban populations. *American journal of public health*, 90(6), 867.

The Community Guide: Evidence Based Health Recommendations

Effects of the ACA Medicaid Expansion on Racial Disparities in Health and Health Care Links to an external site.

Evaluating Strategies For Reducing Health Disparities By Addressing The Social Determinants Of Health.pdf

Health in All Policies for Big Cities.pdf

**FINAL RESEARCH PAPER DUE JUNE 8 AT 11:59PM\***

**\*Graduating seniors and graduate students will need to submit their paper by June 3 at 11:59pm**

\*Denotes a student class facilitation date