

Health Disparities SOC 795

Instructor: Elizabeth Lawrence

Email: Elizabeth.lawrence@unlv.edu

Office hours and location: Wednesdays 1-4 in CBC-B 243

Class time: Mondays 1:00-3:45

Class location: CBC-B 225B

In the United States, life expectancy and health differ across key social factors, such as race/ethnicity, gender, socioeconomic status, sexual identity, and geographic location. In this graduate seminar, we will cover the social determinants of health, including:

- theoretical foundations of health disparities research,
- conceptual frameworks identifying relationships between social factors and health outcomes, and
- current empirical findings on health inequalities.

We will focus on health in the U.S., but also place the U.S. within a global context. We will examine both enduring trends such as race/ethnic differences in mortality rates and current issues including the opioid epidemic.

Our primary learning objectives include:

- To understand and critique social science theories and conceptual frameworks used in health disparities research
- To critically analyze empirical research on health inequalities
- To examine how health differs among population subgroups, such as race, ethnicity, language, culture, immigration status, social class, gender, and other social factors
- To consider U.S. health and health disparities in a global context
- To develop research skills through an original research project

Course Materials

There are no required books for purchase. I will post the required readings as PDF files on our course website.

Course Requirements

You will be evaluated based on your participation in the course and on your course project, as described below.

1. COURSE PARTICIPATION (50%)

- a. Class discussion and attendance: You are expected to attend every class and come to class having completed all assigned readings and work and prepared to discuss this material. **You are responsible for completing all readings before the class for which they are assigned.** Keeping up with the readings as they are assigned is a very serious course requirement. Your thoughtful and active participation in class discussions and group activities will be the primary basis of your participation grade. You should arrive to class prepared to critically assess the

readings. You should consider the strengths and weaknesses of the readings and also how the readings related to one another.

- b. Weekly response papers: Each week of class (except the first and last weeks), you will turn a response paper (1-2 pages single spaced) for the assigned readings. You will turn in these response papers in hardcopy at the beginning of each class. These papers should include a **critical assessment of the main arguments of the readings**. You should identify the main points of the readings and evaluate support for these points. Comparing and contrasting across readings may help you synthesize the material. You may also raise questions about the readings in your response paper. You may miss two response papers over the semester. Any late or emailed response papers will be counted as a “miss.” I will provide a grade (check, check minus, check plus) and comments to you and return in your Sociology department mailbox by Wednesday of each class week.
- c. Discussion leader: Once during the semester you will lead class discussion of the week’s material. As discussion leader, you should provide a short summary of the material (no more than a few minutes), and then pose questions to the class. Discussion leaders should prepare questions that are focused on analyzing, synthesizing, and evaluating the material, and that require thoughtful, detailed responses. I will play an active role in these discussions, ensuring that important ideas are not omitted and providing information on the context of material, but discussion leaders are responsible for keeping the class on track. You may incorporate videos or activities, but the focus should be engaging the class with the ideas and research presented in the weekly readings. During Week 3, you will provide a list of your top 3 dates to lead class (of Weeks 4-11 or 13-14).
- d. Social Disparity presentation: Each of you will present on a particular social disparity in health. During Week 3 of class, I will give a sample demonstration and you will provide a list of your top 3 dates for this presentation.
 - You should choose your own topic **and have it approved by me (via email or in person) at least one week prior to your presentation**. You may choose a topic related to your course project, or you can choose any topic you like. I suggest you focus on a particular health condition or behavior and a particular population to ensure that your topic is not too broad. Healthy People 2020 is a good place to get ideas for topics (<https://www.healthypeople.gov/>)
 - Presentations should consist of an overview of the topic, including how the health condition differs across social groups. You should include at least some academic sources, and all references should be included in a slide at the end of your presentation. Presentations are 8-10 minutes long (and time will be strictly enforced!).

2. ORIGINAL RESEARCH PROJECT (50%)

Over the semester, you will write an original research paper. This paper can take different forms, including a literature review, empirical research paper, or grant proposal. The paper should be approximately 15 pages (double-spaced, not including title page, abstract, references, or any tables/figures).

- a. A paragraph description of topic will be due in hard copy, in class during week 5 (Sept 24). This paragraph should also indicate what type of paper you intend to create. I will provide comments on this document and return to you the following week in class.
- b. I will assign each of you to a working group for your project. I will provide class time for the working groups to meet to provide feedback on progress for the projects during Weeks 7 and 13. At least 3 days prior to this class, you will send an outline or rough draft (Week 7)

- and a rough draft (Week 13) to your working group members. You will then read each other's work prior to class and then use class time to provide feedback.
- c. During the final class, you will do a conference-style presentation for your project. This 10 minute presentation (time strictly enforced!) will summarize the motivation, arguments, results, and conclusions of your paper. You will also be responsible for providing written feedback to two other students on their presentations.
 - d. The final paper will be **due via email by 5 pm on Monday December 10, 2018.**

Course Policies

1. Please arrive to class on time, ready to actively engage with the course material, and prepared to attend the full class period.
2. Technology (including phones, laptops, tablets, etc.) should only be used for class purposes. Please refrain from using technologies for any other reason. If technology use becomes distracting to other students, I may create an area for those using technology or institute additional policies to prevent effects on other students' learning.
3. Please be aware that some course requirements or assigned readings may change. However, the overall workload will not increase if changes are made. Any changes will be communicated on the course website, in email, and in class.
4. Please let me know immediately if you have a health problem or disability that necessitates leaving the room during class time, or if you have a conflict that regularly prevents you from getting to class on time.
5. I will not give incompletes in this course except under extremely unusual, well-documented circumstances.

See the end of this syllabus for official university policies.

Preliminary Schedule and Readings

You are responsible for completing all readings. Please complete the reading assignment before the listed class, except for the first day.

Week 1 (8/28) Introduction

1. Bayer, Ronald, Amy L. Fairchild, Kim Hopper, and Constance A. Nathanson. 2013. "Confronting the Sorry State of U.S. Health." *Science*.
2. Berkman, Lisa F. 2004. "The health divide." *Contexts* 3(4):38-43.

Week 2

NO CLASS – LABOR DAY

*****20 minute one-on-one meeting with me during this week*****

Week 3 (9/10) Social disparities in physical, mental, and behavioral health

1. Bor J, Cohen GH, Galea S. 2017. Population health in an era of rising income inequality: USA, 1980– 2015. *Lancet* 389:1475–90
2. Case A, Deaton A. 2015. Rising morbidity and mortality in midlife among white non-Hispanic Americans in the 21st century. *PNAS* 112:15078–83
3. Conrad, Peter and Barker, Kristin K. 2010. "The Social Construction of Illness: Key Insights and Policy Implications." *Journal of Health and Social Behavior*
4. Galea, Sandro et al. 2011. "Estimated Deaths Attributable to Social Factors in the United States." *American Journal of Public Health* 101(8):1456-1465.
5. House, James S. 2002. "Understanding Social Factors and Inequalities in Health: 20th Century Progress and 21st Century Prospects." *Journal of Health and Social Behavior* 43(2):125-142.
6. Link, Bruce G. 2008. "Epidemiological Sociology and the Social Shaping of Population Health." *Journal of Health and Social Behavior* 49:367-384.

*****Submit date preferences for disparity presentation and class discussion leader*****

Week 4 9/17 Socioeconomic disparities in health

1. Adler NE, Ostrove JM. 1999. Socioeconomic status and health: what we know and what we don't. *Ann. N. Y. Acad. Sci.* 896:3–15
2. Link BG and Phelan J. Social Conditions as Fundamental Causes of Disease. *Journal of Health and Social Behavior* 1995 (Extra Issue): 80–94.
3. Lutfey, Karen and Jeremy Freese. 2005. "Toward some fundamentals of fundamental causality: Socioeconomic status and health in the routine clinic visit for diabetes." *American Journal of Sociology* 110(5):1326-1372.
4. Zajacova, A., & Lawrence, E. M. (2018). The Relationship Between Education and Health: Reducing Disparities Through a Contextual Approach. *Annual review of public health, 39*, 273-289.
5. Chetty, Raj, Michael Stepner, Sarah Abraham, Shelby Lin, Benjamin Scuderi, Nicholas Turner, Augustin Bergeron, and David Cutler. "The association between income and life expectancy in the United States, 2001-2014." *Jama* 315, no. 16 (2016): 1750-1766.

Week 5 9/24 Race, racism, and health

1. Geronimus, A. T., Hicken, M. T., Pearson, J. A., Seashols, S. J., Brown, K. L., & Cruz, T. D. (2010). Do US black women experience stress-related accelerated biological aging? *Human nature, 21*(1), 19-38.
2. Monk Jr, E. P. (2015). The cost of color: Skin color, discrimination, and health among African-Americans. *American Journal of Sociology, 121*(2), 396-444.
3. Phelan, J. C., & Link, B. G. (2015). Is racism a fundamental cause of inequalities in health?. *Annual Review of Sociology, 41*, 311-330.
4. Villarosa, Linda. 2018. "Why America's Black Mothers and Babies are in a Life or Death Crisis." *The New York Times Magazine*. April 11, 208.
5. Williams, David R., and Michelle Sternthal. "Understanding racial-ethnic disparities in health: sociological contributions." *Journal of health and social behavior* 51, no. 1_suppl (2010): S15-S27.

*****Paragraph description of course project topic due in hard-copy at beginning of class*****

Week 6 10/1 Ethnicity, migration, and health

1. Kimbro Rachel Tolbert, Gorman Bridget K., Schachter Ariela. 2012. "Acculturation and Self-rated Health among Latino and Asian Immigrants to the United States." *Social Problems* 59(3):341-63.
2. Riosmena, F., Everett, B. G., Rogers, R. G., & Dennis, J. A. (2015). Negative acculturation and nothing more? Cumulative disadvantage and mortality during the immigrant adaptation process among Latinos in the United States. *International Migration Review, 49*(2), 443-478.
3. Lauderdale D. Birth Outcomes for Arabic-Named Women in California Before and After September 11. *Demography* 2006; 43: 185-201.
4. Markides, Kyriakos S. and Karl Eschbach. 2005. "Aging, Migration, and Mortality: Current Status of Research on the Hispanic Paradox." *Journals of Gerontology: Series B* 60B:68-75.
5. Novak, N. L., Geronimus, A. T., & Martinez-Cardoso, A. M. (2017). Change in birth outcomes among infants born to Latina mothers after a major immigration raid. *International journal of epidemiology, 46*(3), 839-849.

Week 7 10/8 Sex, gender, sexuality, and health

1. Hankivsky, O. 2012. "Women's Health, Men's Health, and Gender and Health: Implications of Intersectionality." *Social Science and Medicine*.
2. Lu, A., LeBlanc, A. J., & Frost, D. M. (2018). Masculinity and Minority Stress among Men in Same-sex Relationships. *Society and Mental Health*.
3. Gorman, Bridget K., Justin T. Denney, Hilary Dowdy, and Rose Anne Medeiros. "A new piece of the puzzle: Sexual orientation, gender, and physical health status." *Demography* 52, no. 4 (2015): 1357-1382.
4. Read, J. N. G., & Gorman, B. K. (2011). Gender and health revisited. In *Handbook of the sociology of health, illness, and healing* (pp. 411-429). Springer, New York, NY.
5. Umberson, D., Donnelly, R., & Pollitt, A. M. (2018). Marriage, Social Control, and Health Behavior: A Dyadic Analysis of Same-sex and Different-sex Couples. *Journal of health and social behavior*

Week 8 10/15 Social relationships and health

1. Christakis, Nicholas A. and James H. Fowler. 2007. "The Spread of Obesity in a Large Social Network over 32 Years." *New England Journal of Medicine* 357:370-379.

2. King, M. D., & Bearman, P. S. (2011). Socioeconomic status and the increased prevalence of autism in California. *American sociological review*, 76(2), 320-346.
3. Uchino, Bert N. 2006. "Social Support and Health: A Review of Physiological Processes Potentially Underlying Links to Disease Outcomes." *Journal of Behavioral Medicine* 29(4):377-387.
4. Umberson, D., & Karas Montez, J. (2010). Social relationships and health: A flashpoint for health policy. *Journal of health and social behavior*, 51(1_suppl), S54-S66.
5. Yang, Yang Claire, Courtney Boen, Karen Gerken, Ting Li, Kristen Schorpp, and Kathleen Mullan Harris. "Social relationships and physiological determinants of longevity across the human life span." *Proceedings of the National Academy of Sciences* 113, no. 3 (2016): 578-583.

Week 9 10/22 Health and place

1. Williams, David R. and Chiquita Collins. 2001. "Racial Residential Segregation: A Fundamental Cause of Racial Disparities in Health." *Public Health Reports* 116:404-416.
2. Cummins, Steven, et al. 2007. "Understanding and Representing 'Place' in Health Research: A Relational Approach." *Social Science & Medicine* 65:1825-1838.
3. Montez, Jennifer Karas, Mark D. Hayward, and Douglas A. Wolf. "Do US states' socioeconomic and policy contexts shape adult disability?." *Social Science & Medicine* 178 (2017): 115-126.
4. Dwyer-Lindgren, L., Bertozzi-Villa, A., Stubbs, R. W., Morozoff, C., Mackenbach, J. P., van Lenthe, F. J., ... & Murray, C. J. (2017). Inequalities in life expectancy among US counties, 1980 to 2014: temporal trends and key drivers. *JAMA internal medicine*, 177(7), 1003-1011.
5. Berenson, J., Li, Y., Lynch, J., & Pagán, J. A. (2017). Identifying policy levers and opportunities for action across states to achieve health equity. *Health Affairs*, 36(6), 1048-1056.

Week 10 10/29 Age, the life course, and health

1. Campbell F, Conti G, Heckman JJ, Moon SH, Pinto R, et al. 2014. Early childhood investments substantially boost adult health. *Science* 343:1478–85
2. Corna, Laurie M. 2013. "A Life Course Perspective on Socioeconomic Inequalities in Health: A Critical Review of Conceptual Frameworks." *Advances in Life Course Research* 18:150-159.
3. Ferraro, K. F., & Shippee, T. P. (2009). Aging and cumulative inequality: How does inequality get under the skin?. *The Gerontologist*, 49(3), 333-343.
4. Hayward, M. D., & Sheehan, C. M. (2016). Does the body forget? Adult Health, life course dynamics, and social change. In *Handbook of the life course* (pp. 355-368). Springer, Cham.
5. Willson, Andrea E., and Kim M. Shuey. "A Longitudinal Analysis of the Intergenerational Transmission of Health Inequality." *The Journals of Gerontology: Series B* (2018).

*****Send outline or rough draft by 10/5.**

***Class time for working group members.**

Week 11 11/5 Mental health and stress

1. Schnittker, Jason and Jane D. McLeod. 2005. "The Social Psychology of Health Disparities." *Annual Review of Sociology* 31:75-103.
2. Mueller, Anna S. and Seth Abrutyn. 2016. "Adolescents under Pressure: A New Durkheimian Framework for Understanding Adolescent Suicide in a Cohesive Community." *American Sociological Review* 81:877-899.

3. Turney, Kristin. 2014. "Stress Proliferation across Generations? Examining the Relationship between Parental Incarceration and Childhood Health." *Journal of Health and Social Behavior* 55:302-319.
4. Aneshensel, C. S. (2005). Research in mental health: Social etiology versus social consequences. *Journal of Health and Social Behavior*, 46(3), 221-228.
5. Link BG, Phelan JC. 2006. Stigma and its public health implications. *Lancet* 367:528–29
6. Thoits Peggy A. 2010. "Stress and Health: Major Findings and Policy Implications." *Journal of Health and Social Behavior* 51(S):S41–S53

Week 12 NO CLASS: Veteran's Day

Work on research projects! *****Rough drafts to be sent to working group by 11/16!*****

Week 13 11/19 Health care

1. Dickman, S. L., Himmelstein, D. U., & Woolhandler, S. (2017). Inequality and the health-care system in the USA. *The Lancet*, 389(10077), 1431-1441.
2. Shim, Janet K. 2010. "Cultural Health Capital: A Theoretical Approach to Understanding Health Care Interactions and the Dynamics of Unequal Treatment." *Journal of Health and Social Behavior* 51(1):1- 15.
3. Spencer, K. L., & Grace, M. (2016). Social foundations of health care inequality and treatment bias. *Annual Review of Sociology*, 42, 101-120.
4. Quadagno, J. (2004). Why the United States has no national health insurance: Stakeholder mobilization against the welfare state, 1945-1996. *Journal of Health and Social Behavior*, 25-44.
5. Gawande, A. (2017). Is Health Care a Right?. *The New Yorker*.

*****Send rough draft to group members by 11/16*****

***Class time for working group members.**

Week 14 11/26 Opioid Crisis

1. Seth, P., Rudd, R. A., Noonan, R. K., & Haegerich, T. M. (2018). Quantifying the epidemic of prescription opioid overdose deaths. *American Journal of Public Health*. Online First.
2. Ruhm, C. J. (2017). Geographic variation in opioid and heroin involved drug poisoning mortality rates. *American journal of preventive medicine*, 53(6), 745-753.
3. Pitt, A. L., Humphreys, K., & Brandeau, M. L. (2018). Modeling health benefits and harms of public policy responses to the US opioid epidemic. *American journal of public health*, Online First.
4. Monnat, S. M. (2018). Factors associated with county-level differences in us drug-related mortality rates. *American journal of preventive medicine*, 54(5), 611-619.
5. Talbot, M. (2017). The Addicts Next Door. *The New Yorker*.

Week 15 12/3 PRESENTATIONS

No reading- prepare for presentations and work on your final paper!

FINAL PROJECT DUE 5 pm on Monday December 10th (via email).

Additional reading for those inclined:

- Adler, Nancy E., Thomas Boyce, Margaret A. Chesney, Sheldon Cohen, Susan Folkman, Robert L. Kahn, and S. Leonard Syme. 1994. "Socioeconomic Status and Health: The Challenge of the Gradient." *American Psychologist* 49(1):15-24.
- Andersson, Matthew A. 2016. "Chronic Disease at Midlife: Do Parent-Child Bonds Modify the Effect of Childhood SES?" *Journal of Health and Social Behavior* 57:373-389.
- Andersson, Matthew A. and Vida Maralani. 2015. "Early-Life Characteristics and Educational Disparities in Smoking." *Social Science & Medicine* 144:138-147.
- Aneshensel, C. S. (2013). Mental illness as a career: Sociological perspectives. In *Handbook of the sociology of mental health* (pp. 603-620). Springer, Dordrecht.
- Aneshensel, C. S., & Mitchell, U. A. (2014). The stress process: its origins, evolution, and future. In *Sociology of Mental Health* (pp. 53-74). Springer, Cham.
- Avendano, Mauricio and Ichiro Kawachi. 2014. "Why Do Americans Have Shorter Life Expectancy and Worse Health than Do People in Other High-Income Countries?" *Annual Review of Public Health*.
- Beaubouef-Lafontant, Tamara. 2007. "You have to show strength: An exploration of gender, race, and depression." *Gender & Society* 21:28-51.
- Bezruchka, Stephen. 2012. "The Hurrider I Go the Behinder I Get: The Deteriorating International Ranking of U.S. Health Status." *Annual Review of Public Health* 33: 157-173.
- Bird CI, Rieker PP. (1999). Gender matters: an integrated model for understanding men's and women's health. *Social Science and Medicine* 48: 745-755.
- Blumberg, Linda L. 2012. "The Affordable Care Act: What Does It Do for Low-Income Families?" *Fast Focus* 15:2-7.
- Braveman, Paula. "What is health equity: and how does a life-course approach take us further toward it?." *Maternal and child health journal* 18, no. 2 (2014): 366-372.
- Brown, Tony N. 2003. "Critical Race Theory Speaks to the Sociology of Mental Health: Mental Health Problems Produced by Racial Stratification." *Journal of Health and Social Behavior* 44(3):292-301.
- Browning CR, Wallace D, Feinberg SL, and Cagney KA. Neighborhood Social Processes, Physical Conditions, and Disaster-Related Mortality: The Case of the 1995 Chicago Heat Wave. *American Sociological Review* 2006; 71: 661-678.
- Brownson, R. C., Chiqui, J. F., & Stamatakis, K. A. (2009). Understanding evidence-based public health policy. *American Journal of Public Health*, 99(9), 1576-1583.
- Carr, Deborah. 2004. "'My Daughter Has a Career; I Just Raised Babies': The Psychological Consequences of Women's Intergenerational Social Comparisons." *Social Psychology Quarterly* 67:132-154.
- Carr, Deborah. 2005. "Black Death, White Death." *Contexts* 4(4):43.
- Centola D. The Spread of Behavior in an Online Social Network Experiment. *Science* 2010; 329: 1194-1197
- Chang, Virginia W. and Diane S. Lauderdale. 2009. "Fundamental Cause Theory, Technological Innovation, and Health Disparities: The Case of Cholesterol in the Era of Statins." *Journal of Health and Social Behavior* 50:245-260.
- Christakis, N. A., & Fowler, J. H. (2009). *Connected: The surprising power of our social networks and how they shape our lives*. Hachette Digital, Inc..
- Classen, David C., et al. 'Global trigger tool' shows that adverse events in hospitals may be ten times greater than previously measured. *Health Affairs* 2011; 30: 581-589.
- Cohen S et al. Social Ties and Susceptibility to the Common Cold. *JAMA* 1997; 277: 1940-1944.

- Conrad, Peter and Barker, Kristin K. 2010. "The Social Construction of Illness: Key Insights and Policy Implications." *Journal of Health and Social Behavior*
- Conrad, Peter. (2005). "The Shifting Engines of Medicalization." *Journal of Health and Social Behavior* 46:3-14.
- Crimmins E, Kim J, Vasunilashorn S. 2010. Biodemography: new approaches to understanding trends and differences in population health and mortality. *Demography* 47:S41-64
- Epidemiology of Overweight and Obesity—A Real Global Public Health Concern." *International Journal of Epidemiology* 35:55-67.
- Evans GW, Kantrowitz E. 2002. Socioeconomic status and health: the potential role of environmental risk exposure. *Annu. Rev. Public Health* 23:303-31
- Evans, Gary W., Jeanne Brooks-Gunn, and Pamela Kato Klebanov. 2011. "Stressing Out the Poor: Chronic Physiological Stress and the Income-Achievement Gap." *Pathways* 16-21.
- Everett, B. G., Saint Onge, J., & Mollborn, S. (2016). Effects of minority status and perceived discrimination on mental health. *Population Research and Policy Review*, 35(4), 445-469.
- Fenelon, Andrew, Juanita J. Chinn, and Robert N. Anderson. "A comprehensive analysis of the mortality experience of hispanic subgroups in the United States: Variation by age, country of origin, and nativity." *SSM-population health* 3 (2017): 245-254.
- Fields, Jessica. 2005. "'Children Having Children': Race, Innocence, and Sexuality Education." *Social Problems* 52(4):549-571.
- Freese J, Lutfey K. 2011. Fundamental causality: challenges of an animating concept for medical sociology. In *Handbook of the Sociology of Health, Illness, and Healing: A Blueprint for the 21st Century*, ed. BA Pescosolido, JK Martin, JD McLeod, A Rogers, pp. 67-81. New York: Springer New York
- Geronimus, Arline T. 2001. "Understanding and Eliminating Racial Inequalities in Women's Health in the United States: The Role of the Weathering Conceptual Framework." *Journal of the American Medical Women's Association*. 56(4):133-6,149-50.
- Haas, Steven A. 2006. "Health Selection and the Process of Social Stratification: The Effect of Childhood Health on Socioeconomic Attainment." *Journal of Health and Social Behavior* 7:339-354
- Hayward, M. D., & Gorman, B. K. (2004). The long arm of childhood: The influence of early-life social conditions on men's mortality. *Demography*, 41(1), 87-107.
- Horwitz, Allan V. "Transforming normality into pathology: The "DSM" and the outcomes of stressful social arrangements." *Journal of Health and Social Behavior* 48(3):211-222.
- House JS, Landis KR, and Umberson D. Social Relationships and Health. *Science* 1988; 241:540-545.
- Hummer, Robert and Elaine Hernandez. 2013. "The Effect of Educational Attainment on Adult Mortality in the United States." *Population Bulletin* 68(1):1-16.
- Johnson, M. K., & Mollborn, S. (2009). Growing up faster, feeling older: Hardship in childhood and adolescence. *Social psychology quarterly*, 72(1), 39-60.
- Kimbro, R. T., Bzostek, S., Goldman, N., & Rodríguez, G. (2008). Race, ethnicity, and the education gradient in health. *Health Affairs*, 27(2), 361-372.
- Kirkpatrick Johnson M, Staff J, Schulenberg JE, Patrick ME. 2016. Living healthier and longer: a life course perspective on education and health. In *Handbook of the Life Course*, ed. MJShanahan, JT Mortimer, M Kirkpatrick Johnson, pp. 369-88. Cham, Switz.: Springer Int.
- Kleinman, Arthur and Peter Benson. 2010. "Anthropology in the Clinic: The Problem of Cultural Competency and How to Fix It." Pp. 290-295 in Brown and Barrett, eds., *Understanding and Applying Medical Anthropology, 2nd Edition*.
- Krieger, Nancy. 2001. "Theories for Social Epidemiology in the 21st Century: An Ecosocial Perspective." *International Journal of Epidemiology* 30:668-77.

- Kwan, Samantha and Trautner, Mary Nell. 2011. "Weighty Concerns." *Contexts*.
- Lawrence, Elizabeth M. 2017. "Why Do College Graduates Behave More Healthfully Than Those Who Are Less Educated?" *Journal of Health and Social Behavior* 58:291-306.
- Liu, Ka-Yuet, Marissa King, and Peter S. Bearman. 2010. "Social Influence and the Autism Epidemic." *American Journal of Sociology* 115(5):1387-1434.
- Marmot, Michael et al. 2008. "Closing the Gap in a Generation: Health Equity Through Action on the Social Determinants of Health." *Lancet* 372:1661-1669.
- Masters RK, Hummer RA, Powers DA. 2012. Educational differences in U.S. adult mortality: a cohort perspective. *Am. Sociol. Rev.* 77:548-72
- Masters, Ryan K., Robert A. Hummer and Daniel A. Powers. 2012. "Educational Differences in U.S. Adult Mortality: A Cohort Perspective." *American Sociological Review* 77:548-572.
- McGinnis, J. Michael, Pamela Williams-Russo, and James R. Knickman. 2002. "The Case for More Active Policy Attention to Health Promotion." *Health Affairs* 21(2): 78-93.
- Meyer, Ilan H. "Why lesbian, gay, bisexual, and transgender public health?" *American Journal of Public Health* 91(6):856-859.
- Mojola, Sanyu. 2010. "Fishing in Dangerous Waters: Ecology, Gender, and Economy in HIV Risk." *Social Science & Medicine* 72:149-156.
- Mollborn, S. (2016). Young children's developmental ecologies and kindergarten readiness. *Demography*, 53(6), 1853-1882.
- Mollborn, S. (2017). *Mixed Messages: Norms and Social Control Around Teen Sex and Pregnancy*. Oxford University Press.
- Montez JK. 2017. Deregulation, devolution, and state preemption laws' impact on US mortality trends. *Am. J. Public Health* 107:1749-50
- Montez, Jennifer K., Mark D. Hayward, and Douglas A. Wolf. 2017. "Do U.S. States' Socioeconomic and Policy Contexts Shape Adult Disability?" *Social Science & Medicine* 178:115-126.
- Muennig P. 2015. Can universal pre-kindergarten programs improve population health and longevity? Mechanisms, evidence, and policy implications. *Soc. Sci. Med.* 127:116-23
- Navarro V, Shi L. 2001. The political context of social inequalities and health. *Soc. Sci. Med.* 52:481-91
- Omer SB, Salmon DA, Orenstein WA, deHart P, and Halsey N. Vaccine Refusal, Mandatory Immunization, and the Risks of Vaccine-Preventable Diseases. *New England Journal of Medicine* 2009; 360: 1981-1988.
- Pampel, Fred, Patrick Krueger, and Justin Denney. 2010. "Socioeconomic disparities in health behaviors." *Annual Review of Sociology*.
- Payton, Andrew R. and Peggy A. Thoits. 2011. "Medicalization, Direct-To-Consumer Advertising, and Mental Illness Stigma." *Society and Mental Health* 1:55-70
- Pearlin, Leonard I. (1989). "The Sociological Study of Stress." *Journal of Health and Social Behavior* 30:241-56.
- Phelan, Jo C., Bruce G. Link, and Naumi M. Feldman. 2013. "The Genomic Revolution and Beliefs about Essential Racial Differences: A Backdoor to Eugenics?" *American Sociological Review* 78:167-191.
- Quinones, S. (2015). *Dreamland: The true tale of America's opiate epidemic*. Bloomsbury Publishing USA.
- Read, J. N. G., & Gorman, B. K. (2010). Gender and health inequality. *Annual Review of Sociology*, 36, 371-386.
- Rieker PP, Bird CE, 2005. Rethinking Gender Differences in Health: why we need to integrate social and biological perspectives, *Journals of Gerontology, Series B*, 60B: 40-47.

- Rieker, Patricia P. and Chloe E. Bird. 2000. "Sociological Explanations of Gender Differences in Mental and Physical Health." Pp. 98-113 in Bird, Conrad, and Fremont, eds., *Handbook of Medical Sociology* Prentice Hall.
- Rogers, R. G., Lawrence, E. M., & Hummer, R. A. (2018). A Twenty-First Century Demographic Challenge: Comparatively Low Life Expectancy in the United States. In *Low Fertility Regimes and Demographic and Societal Change* (pp. 49-71). Springer, Cham.
- Saguy, Abigail C. and Kjerstin Gruys. 2010. "Morality and health: News media constructions of overweight and eating disorders." *Social Problems* 57(2):231-250.
- Schulz A & Northridge ME. (2004). Social Determinants of Health: Implications for Environmental Health Promotion. *Health Education & Behavior*. 31(4): 455-471.
- Shiels MS, Chernyavskiy P, Anderson WF, Best AF, Haozous EA, et al. 2017. Diverging trends in premature mortality in the U.S. by sex, race, and ethnicity in the 21st century. *Lancet* 389:1043–54
- Short, S. E., & Mollborn, S. (2015). Social determinants and health behaviors: conceptual frames and empirical advances. *Current opinion in psychology*, 5, 78-84.
- Stepanikova, I., Mollborn, S., Cook, K. S., Thom, D. H., & Kramer, R. M. (2006). Patients' race, ethnicity, language, and trust in a physician. *Journal of Health and Social Behavior*, 47(4), 390-405.
- Strawbridge W, Cohen R, Shena S, and Kaplan G. Frequent Attendance at Religious Services and Mortality over 28 Years. *American Journal of Public Health* 1997; 87: 957–961.
- Stroope, Samuel, Mark H. Walker and Aaron B. Franzen. 2017. "Stress Buffer or Identity Threat? Negative Media Portrayal, Public and Private Religious Involvement, and Mental Health in a National Sample of U.S. Adults." *Society and Mental Health* 7:85-104
- Subramanian SV and Kawachi I. Income Inequality and Health: What Have We Learned So Far? *Epidemiologic Reviews* 2004; 26: 78–91.
- Timmermans, Stefan, and Hyeyoung Oh. 2010. "The Continued Social Transformation of the Medical Profession." *Journal of Health and Social Behavior* 51(S): S94-S106.
- Turner, R. Jay and William R. Avison. 2003. "Status Variations in Stress Exposure: Implications for the Interpretation of Research on Race, Socioeconomic Status, and Gender." *Journal of Health and Social Behavior* 44(4):488-505.
- Turner, R. Jay, Blair Wheaton, and Donald A. Lloyd. (1995). "The Epidemiology of Social Stress." *American Sociological Review*, 60(1): 104-125.
- Umberson, D., Crosnoe, R., & Reczek, C. (2010). Social relationships and health behavior across the life course. *Annual review of sociology*, 36, 139-157.
- Walker, Mark H. 2015. "The Contingent Value of Embeddedness: Self-Affirming Social Environments, Network Density, and Well-Being." *Society and Mental Health* 5:128-144.
- West, Candace. 2010. "Turn-Taking in Doctor-Patient Dialogues." Pp. 375-384 in Brown and Barrett, eds., *Understanding and Applying Medical Anthropology, 2nd Edition*.
- William C. Cockerham. 2005. "Health lifestyle Theory and the Convergence of Agency and Structure." *Journal of Health and Social Behavior*, 46: 51-67.
- Williams et al. 2010. "Beyond the Affordable Health Care Act: Achieving Real Improvements in Americans' Health." *Health Affairs* 29(8):1481-1488.
- Williams, David R. and Chiquita Collins. (1995). "US Socioeconomic and Racial Differences in Health: Patterns and Explanations." *Annual Review of Sociology* 21:349-386.
- Willson, Andrea E., Kim M. Shuey, and Glen H. Elder, Jr. 2007. "Cumulative Advantage Processes as Mechanisms of Inequality in Life Course Health." *American Journal of Sociology* 112(6):1886-924.

Yen IH, Syme SL (1999). The social environment and health: discussion of the epidemiologic literature. *Annual Review of Public Health*; 20: 287-308.

OFFICIAL POLICIES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Classroom Conduct—Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are permitted only with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895- 0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available about a month before the end of the semester. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Incomplete Grades—The grade of “I”—Incomplete—can be granted when a student has satisfactorily completed threefourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students

receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of “F” will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources—Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries’ Research Consultation website: <http://guides.library.unlv.edu/appointments/librarian>. You can also ask questions via chat and text message at <http://ask.library.unlv.edu/>.

Rebelmail—By policy, faculty and staff should email students’ Rebelmail accounts only. Rebelmail is UNLV’s official email system for students. As such, it is a primary way students receive official university communications such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Emailing within WebCampus is acceptable.

Missed Classwork—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The makeup will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

In accordance with the UNLV Faculty Senate-approved policy regarding class time and assignments missed, students who represent UNLV in any official extracurricular activity shall also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy is to offer fair and equitable opportunities to all students, including those representing the university in extracurricular activities. Instructors should consider, for example, that in courses which offer a “drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work and fairly earn her or his grade in the course.

This policy shall not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the university that could reasonably have been avoided. There should be a good faith effort by both faculty and student to come to a reasonable resolution. When disagreements regarding this policy do arise, they can be appealed to the department chair/unit director, college/school dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts

competitions, academic recruitment activities, and any other event or activity sanctioned by a college/school dean, and/or the Executive Vice President and Provost.

Transparency in Learning and Teaching—The University encourages students to use a transparency template to discuss with their instructors how assignments and course activities benefit student success: https://www.unlv.edu/sites/default/files/page_files/27/TILT-Framework-Students.pdf.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.