

S660: Social Origins of Health Inequality

Wednesday 3-5pm

Fall 2020

Elaine Hernandez

Email: ehernan@indiana.edu

Office hours: by appointment

Course description:

Medical sociology can be subdivided into two broad areas: (1) the sociology of health, illness, and treatment-seeking, and (2) the organization of medical care. We focus on the first area in this course, exploring the social origins of illness and the ways it shapes health inequalities. We will begin by reading classic and contemporary work on the social construction of illness as well as the subjective experiences of illness. Next, we will read about the unequal distribution of disease, disability, and death by social status and race/ethnicity. We will end by examining theories that seek to explain how these inequalities are generated and reproduced including fundamental causes, stress, cumulative disadvantage, and access to health care.

Course objectives:

This course was designed with five objectives in mind:

1. To provide an introduction to major classic and contemporary works in medical sociology;
2. To create a forum for the discussion of controversies within medical sociology (e.g., theory, substance, and methodological approach) as well as across the various disciplines that are concerned with health, illness, and healing;
3. To illuminate the connections between medical sociology, the broader concerns of sociology, and the pragmatic concerns of health policy and public health;
4. To improve your skills at reading, critiquing, and integrating sociological theory and research; and
5. To help you identify important unaddressed questions for future research.

Course organization:

We will start most classes with a brief introduction and overview of relevant intellectual history, controversies, and debates. During the remainder of the class we will have discussions about the readings. You will alternate leading these discussions. During warmer months, we will attempt to meet outdoors for our seminar. You should always plan to bring a mask and a blanket to sit on the grass. During inclement weather, we will meet via Zoom. I will be sure to notify you about the class meeting location.

Course readings:

The field of medical sociology is very broad. The readings encompass classic and contemporary works, essential readings and readings that are nonessential but thought provoking. Although most are from sociology, I also draw from other relevant disciplines. Even within the topics selected for this course, I was not able to assign every piece that has made a major contribution to the field.

Locating the readings: Most readings are available on Canvas. Most chapters from *Handbooks* are available as chapters in e-books through the IU Library. The Charmaz book should be easy to obtain online.

Course requirements:

Everyone is required to complete the required readings before the class session during which they will be discussed, prepare questions to share with the group, and participate actively in class discussions. I reserve the right to lower your final grade by up to one full grade if it becomes evident that you are regularly unprepared for class meetings.

Graded course requirements include (a) a seminar paper on an issue grounded in the sociology of health and illness (40% of grade), (b) commentaries and responses on readings (50% of grade), and (c) course participation (10% of grade).

A. The seminar paper is worth 40% of your grade.

You will write a major paper concerning a specific topic in medical sociology (15-20 pages in length). You are required to submit a brief (1-2 pages, single-spaced) proposal describing the focus of the paper that will be due October 7th (see guidelines below). In addition, an extensive outline or draft of the paper will be due on November 11th, and a classmate will provide written feedback on your draft by November 18th. Your final paper is due December 14th at 5pm.

There are two options for this assignment, described more fully at the end of the syllabus:

1. You may write an empirical research paper that develops a research question, analyzes relevant data, and provides an answer to the question. Ideally, the final product will constitute a solid draft of a paper that you might eventually submit for publication. Your paper should follow the general organization and structure of an empirical research article. Conventions vary across subfields of sociology and related disciplines, so you may choose any suitable organization for your paper.
2. You may conduct a focused review of a specific topic area that includes an annotated list of recommended readings, a qualifying examination style question that pertains to those readings, and the answer to that question.

An important point: Your paper must be significantly different from and/or more developed than papers you have submitted elsewhere previously. If you plan to continue developing a paper that you began for your MA thesis or for another class, you need to discuss it with me beforehand.

Collaboration: You may work on this paper with another member of the class. If you do, we expect the final paper to be longer and more developed than the papers written by individuals. You will also be required to submit a brief statement detailing the division of labor for the project.

B. Commentaries and responses are worth 50% of your grade.

You will alternate providing (1) a brief commentary on a reading or a (2) brief response to the commentary, responding from the author's point of view. By the end of the semester, everyone will have completed the same number of commentaries or responses. Commentaries and responses should be single-spaced and no longer than 1 page.

1. *Commentary:* Spend a few sentences summarizing the material, but concentrate your remarks on your reflections about the reading. Commentaries include questions about the definition of central topics, important exceptions to the argument or limitations to the study, substantive applications of the author's ideas, connections to other concepts or theories covered in the course or outside of it, or criticisms of theory, methods, or implications. Complaints about the author's writing style do not constitute substantive comments. It is not necessary to be critical or find fault to provide good comments; thinking through applications of an argument or the ways in which it contrasts with or relates to other readings is often more fruitful and interesting.
2. *Responses:* Imaginatively take on the role of the author(s) and clarify concepts or theoretical assertions that the commentator misunderstood (tactfully, please), refute the commentator's points, spell out possible scope conditions or underlying assumptions, elaborate research directions you see following from the argument, etc. As a responder, you may add your own personal thoughts about the commentator's points, distinguishing between what the author(s) might say and your own contributions.
3. *Weekly deadlines:*
 - a. Commentators will post their reflections on their assigned readings to the Canvas weekly discussion section no later than **Saturday** by noon.
 - b. Responders will post their responses on **Tuesday** by noon.
 - c. All seminar members will be responsible for having read the comments and responses by class time on **Wednesday**.
4. *Class time:* During class, we will sketch out the basics of each author's argument (concepts, meanings, key propositions, and underlying assumptions), then we will use the commentaries and responses as a launching point for further discussion.
5. *Grading:* Commentaries and responses will be graded using a system of check (satisfactory preparation), check-minus (lack of preparation, misunderstanding of the reading, or overly

lengthy, overly terse, or unfocused remarks), or check-plus (especially careful, thoughtful and articulate, or creative responses). These correspond roughly to B, C, or A quality work, respectively.

C. Participation is worth 10% of your grade.

The remaining 10% of your grade will be assigned based on the depth and level of your participation in the course. I realize that some people do not feel comfortable sharing their ideas in this type of setting. If you would prefer, you may submit brief journal-style papers occasionally throughout the semester to demonstrate your engagement with the course material. I recognize that participating, either outdoors physically distanced or via Zoom, is not the norm or will present unique challenges. You will not be penalized in any way for issues that arise due to the way we need to adapt during the Fall 2020 semester.

Rights and Responsibilities:

Academic Integrity

As a student at IU, you are expected to adhere to the standards detailed in the Code of Student Rights, Responsibilities, and Conduct (Code). Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution. Violations include: cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic dishonesty. When you submit an assignment with your name on it, you are signifying that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. All suspected violations of the Code will be reported to the Dean of Students and handled according to University policies. Sanctions for academic misconduct may include a failing grade on the assignment, reduction in your final course grade, and a failing grade in the course, among other possibilities. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification from your instructor in advance.

Online Course Materials

The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

Student Rights

Any student who believes another person in a class is threatening the safety of the class by not wearing a mask or observing physical distancing requirements may leave the class without consequence.

Attendance

The student responsibility form requires that you take your temperature every morning and that you refrain from attending class if you have a temperature of 100.4 or other symptoms of illness. In order to ensure that you can do this, attendance will not be a factor in the final grade. Attendance may still be taken to comply with accreditation requirements.

Assigned Seating

In order to ensure we can contact you in the event you are exposed to COVID-19, you must remain in your assigned seat for the entire semester.

Accommodations

Students with special needs and students who have athletic, performing arts, or similar commitments should make requests for such accommodations. With the exception of unusual circumstances, such requests should include university documentation, and should be made during the first two weeks of the semester so that appropriate arrangements can be made. Please refer to the following web sites for more information about disability services: <http://studentaffairs.indiana.edu/disability-services-students/index.shtml>.

Bias Reporting

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Bias incidents (events or comments that target an individual or group based on age, color, religion, disability, race, ethnicity, national origin, sex, gender, gender identity, sexual orientation, marital status or veteran status) are not appropriate in our classroom or on campus. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported through any of the options: 1) email biasincident@indiana.edu or incident@indiana.edu; 2) call the Dean of Students Office at (812) 855-8188; or 3) use the IU mobile App (m.iu.edu). Reports can be anonymous.

Sexual Misconduct

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

- The Sexual Assault Crisis Services (SACS) at (812) 855-8900 (counseling services)

- Confidential Victim Advocates (CVA) at (812) 856-2469 (advocacy and advice services)
- IU Health Center at (812) 855-4011 (health and medical services)

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit stopsexualviolence.iu.edu to learn more.

Digital Access

Digital devices (like laptops and cell phones) are becoming increasingly important to success in college. In this course, you may need digital devices to access readings, complete and submit written assignments, complete online quizzes, verify your attendance, take in-class polls, coordinate with other students regarding group projects, complete and submit group projects.

I recognize that some students are unable to afford the cost of purchasing digital devices and that other students rely on older, more problem-prone devices that frequently break down or become unusable. I also recognize that those technology problems can be a significant source of stress for students. Given those challenges, I encourage students to contact me if they experience a technology-related problem that interferes with their work in this course. This will enable me to assist students in accessing support.

I also encourage students to be aware of the many technology-related resources that Indiana University provides, including:

- Free on-campus wireless internet (wifi) access through the "IU Secure" network.
- Free software for download and for cloud-based use.
- Free unlimited, secure online storage through Box (a great way to back up files).
- Free 24/7 IU tech support (e.g., email, Canvas, wifi, printing, device setup, etc.).
- Discounts on devices from leading technology companies, including Apple, Dell, and Microsoft.

Masks and Physical Distancing Requirements

In recognition of what all IU community members owe to each other all students, staff, and faculty signed an acknowledgement of their responsibility to follow public health measures as a condition returning to the campus this fall. Included in that commitment were requirements for wearing masks in all IU buildings and maintaining physical distancing in all IU buildings. Both are classroom requirements.

Both requirements are necessary for us to protect each other from transmission of COVID-19.

- Therefore, if a student is present in class without a mask, the instructor will ask the student to put a

mask on immediately or leave the class.

- If a student comes to class a second time without a mask, the student's final grade will be reduced by one letter (e.g., from an A to a B, for instance), and the instructor will report the student to the Office of Student Conduct of the Division of Student Affairs.
- If a student refuses to put a mask on after being instructed to do so, the instructor may end the class immediately, and report the student to the Office of Student Conduct. The student will be summarily suspended from the university pursuant to IU's Summary Suspension Policy
- If Student Conduct receives three cumulative reports from any combination of instructors or staff members that a student is not complying with the requirements of masking and physical distancing, the student will be summarily suspended from the university for the semester.

Summary Suspension Policy

A student may be summarily suspended from the university and summarily excluded from university property and programs by the Provost or designee of a university campus. The Provost or designee may act summarily without following the hearing procedures established by this section if the officer is satisfied that the student's continued presence on the campus constitutes a serious threat of harm to the student or to any other person on the campus or to the property of the university or property of other persons on the university campus.

The Provost has determined that refusal to comply with the public health requirements specified in the Student Responsibility form, including the requirement of wearing a mask in all IU buildings, constitutes "a serious threat of harm to other persons" within the meaning of the summary suspension policy. In addition, the Provost has determined that a person who does not comply with these requirements, as evidenced by three credible violations of the policy reported to the campus from any source, constitutes "a serious threat of harm to other persons" within the meaning of the summary suspension policy.

Counseling and Psychological Services

CAPS has expanded their services. For information about the variety of services offered to students by CAPS visit: <http://healthcenter.indiana.edu/counseling/index.shtml>.

Disability Services for Students (DSS). The process to establish accommodations for a student with a disability is a responsibility shared by the student and the DSS Office. Only DSS approved accommodations should be utilized in the classroom. After the student has met with DSS, it is the student's responsibility to share their accommodations with the faculty member. For information about support services or accommodations available to students with disabilities and for the procedures to be followed by students and instructors, please visit: <https://studentaffairs.indiana.edu/disability-services-students/>.

Class Schedule

Week 1: August 26 – Introduction: theories and themes in medical sociology

- Bloom, Samuel W. 2000. "The Institutionalization of Medical Sociology in the United States, 1920-1980." Pp. 11-31 in *Handbook of Medical Sociology, Fifth Edition*, edited by C. E. Bird, P. Conrad, and A. M. Fremont. Upper Saddle River, NJ: Prentice Hall.
- Cockerham, William C. 2001. "Medical Sociology and Sociological Theory." Pp. 3-22 in *The Blackwell Companion to Medical Sociology*, edited by W. C. Cockerham. Malden, MA: Blackwell.

Week 2: September 2 – Medicalization, biomedicalization, and social control

- Zola, Irving. 1972. "Medicine as an Institution of Social Control." *The Sociological Review* 20(4): 487-504.
- Conrad, Peter. 1975. "The Discovery of Hyperkinesis: Notes on the Medicalization of Deviant Behavior." *Social Problems* 23(1): 12-21.
- Clarke, Adele E and, Janet K. Shim. 2011. "Medicalization and Biomedicalization Revisited: Technoscience and Transformations of Health, Illness and American Medicine." Pp. 173-99 in *Handbook of the Sociology of Health, Illness, and Healing: A Blueprint for the 21st Century*, edited by B. A. Pescosolido, J. K. Martin, J. D. McLeod, and A. Rogers. New York: Springer.
- Olafsdottir, Sigrun. 2011. "Medicalization and Mental Health: The Critique of Medical Expansion, and a Consideration of How Markets, National States, and Citizens Matter." Pp. 239-60 in *The Sage Handbook of Mental Health and Illness*, edited by D. Pilgrim, A. Rogers, and B. Pescosolido. London: Sage.

Week 3: September 9 – The social construction of disease

- Conrad, Peter, and Kristin K. Barker. 2010. "The Social Construction of Illness: Key Insights and Policy Implications." *Journal of Health and Social Behavior* 51 (1 suppl): S67-S79.
- Brown, Phil. 1995. "Naming and Framing: The Social Construction of Diagnosis and Illness." *Journal of Health and Social Behavior* (Extra Issue): 34-52.
- Armstrong, Elizabeth M. 1998. "Diagnosing Moral Disorder: The Discovery and Evolution of Fetal Alcohol Syndrome." *Social Science and Medicine* 47:2025-42.
- Brown, Phil, Stephen Zavestoski, Sabrina McCormick, Meadow Linder, Joshua Mandelbaum, and Theo Luebke. 2000. "A Gulf of Difference: Disputes over Gulf War- Related Illnesses." *Journal of Health and Social Behavior* 42:235-57.

Week 4: September 16 – Subjective experiences of illness

- Lively, Kathryn J. and Carrie L. Smith. 2011. "Identity and Illness." Pp. 505-525 in *Handbook of the Sociology of Health, Illness, and Healing: A Blueprint for the 21st Century* edited by B. A. Pescosolido, J. K. Martin, J. D. McLeod, and A. Rogers. New York: Springer.
- Sanders, Caroline and Anne Rogers. 2011. "Bodies in Context: Potential Avenues of Inquiry for the Sociology of Chronic Illness and Disability Within a New Policy Era." Pp. 483-504 in *Handbook of the Sociology of Health, Illness, and Healing: A Blueprint for the 21st Century* edited by B. A. Pescosolido, J. K. Martin, J. D. McLeod, and A. Rogers. New York: Springer.
- Charmaz, K. 2000. "Experiencing chronic illness." In Albrecht, G.L., Fitzpatrick, R. and Scrimshaw, S.C. (eds) *The Handbook of Social Studies in Health and Medicine*. London: Sage Publications, 277–92.
- Charmaz, K. 2010. "Disclosing illness and disability in the workplace." *Journal of International Education in Business* 3:6-19.

Week 5: September 23 – Fundamental cause theory

- Link, Bruce G., and Jo Phelan. 1995. "Social Conditions as Fundamental Causes of Disease." *Journal of Health and Social Behavior* 35:80-94.
- Freese, Jeremy, and Karen Lutfey. 2011. "Fundamental Causality: Challenges of an Animating Concept for Medical Sociology." Pp. 67-81 in *Handbook of the Sociology of Health, Illness, and Healing: A Blueprint for the 21st Century* edited by B. A. Pescosolido, J. K. Martin, J. D. McLeod, and A. Rogers. New York: Springer.
- 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.
- Timmermans, Stefan and Rebecca Kaufman. 2020. "Technologies and Health Inequities". Annual review of sociology (0360-0572), 46 (1), p. 583.

Week 6: September 30 – Stress process theory

- Thoits, Peggy A. 2010. "Stress and Health: Major Findings and Policy Implications." *Journal of Health and Social Behavior* 51(1 suppl):S41-S53.
- Pearlin, Leonard I., Elizabeth G. Menaghan, Morton A. Lieberman, and Joseph T. Mullan. 1981. "The Stress Process." *Journal of Health and Social Behavior* 22:337-56.
- Turner, R. Jay, Blair Wheaton, and Donald A. Lloyd. 1995. "The Epidemiology of Social Stress." *American Sociological Review* 60:104-25.
- McLeod, Jane D. 2012. "The Meanings of Stress: Expanding the Stress Process Model." *Society and Mental Health* 2(3):172-86.

Week 7: October 7 – Integrating biology and genetics with sociology – promises and pitfalls

*** Paper proposal due ***

- Horwitz, Allan. 2017. "Social Context, Biology, and the Definition of Disorder." *Journal of Health and Social Behavior* 58:131-145.
- Roberts, Dorothy E. & Oliver Rollins. 2020. "Why Sociology Matters to Race and Biosocial Science." *Annual Review of Sociology* 46 (1), p 195.
- Harris, Kathleen Mullan, and Kristen M. Schorpp. 2018. "Integrating Biomarkers in Social Stratification and Health Research." *Annual Review of Sociology* 44:1, 361-386.
- Mills, Melinda C. and Felix C. Tropf. 2020. "Sociology, Genetics, and the Coming of Age of Sociogenomics." *Annual Review of Sociology* (0360-0572), 46 (1), p. 553.

Week 8: October 14 – Health over the life course

- Pavalko, E. K. and Andrea E. Willson. 2011. "Life Course Approaches to Health, Illness, and Healing." Pp. 449-64 in *Handbook of the Sociology of Health, Illness, and Healing: A Blueprint for the 21st Century* edited by B. A. Pescosolido, J. K. Martin, J. D. McLeod, and A. Rogers. New York: Springer.
- Hayward, Mark D. and Bridget K. Gorman. 2004. "The Long Arm of Childhood: The Influence of Early-Life Social Conditions on Men's Mortality." *Demography* 41(1):87- 107.
- Willson, Andrea E., Kimberly M. Shuey, and Glen J. Elder, Jr. 2007. "Cumulative Advantage Processes as Mechanisms of Inequality in Life-Course Health." *American Journal of Sociology* 112:1886-1924.
- 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.

Week 9: October 21 – Social networks and social relationships

- Smith, Kirsten P., and Nicholas A. Christakis. 2008. "Social Networks and Health." *Annual Review of Sociology* 34:405-429.
- Thoits, Peggy A. 2011. "Mechanisms Linking Social Ties and Support to Physical and Mental Health." *Journal of Health and Social Behavior* 52:145-161.
- Zhang, Jingwen and Damon Centola. 2019. "Social Networks and Health: New Developments in Diffusion, Online and Offline." *Annual Review of Sociology* 2019 45:1, 91-109.
- Umberson, Debra, Robert Crosnoe, and Corinne Reczek. 2010. "Social Relationships and Health Behavior Across the Life Course." *Annual Review of Sociology* 36:139-157.

Week 10: October 28 – Socioeconomic position and health

- Waitzkin, Howard. 2000. "The Social Origins of Illness: A Neglected History." Pp. 55-73 in *The Second Sickness*, 2nd edition. Lanham, MD: Rowman and Littlefield.
- Ross, Catherine and John Mirowsky. 2010. "Why Education is the Key to Socioeconomic Differentials in Health." Pp. 33-51 in *The Handbook of Medical Sociology, Sixth Edition*.
- House, James S. 2016. "Social Determinants and Disparities in Health: Their Crucifixion, Resurrection, and Ultimate Triumph(?) in Health Policy." *Journal of Health Politics, Policy and Law* 41(4):599-626.
- Hummer, Robert A. and Elaine M. Hernandez. 2013. "The Effect of Educational Attainment on Adult Mortality in the United States." *Population Bulletin* 68(1).
- Krieger, Nancy, Anna Kosheleva, Pamela D. Waterman, Jarvis T. Chen, Jason Beckfield, and Matthew V. Kiang. 2014. "50-Year Trends in US Socioeconomic Inequalities in Health: US-Born Black and White Americans, 1959-2008." *International Journal of Epidemiology* 43(4):1294-1313.

Week 11: November 4 – Race, ethnicity, and health

- Williams, David R. 2018. "Stress and the Mental Health of Populations of Color: Advancing Our Understanding of Race-related Stressors." *Journal of Health and Social Behavior* 59(4): 466-85.
- Jackson, Pamela Braboy and David R. Williams. 2006. "The Intersection of Race, Gender, and SES: Health Paradoxes." Pp. 131-62 in *Gender, Race, Class, and Health: Intersectional Approaches*, edited by A. J. Schultz and L. Mullings. San Francisco, CA: Jossey-Bass.
- Viruell-Fuentes, Edna A., Patricia Y. Miranda, and Sawsan Abdulrahim. 2012. "More than Culture: Structural Racism, Intersectionality Theory, and Immigrant Health." *Social Science & Medicine* 75:2099-2106.
- Malat, Jennifer, Sarah Mayorga-Gallo, and David R. Williams. 2018. "The Effects of Whiteness on the Health of Whites in the USA." *Social Science & Medicine* 199: 148-156.
- Phelan, Jo C. and Bruce G. Link. 2015. "Is Racism a Fundamental Cause of Inequalities in Health?" *Annual Review of Sociology* 41:311-330.

Week 12: November 11 – Gender and health

*** Extensive outline/draft due ***

- Read, Jen'nan Ghazal, and Bridget K. Gorman. 2010. "Gender and Health Inequality." *Annual Review of Sociology* 36:371-386.
- Rieker, Patricia P., and Chloe E. Bird. 2005. "Rethinking Gender Differences in Health: Why We Need to Integrate Social and Biological Perspectives." *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences* 60: S40-S47.
- Courtenay, Will H. 2000. "Constructions of Masculinity and their Influence on Men's Well-being: A Theory of Gender and Health." *Social Science & Medicine* 50:1385-1401.
- Umberson, Debra. 1992. "Gender, Marital Status and the Social Control of Health Behavior." *Social Science & Medicine* 34:907-917.

Week 13: November 18 – Managing risk – guest lecture Jennifer Reich

*** Peer comments on outline/draft due ***

- Reich, Jennifer A. 2019. "Managing Risky Bodies: from Pregnancy to Vaccination" in *Oxford Handbook of the Sociology of Bodies and Embodiment* Kate Mason and Natalie Boero (eds). Pp. 1-17.
- Reich, Jennifer A. 2020. "Vaccine Refusal and Pharmaceutical Acquiescence: Parental Control and Ambivalence in Managing Children's Health." *American Sociological Review* 85:106-127.
- Waggoner, Miranda. 2013. "Motherhood Preconceived: The Emergence of the Preconception Health and Health Care Initiative." *Journal of Health Politics, Policy and Law* 38: 345-371.
- Marcus, Julia and Jessica Gold. "Colleges Are Getting Ready to Blame Their Students." *The Atlantic* July 21, 2020

Week 14: Thanksgiving break

Week 15: December 2 – Policies and interventions

- Hernandez, Elaine M., Michael Vuolo, Brian C. Kelly, and Laura C. Frizzell. 2019. "Moving Upstream: The Role of Tobacco Clean Air Restrictions on Educational Inequalities in Smoking among Young Adults." *Demography* 56(5):1693-1721.
- Thomas R. Frieden. 2010. "A Framework for Public Health Action: The Health Impact Pyramid." *American Journal of Public Health* 100, 590-595.
- Arleen F. Brown, Grace X. Ma, Jeanne Miranda, Eugenia Eng, Dorothy Castille, Teresa Brockie, Patricia Jones, Collins O. Airhihenbuwa, Tilda Farhat, Lin Zhu, and Chau Trinh-Shevrin. 2019. "Structural Interventions to Reduce and Eliminate Health Disparities." *American Journal of Public Health* 109, S72-S78.
- Chomilo, N., N. Heard-Garris, M. DeSilva, and U. Blackstock, "The Harm of a Colorblind Allocation of Scarce Resources," *Health Affairs Blog* April 30, 2020.

Week 16: December 9 – Wrap up

Monday, December 14 – Seminar paper due at 5pm