

Sociology 498H1S – LEC0101
New Topics in Sociology:
Social Determinants of Health and Policy
Winter 2018

INSTRUCTOR:	Laura Upenieks, M.A., Ph.D Candidate, Department of Sociology, University of Toronto (laura.upenieks@mail.utoronto.ca)
OFFICE HOURS	Tuesdays 2:00-3:30pm Room 335, Department of Sociology, (725 Spadina Avenue), or by appointment
CLASS HOURS AND LOCATION:	Tuesdays 12:10-2:00pm Department of Sociology, 725 Spadina Avenue, Room FE 41 (basement)

Scope and Aims of the Course

A Social Determinants of Health (SDH) framework provides the analytical tools to address structural challenges that affect people's health outcomes. This course will examine sociological approaches to studies of health and policy. Students will develop their sociological imagination as a useful tool to understand the connections between individual health outcomes and the social forces that surround them. Course materials will cover the social distribution of health, and sociological approaches to understanding health-related processes and outcomes. The first half of the course will emphasize the relationship between key markers of social status (SES, race, gender, and occupations) and health. The second half of the course will focus on key areas of current research in the social determinants of health, including life course approaches to health, the relationship between social relationships/connections and health, the role of social factors in shaping interactions within the health-care system, and the influence of community contexts on health. Each week, we will also consider relevant health policy issues/debates related to each sub-topic.

Course Objectives

Upon completion of the course, students should be able to:

- (1) Understand the sociological issues underlying health outcomes
- (2) Evaluate the sociological relationships that exist between socioeconomic status, gender, race, and occupation on health outcomes, and gain a deeper understanding of the strengths and shortcomings of health policy initiatives to address them.

(3) Gain an understanding and appreciation for current research issues and topic related to several sub-topics in the sociology of health.

(4) Articulate their ideas in a clear and concise manner, think critically about issues related to the social determinants of health, effectively present their ideas in a class discussion, and begin generating their own ideas related to an area of particular interest to them surrounding the social determinants of health.

Prerequisites

1.0 SOC FCE at the 300+ level. Students without the prerequisite will be removed at any time without notice.

Assigned Readings

There is no required textbook for the course. All assigned readings will be made available as .PDF files on the course Blackboard page. You should always bring a hard copy of the readings to class or have them available as “soft” copies on your laptop or tablet device.

Class Format

This class will be organized in the following way: we will begin each week (starting in Class 2) with brief student presentations (see below). The rest of class time will involve both lecture material and class discussion. To help focus your learning, slides will be posted to Blackboard the evening before class. These will be simplified versions of the slides used in class. To be sure you have access to the full range of class material, you should be prepared to take notes during class. The responsibility for being aware of what goes on in class (including administrative announcements) rests with you. As a precaution in case you miss a class, you should have a “buddy” who is willing to share their notes. Please do not e-mail me asking for lecture notes.

Grading Allocation

Your grade in this course will be determined by the following methods of evaluation:

(1) 5 Short weekly reflection papers on the assigned readings: these should not be mere summaries of weekly readings, but rather short reflections on critical points addressed in the readings. As you are preparing these papers, some ideas you should consider for points of reflection are: (1) what are the core conceptual or theoretical perspective(s)? Did the article adequately/sufficiently test the theories proposed? (2) what are the key findings and/or arguments of the readings? Are they consistent or in tension with each other? (3) what was particularly interesting from one or more of the readings and why? (4) what are some critical insights or reflections that would be useful to raise for class discussion and debate? (i.e., agreements/disagreements with the main points in the readings, or points the readings overlook). These papers should be between at least 1 double spaced page and no more than 2 double spaced pages, 12-point font, 1-inch margins. You must discuss *at least 2 readings* from the listed readings for a given week in each paper (i.e. you cannot focus the paper on only one reading). These papers will be graded on the following scale out of 2 points: 0=no effort, 1=some effort,

2=good effort. You must hand in **5** of these reflection papers during the semester, worth 2% each, for a total of 10%. These must be submitted **online to Blackboard by 12:00pm on Tuesdays** for the day on which the readings were assigned (i.e., if you choose to write on the Class 2 readings, the reflection paper will be due at 12pm on Tuesday, January 16th). At least **2** of these reflection papers must be turned in by February 27th. I do not advise you to leave these papers until the last few weeks of the semester, when you likely also have papers and tests in your other courses. Given that you have 9 opportunities to submit 5 papers, these papers will **NOT** be accepted late.

Two sample reflection papers have been posted to the course Blackboard page. You should **NOT** pay attention to the content of these papers. Neither do these samples represent the only way to compose a successful reflection paper. The main elements to be gleaned from these sample papers are: (a) they spend very little time summarizing the readings, and instead focus on critical analysis, and (b) they discuss more than one reading and make connections across the assigned readings.

(2) 1 Final Research Paper: this paper, on a topic of your choosing related to the social determinants of health and policy (in consultation with me), will be completed in *two stages*. First, you will submit a proposal (see **(3)** below) for your paper on Friday, February 16th. Second, you will hand in a final paper on Friday, April 6th. It is recommended that you meet with me *at least once* with me during the semester to discuss your research paper. The paper should include reference to at least **10** academic sources. To help facilitate this research project, I will take some time during class to show you some practical research skills, including how to use Google Scholar to find and locate references (especially key journals to focus on in the Sociology of Health), how to implement strategies for taking good notes on articles, and how to construct an argument by putting articles in conversation with each other. The final paper should be 10-12 double-spaced pages (2500-3000 words), 12-point font, 1-inch margins, and should use ASA referencing style. This paper is worth 20% of your final grade. The paper should be submitted **online to Blackboard** as a .doc or .docx file by 5:00pm on Friday, April 6th.

(3) 1 Final Paper Proposal: this should include an articulation of the research question of interest, including why it is important to study to help us understand the social determinants of health and/or health policy. You will also need to briefly annotate **3** proposed sources. This proposal must represent the core argument/ideas of your final paper well enough to be read and given feedback by me. It is due on Friday, February 16th **online to Blackboard** as a .doc or .docx file by 5:00pm. This assignment should serve the purpose of getting you to think about the paper early on in the term. You should also have multiple opportunities to consult with me during office hours to sharpen ideas throughout the semester, which should hopefully result in a better final product. The research proposal is worth 5% of your grade.

Detailed guidelines for both the research paper and the research paper proposal are posted on the course Blackboard page.

(4) 2 In-Class tests—You will write one midterm and one final test, 110 minutes each during class time on Tuesday, February 13th and Tuesday, April 3rd, respectively. You will be given a choice to answer 2 out of 3 essay questions on each test (each test is worth 25% each x 2=50%).

You will be given considerable latitude in bringing together, interpreting, and integrating content from readings, and class discussions to respond to the questions. The focus of evaluation will be on the overall substantiveness, coherence, and logical force of the arguments given, not on the particular position taken or the presence of select details. You will be expected to "make a case" in answering each question and will be judged on how convincingly you do so. Each response will be evaluated holistically, as a unified argument. Quality will be assessed according to three equally-weighted criteria. These are: 1) comprehensive inclusion of relevant content from lectures, class discussions, and readings; 2) sound interpretation and effective integration of that content; and 3) clear articulation of a summary position based on (1) and (2). According to this scheme, there are no categorically "right" or "wrong" responses, only better and worse arguments for various positions that might be taken. Few important questions in the study of the social determinants of health and policy can be approached otherwise.

To help facilitate your test preparations for both the midterm and the final test, we will talk much more in class about possible questions and how best to prepare for the tests.

(5) Ongoing In-class participation: given that this is an upper-year seminar class, students are expected to complete the reading each week and to actively contribute to class discussion. As a formal assessment of your participation, you will hand in, on an 8.5 x 11 inch sheet of notebook paper, the following task at the **end** of each class (you will **NOT** receive credit for submissions handed in at any other time during class). You should write about how the lecture and/or group discussion expanded and refined your perspective on the readings. This response should be *at least 3-4 sentences in length* (though it can be longer), and will be graded on a pass/fail basis based on an assessment of effort. You can also reflect/make comments on how a particular debate or point of discussion resonated with you and why. Other points of reflection that you could include in your response are acknowledging diverse viewpoints to those presented in class, offering observations to illustrate key concepts, posing questions to clarify or to challenge a statement, drawing linkages from assigned readings to other readings or perspectives or to your own experiences, building on others' contributions to the class discussion with additional information, critiquing arguments in readings or made in class, or pointing to areas that are still not clear for you in their understanding. In short, the idea behind these short responses is to demonstrate your engagement with the course material and our class discussions on a weekly basis. This is worth 8% of the final mark, 1% per week excluding the first week of class and the weeks of the tests where participation will not be assessed. Because life sometimes legitimately gets in the way of attending class, the lowest mark for each student will be eliminated before calculating the final grade. Therefore, you can miss 1 class without penalty.

(6) 1 Presentation: Starting in week 2, a different student or group of 2 students (depending on course enrollment) will give a short presentation. A sign-up sheet will be circulated during the first week of class to schedule all presentations. Presentations should be between 10 and 15 minutes long and will occur right at the *beginning of class*. The presentations may include a *brief* summary and synthesis of the week's readings, but should spend most of the time reflecting on how the readings and concepts fit into the larger theme of the week to set the stage for further class discussion. Instead of summarizing each article one-by-one, presentations should seek to integrate material from across the readings, drawing out commonalities, contrasts, points of agreement, and points of tension. Each presentation should end with 2 clearly articulated

discussion questions that cut across the readings for a given week that can be used for subsequent class discussion. These questions **should also be emailed to me** (laura.upenieks@mail.utoronto.ca) **by no later than 5pm the day before (i.e., Monday) your presentation**. Presentations may use PowerPoint software, but are *not required to*. Evaluations will be based on how well you synthesize the week's readings, your effectiveness at presenting the content, and your capacity to generate stimulating discussion questions. The presentation will be worth 7% of your final grade in the course. Presenters are encouraged to speak with me after class on the week before they present, or to book an appointment during their week of preparation to seek advice on the week's readings.

So, the grading allocation is as follows:

Mid-term test	25% of your final grade
Final test	25% of your final grade
Final Research Paper	20% of your final grade
Final Research Paper Proposal	5% of your final grade
Participation, ongoing	8% of your final grade
Presentation	7% of your final grade
Reflection Papers (5)	10% of your final grade

Please remember that your grades are not something that I simply give you. They are something *that you earn*. Any discussions concerning your course grades should begin with this premise.

Course Policies

Accommodations: Make-Up Tests

Students who miss a test will receive a mark of zero for that test unless reasons beyond their control prevent them from taking it. **Within three days** of the missed test, students who wish to write the make-up test must send or give me a written request for special consideration that explains why the test was missed. A request should be accompanied by contact information (the student's telephone number and email address) so the date, time and place of the make-up test can be communicated to the student. If a reply of receipt of an email is not received within 24 hours, please re-send the email. At the make-up test a student must submit **proper documentation from a physician or college registrar** (see below). A student who misses a test and the subsequent make-up test for a valid reason will **NOT** have a third chance to take the test. Instead, the grade assigned for the missed test will be the same as the grade the student earns on the other test in this course.

DOCUMENTATION FROM YOUR PHYSICIAN OR COLLEGE REGISTRAR

If you miss a test or a paper deadline, please **do not** contact me unless you have followed the steps described here. Telling me why you missed a deadline or a test probably will not help.

- In case of illness, you must supply a duly completed Verification of Student Illness or Injury form (available at www.illnessverification.utoronto.ca). A doctor's note is not

acceptable. The form must be placed in a sealed envelope, addressed to the instructor, and submitted at the make-up test.

- If a personal or family crisis prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). The letter must be placed in a sealed envelope, addressed to the instructor, and submitted at the make-up test.

Makeup Tests will be held on the following dates in Room 225 of the Sociology Department (725 Spadina Avenue):

Mid-term test: Tuesday February 27th from 2:10pm-4pm

Final test: Friday April 6th from 10:10am-12pm

Make-up tests will be the same format as the missed test (i.e., choice of 2 of 3 essay questions).

Late Assignments

To request accommodation for a late assignment you must present your case to me via email.

- In order not to be considered late, assignments must be submitted by the due date on the syllabus in the manner indicated in the syllabus. You are expected to keep a back-up, hard copy of your assignment in case it is lost.

- For lateness beyond your control, the documentation must indicate that you were unable to engage in school work on the due date of the assignment for a ONE day extension. For a longer extension you must prove that you were unable to engage in school work for a longer period or provide documentation that you encountered an exceptional, unforeseen circumstance. In the unlikely event that your documentation indicates that you are too ill to complete an assignment before the term ends, you must petition the Office of the Registrar for an extension of time to complete term work.

- Late assignments for reasons that are within your control will be reduced by **10% for every day late (including weekends).**

- Late assignments should be submitted **via Blackboard** using the normal submission procedure for the assignment in question. Late work should **NOT** be submitted to the department office staff or other instructors and should **NOT** be submitted via email.

Grade Appeals

I take the marking of assignments very seriously, and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, you must adhere to the following rules:

- If it is a mathematical error, simply alert me of the error.
- In the case of more substantive appeals, you must:
 1. Wait at least 24 hours after receiving your mark.
 2. Carefully re-read your assignment, all assignment guidelines and marking schemes and my comments.
 3. You have up to one month from the date of return of the item to inquire about the mark beyond the course instructor. In order to meet this deadline, you must inquire about the mark with me no longer than 15 days after receiving your mark. If your work is remarked, you must accept the resulting mark.

If you wish to appeal:

- You must submit to me a written explanation of why you think your mark should be altered. Please note statements such as “I need a higher grade to apply to X” are not compelling. **Also, please note that upon re-grade your mark may go down, stay the same, or go up.**
- Attach to your written explanation your original assignment, including all of the original comments. Submit a hardcopy of the package to the instructor in class.

Electronic Communication and Electronic Learning Technology

Email communication is rapid, convenient, and efficient—and you are encouraged to use it to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules:

- Assignments will **not** be accepted via email. All course work should be submitted through Blackboard
- All course communication should be conducted through Blackboard or your utoronto account.
- Emails that ask questions that are answered in the course syllabus or Blackboard website (e.g., “how much is assignment X worth”) will not receive a response.
- All emails must include the course code (SOC 498) in the subject line.
- All emails should be signed with the student’s full name and student number.
- Emails from students will generally be answered within 24 hours of receipt, not including weekends.
- Treat emails as you would any other professional communication. Proofread. Use appropriate language.

Emails that do not follow these guidelines will not receive a response

Classroom Etiquette

Students are expected to arrive at class on time. If you need to leave during class, please do so in a way that will minimize disruption.

Laptops computer and tablets may be used during class time, provided they are for taking notes or consulting course readings, but should NOT be used for gaming, checking email, or any of the many other things that might distract from classroom engagement. If this occurs, you will be asked to put the device away and take notes by hand. Cellphones should not be used during class time, and should be turned off or set to silent until class is over.

Videotaping and recording lectures is strictly forbidden without written permission from the instructor.

Plagiarism

Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly: practices acceptable in high school may prove unacceptable in university. Know where you stand by reading the “Code of Behaviour on Academic Matters” in the Calendar of the Faculty of Arts and Science.

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from us, or from other available campus resources like the [U of T Writing Website](#). If you are experiencing personal challenges that are having an impact on your academic work, please seek the advice of your college registrar.

Accessibility

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

COURSE OUTLINE

Class 1: Introduction: Social Conditions/Contexts and Health (January 9th)

- Phelan, Jo C, Bruce G. Link, and Parisa Tehranifar. 2010. "Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence, and Policy." *Journal of Health and Social Behavior* 51(1):28-40.
- Cockerham, William C., Bryant W. Hamby, and Gabriela R. Oates. 2017. "The Social Determinants of Chronic Disease." *American Journal of Preventive Medicine* 52(1):S5-12.
- Thoits, Peggy. 2010. "Stress and Health: Major Findings and Policy Implications." *Journal of Health and Social Behavior* 51(1):41-54

Recommended Readings:

- Crammond, Bradley R., and Gemma Carey. 2017. "What Do We Mean by 'Structure' When We Talk About Structural Influences on the Social Determinants of Health Inequalities?" *Social Theory & Health* 15(1):84-98.
- Pearlin, Leonard I. 1989. "The Sociological Study of Stress." *Journal of Health and Social Behavior* 30:241-56.

Class 2: Socioeconomic Status (SES) and Health (January 16th)

- Adler, Nancy E. et al. 1994. "Socioeconomic Status and Health: The Challenge of the Gradient." *American Psychologist* 49:15-24.
- Schieman, Scott, and Jonathan Koltai. 2017. "Discovering Pockets of Complexity: Socioeconomic Status, Stress Exposure, and the Nuances of the Health Gradient." *Social Science Research* 63:1-18.
- Lawrence, Elizabeth M. 2017. "Why Do College Graduates Behave More Healthfully Than Those Who Are Less Educated?" *Journal of Health and Social Behavior* Online First
- Lutfey, Karen and Jeremy Freese. 2005. "Toward Some Fundamentals of Fundamental Causality: Socioeconomic Status and Health in the Routine Clinic Visit." *American Journal of Sociology* 110:1326-72.

Class 3: Gender, Sexuality, and Health (January 23rd)

- Bird, Chloe E., and Patricia P. Rieker. 1999. "Gender Matters: An Integrated Model for Understanding Men's and Women's Health." *Social Science & Medicine* 48:745-55.
- Wright, Eric R. and Brea L. Perry. 2006. "Sexual Identity Distress, Social Support, and the Health of Gay, Lesbian, and Bisexual Youth." *Journal of Homosexuality* 51(1):81-110.
- Cruz, Taylor M. 2014. "Assessing Access to Care for Transgender and Gender Nonconforming People: A Consideration of Diversity in Combating Discrimination." *Social Science & Medicine* 110:65-73.

- Borrell, Carme, Laia Palència, Carles Muntaner, Marcelo Urquía, Davide Malmusi, and Patricia O'Campo. "Influence of Macrosocial Policies on Women's Health and Gender Inequalities in Health." *Epidemiologic Reviews* 36(1):31-48.

Class 4: Race and Health (January 30th)

- Williams, David R., and Michelle Sternthal. 2010. "Understanding Racial-ethnic Disparities in Health: Sociological Contributions." *Journal of Health and Social Behavior* 51:15-28
- Perry, Brea L., Kathi L.H. Harp, and Carrie B. Oser. 2013. "Racial and Gender Discrimination in the Stress Process: Implications for African American Women's Health and Well-Being." *Sociological Perspectives* 56(1):25-48.
- Pullen, Erin, Brea Perry, and Carrie Oser. 2014. "African American Women's Preventative Care Usage: The Role of Social Support and Racial Experiences and Attitudes." *Sociology of Health & Illness* 36(7):1037-53.

Class 5: Work and Health (February 6th)

- Tausig, Mark, and Rudy Fenwick. 2016. "The Social Stratification of Job Stress: How Social Structures Create Health Disparity." Pp. 261-86 in *Special Social Groups, Social Factors and Disparities in Health and Health Care*, edited by J. Kronefield et al. Emerald Group Publishing Limited, 2016. (**Note: briefly skim for background only**)
- Pudrovska, Tetyana. 2013. "Job Authority and Breast Cancer." *Social Forces* 92:1-24.
- Koltai, Jonathan, Scott Schieman, and Ronit Dinovitzer. 2017. "The Status-Health Paradox: Organizational Context, Stress Exposure, and Well-being in the Legal Profession." *Journal of Health and Social Behavior* Online First
- Moen, Phyllis, Erin L. Kelly, Shi-Rong Lee, J. Michael Oakes, Wen Fan, Jeremy Bray, David Almeida, Leslie Hammer, David Hurtado, and Orfeu Buxton. 2017. "Can A Flexibility/Support Initiative Reduce Turnover Intentions and Exits? Results from the Work, Family, and Health Network." *Social Problems* 64(1):153-85.

Class 6: In-Class Test#1 (February 13)

- Mid-term test (In-Class)
- You will have 1 hour and 50 minutes to complete the test. The test will consist of a choice of 2 out of 3 essay questions.

Note: Your final research paper proposals are due to Blackboard by 5:00pm on Friday, February 16th.

FEBRUARY 20: READING WEEK: NO CLASS

Class 7: Life Course Approaches to Health (February 27th)

- Haas, Steven A., M. Maria Glymour, and Lisa F. Berkman. 2011. "Childhood Health and Labor Market Inequality over the Life Course." *Journal of Health and Social Behavior* 52:298-313.

- Ferraro, Kenneth F., Markus H. Schafer, and Lindsay R. Wilkinson. 2016. "Childhood Disadvantage and Health Problems in Middle and Later Life: Early Imprints on Physical Health?" *American Sociological Review* 81(1):107-33.
- Herd, Pamela. 2016. "The Influence of Social Welfare Policies on Health Disparities Across the Life Course." Pp.661-76 in *Handbook of the Life Course*, edited by J. Mortimer, M. Shanahan, and M. Kirkpatrick-Johnson. New York: Springer.

Class 8: Social Networks and Health (March 6th)

- Song, Lijun, and Nan Lin. 2009. "Social Capital and Health Inequality: Evidence from Taiwan." *Journal of Health and Social Behavior* 50(2):149–63.
- Schafer, Markus H. 2013. "Discussion Networks, Physician Visits, and Non-Conventional Medicine: Probing the Relational Correlates of Health Care Utilization." *Social Science & Medicine* 87 (2013):176-84.
- Perry, Brea L., and Bernice A. Pescosolido. 2015. "Social Network Activation: The Role of Health Discussion Partners in Recovery from Mental Illness." *Social Science & Medicine* 125:116-28.
- Umberson, Debra & Jennifer Karas Montez. 2010. "Social Relationships and Health: A Flashpoint for Health Policy." *Journal of Health and Social Behavior* 51:54-70.

Class 9: Religion and Health (March 13th)

Note: March 14th is the last day to drop this course from academic record. After this deadline a mark is recorded for each course, whether course work is completed or not (a 0/zero is assigned for incomplete work), and calculated into the GPA.

- Chapter 1 Selection from Idler, Ellen L. (Ed.). 2014. *Religion as a Social Determinant of Public Health*. Oxford University Press, USA. (**Note: briefly skim for background only**)
- Morton, Kelly R., Jerry W. Lee, and Leslie R. Martin. "Pathways from Religion to Health: Mediation by Psychosocial and Lifestyle Mechanisms." *Psychology of Religion and Spirituality* 9(1):106-17.
- Ferraro, Kenneth F., and Seoyoun Kim. 2014. "Health Benefits of Religion among Black and White Older Adults? Race, Religiosity, and C-Reactive Protein." *Social Science & Medicine* 120:92-9.
- Henderson, Andrea K. 2016. "Jesus Didn't Teach Us to Juggle: Religious Involvement, Work–Family Conflict, and Life Satisfaction among African Americans." *Journal of Family Issues* 37(11):1558-84.

Class 10: Interactions in the Health Care System (March 20th)

- Spencer, Karen Lutfey, and Matthew Grace. 2016. "Social Foundations of Health Care Inequality and Treatment Bias." *Annual Review of Sociology* 42:101-20.
- Lo, Ming-Chen M. and Clare L. Stacey. 2008. "Beyond Cultural Competency: Bourdieu, Patients, and Clinical Encounters." *Sociology of Health & Illness* 30(5):741-55.

- Schnittker, Jason. 2004. "Social Distance in the Clinical Encounter: Interactional and Sociodemographic Foundations for Mistrust in Physicians." *Social Psychology Quarterly* 67(3):217-35.
- Mechanic, David and Donna D. McAlpine. 2010. "Sociology of Health Care Reform: Building on Research and Analysis to Improve Health Care." *Journal of Health and Social Behavior* 51(1):147-60.

Class 11: Neighborhoods and Health (March 27th)

- Macintyre, Sally and Anne Ellaway. 2003. "Neighborhoods and Health: An Overview." Pp. 20–42 in *Neighborhoods and Health*, edited by I. Kawachi and L.F. Berkman. Oxford, UK: Oxford University Press. (**Note: briefly skim for background only**)
- Vartanian, Thomas P & Linda Houser. 2010. "The Effects of Childhood Neighborhood Conditions on Self-Reports of Adult Health." *Journal of Health and Social Behavior* 51(3):291-307
- Upenieks, Laura, Markus H. Schafer, and James Iveniuk. 2016. "Does Disorder Get "Into the Head" and "Under the Skin"? Layered Contexts and Bi-Directional Associations." *Health & Place* 39:131-41.
- Glavin, Paul, and Marisa Young. 2017. "Insecure People in Insecure Places: The Influence of Regional Unemployment on Workers' Reactions to the Threat of Job Loss." *Journal of Health and Social Behavior* 58(2):232-51.
- Chetty, Raj, Nathaniel Hendren, and Lawrence F. Katz. 2016. "The Effects of Exposure to Better Neighborhoods on Children: New Evidence from the Moving to Opportunity Experiment." *The American Economic Review* 106(4):855-902.

Class 12: In-Class Test#2 (April 3rd)

- Final test (In-Class)
- You will have 1 hour and 50 minutes to complete the test. The test will consist of a choice of 2 out of 3 essay questions.

Note: Your final research papers are due to Blackboard by 5pm on Friday, April 6th.