

The University of Michigan
School of Public Health
Dept. of Health Management and Policy

PUBLH 200: HEALTH AND SOCIETY: INTRODUCTION TO PUBLIC HEALTH
(cross-listed as HMP 200 and PUBPOL 210)

Fall term 2014

Lectures: Tuesday, Thursday 2:40 – 4:00 p.m.
Room: M1020 SPH II (auditorium)

*[Note: This course satisfies LSA's Race & Ethnicity requirement
and counts as 4 credits towards LSA's Social Science requirement.]*

Instructor: Ken Warner (kwarner@umich.edu)
Room: M3174 SPH II (southeast corner of third floor of SPH II)
☎ : 734-763-8495

Office hours: Tuesdays & Thursdays, 10:30 a.m.-12:30 p.m. and 4:15-5:30 p.m.*
*Students will have to be inside SPH by 5:00 p.m. as the buildings are locked at that time.

Graduate Student Instructors (GSIs):

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Office hours: Please refer to your GSI-specific CTools site for the time and location of your GSI's office hours. Some may be held in locations other than the general GSI room.

Additional GSI office hours will be scheduled as needed prior to writing assignment due dates and exams. As well, periodically GSIs will offer special sessions to cover writing skills and conduct exam review. You will be informed about the availability of these sessions well in advance of each of them.

Introduction and course objectives

This course is intended to serve as an introduction to the major issues of public health with a focus on the United States, although global health issues are considered as well. We will examine what those issues are, what determines them, and how they can be altered. As a survey of the entire field of public health, the course provides a broad overview for students wishing no more than an introduction to the field, as well as good grounding for students who wish to pursue additional coursework in public health.

The specific course objectives are expressed within the following competencies:

1. Students will be able to explain what public health is, what distinguishes it from the other health sciences, and what unique contributions it has to make to the health of the public.
2. Students will be able to identify the principal determinants of health and disease, as well as the principal determinants of, and explanations for, inequalities in the health of groups differentiated by race, ethnicity, and socioeconomic status.
3. Students will understand when (and why) governments should intervene in matters pertaining to the health of the public and when (and why) they should not. They will be able to describe the major formal organizational structures within the United States responsible for monitoring and improving the public's health.
4. Students will be able to describe the basic approaches and purposes of the two major analytical methods of public health, epidemiology and biostatistics, without achieving mastery of the methods (i.e., this is not a methods course; that is the subject of other courses).
5. Students will be able to explain the biomedical basis of infectious and chronic diseases and congenital abnormalities, again without developing detailed expertise on these subjects.
6. Students will be able to identify the principal social and behavioral determinants of health and demonstrate how they influence the most important behavior-related health problems of the day.
7. Students will be able to identify the principal environmental determinants of health and describe the major environmental health issues of the present time.
8. Students will be able to explain the role of public health in medical care and identify the principal problems in the U.S. health care system. As well, students will become familiar

with the features of and arguments about the Affordable Care Act (also known as “Obamacare”).

9. Students will be able to itemize critical issues in global health, with a special focus on health in poor countries.
10. Students will be able to describe important future issues in public health and explain their origins.



Classroom procedures (lectures and discussion sections)

There are two lectures per week, Tuesday and Thursday, 2:40-4:00 pm. Students are strongly encouraged to ask questions or otherwise engage the instructor and guest lecturers to clarify or augment material under consideration. You will be expected to have read daily assigned readings prior to class. Below, beginning on page 11, you will find a “Schedule of Lecture Topics and Assignments.” For those who must miss a lecture, lectures will be audio recorded and posted on the course website. We strongly recommend that you attend all lectures if possible as recording quality will be variable and, for a variety of reasons, an audio recording cannot replace the complete experience of attending lectures.

Each student will also participate in a weekly one-hour discussion section. ***Attendance is required for discussion sections.*** Missing section meetings will affect a student’s discussion section grade, which counts 20% of the course grade. (See “Assignments, exams, and course grading” below.) Discussion section topics will vary from week to week, ranging from further discussion of materials presented in lecture to consideration of public health topics complementing those examined but not covered extensively in lecture. See the “Schedule of Discussion Section Topics and Assignments” beginning on page 17.

Policy on laptops, iPads, phones, and other electronic technology in lectures: **Use of all such electronic devices will not be permitted during lecture.** While I regret the inconvenience for students who like to use laptops for note-taking, the frequent other uses during class time – checking email, texting friends, surfing the Web, working on other course assignments – create distractions for both users and their neighbors alike and are disrespectful to one’s fellow students and to the instructor. As well, research indicates that students learn better without having such technology in use at the time of lectures. Use of electronic devices during discussion section will be at the discretion of your individual GSI.

Use of CTools websites



PUBHLTH 200's main CTools website will be used to post the course syllabus, readings (other than the Schneider textbook), assigned videos, announcements (also distributed as emails), and PowerPoint lecture slides (more under "Required reading and lecture slides," immediately below); provide a course calendar; distribute writing assignments; and provide occasional information on newsworthy items. For scheduled items (e.g., writing assignments), students will be expected to consult the site according to the schedule in the syllabus (and on the calendar on the site). For unscheduled postings, the class will be informed by email. Each GSI will have his/her own CTools site for his/her sections. Students will use their GSI's site to submit their writing assignments (see "Assignments, exams, and course grading" below). GSIs will use their sites to post announcements relevant only to their sections' students.

Required reading and lecture slides



Most assigned readings are in a textbook by Mary-Jane Schneider, *Introduction to Public Health*, 4th edition (Jones and Barlett, 2014), which all students should purchase. We will read the book in its entirety except for one chapter. Additional readings and assigned videos, indicated on the course schedules below, will be posted on the website under Resources (folder labeled Additional Reading Materials and Videos for Lectures) or Assigned Videos section.

We will be using PowerPoint slides for lectures. The instructor will post these on the course website for you to review as you see fit, also under Resources. Many of you may wish to print off hardcopies in advance of class for purposes of taking notes directly on the slides. I will make a sincere effort to post the slides no later (generally much earlier) than 5 p.m. on Monday for Tuesday lectures and 5 p.m. on Wednesday for Thursday lectures.

Three comments on the readings will assist you in maximizing your learning experience in this course. First, as noted above, readings should be completed prior to the class or discussion section in which the relevant material will be covered. In preparing lectures and discussion, we will assume that you have already read the assigned pages. ("Readings" include the assigned videos.)

Second, some of the material in the readings will not be covered in lecture. Such material is intended to supplement what is covered in class. **Anything included in the assigned readings is fair game for exams, whether or not it is discussed in class** (but see the third comment, immediately following).

Third, and finally, some readings go into a great deal of detail (e.g., a listing of all the chemical compounds covered by governmental drinking water standards). The objective is for students to gain a good general understanding of the phenomena of interest, *not* to require students to memorize the details. All of your reading should be focused on learning basic relationships, principles, and major concepts and how they are applied. This does not mean that you will not be expected to recall some specific facts, but when such is requested of you, the facts will relate to critical aspects of our consideration of public health. For example, I consider it pretty “basic” that you know that two-thirds of American adults are overweight or obese. This is one of those very important facts that everyone interested in public health should know. Another such fact is that U.S. health expenditures account for 18% of the nation’s gross domestic product, dramatically more than any other country in the world.

ABCD

Assignments, exams, and course grading

Course grades will be based on two exams, each covering half of the course, two writing assignments, one graded presentation in your discussion section, and an overall grade for your participation in your section, as follows:

1. Each of the two exams (midterm on October 21st and final on December 12th) will count 25% of the course grade. The final will cover only material presented after the midterm.
2. Each of the two writing assignments, essays of no more than 5 pages each, will count 10%.
3. In a team of approximately 4 students, assigned by your GSI, you will prepare a PowerPoint presentation on an environmental health case study and, with your teammates, present it in your section. The group’s presentation will be graded, and your individual grade will be determined by the group grade and your teammates’ assessment of your contribution to the presentation. (This will be explained at the time of the assignment.) This will count 10% of the course grade.
4. Participation in your discussion section will count 20% of the course grade. Your discussion section grade, determined by your GSI, will be based on the following two factors, each elaborated upon immediately following this paragraph: (a) your active participation in discussions; and (b) the regularity of your section attendance.
 - a. Active participation in discussions: Students are encouraged to participate actively in discussion section. Your GSI will evaluate your participation based on both its quantity and quality and will give you feedback on your performance in this regard no later than midway through the course. Recognizing that some students may

feel uncomfortable making oral contributions, we will not give a grade of less than B for the discussion section grade to anyone who attends all of the sessions (except for one unexcused absence). Note, however, that we very much hope that everyone will feel comfortable contributing to discussions. The ability to interact effectively with one's colleagues is a vital element in success in nearly all professions. College is a great place to learn the relevant skills and to gain experience exercising them. We will expect all students, and all GSIs, to be respectful of each other's contributions, whether we agree with them or not.

- b. Regularity of attendance: Students will be expected to attend all scheduled discussion section meetings, with one unexcused absence permitted. For the first unexcused absence beyond that one (i.e., the second unexcused absence), students will be docked one grade for their overall discussion section grade. This means that if a student's participation in discussion section otherwise warranted an A-, that student's section grade would be lowered to a B+. If a third unexcused absence occurs, students will be docked three additional grades for their overall discussion section grade (in the example, to a C+). A fourth unexcused absence will result in a grade of F for the discussion section portion of the course grade. Tardiness of more than 10 minutes from the scheduled discussion section start time will be counted as missing that section altogether. If you must miss a discussion section due to illness, a family emergency, a religious holiday, or some other valid reason, please get permission from your GSI prior to the class in question.

Four grade-related observations should be emphasized:

1. Each of the two major writing assignments must be typed double-spaced in an 11- or 12-point font with margins of one inch (or slightly larger). Each of the two writing assignments must not exceed 5 pages (not including bibliographic references). A paper that exceeds this page limit – by running over 5 pages or using a smaller font or failing to have adequate margins (or some combination) – will lose one grade, as above. Thus, for example, an otherwise A paper that runs 5.5 pages will be reduced to an A-. The reasons for this strict requirement are two-fold: The first is to help you learn to follow precise directions, including learning how to edit your essays to fit required limits. (Such limits pervade professional practice. For example, if faculty members submit a grant application to certain grant-giving agencies and their description of the grant's purposes and methods exceeds the agency's page limits, their application will be returned unread.) The second

reason for this strict requirement regarding the length of papers is to ensure that the grading burden for the GSIs will not be unrestrained.

2. Failure to submit these writing assignments by noon on their due date (without explicit permission from the instructor or your GSI for truly extenuating circumstances) will result in a grading penalty. Papers submitted up to one day late will be penalized one **full letter grade**. Thus, a paper that otherwise deserves an A- will receive a B-. Papers submitted more than one day but no more than 2 days late will lose two full letter grades (so the otherwise A- paper would be graded C-). No paper will be accepted more than 2 days late.
3. As noted above, the second (final) exam is scheduled for December 12th (from 4:00-5:30 pm). It is against University policy to make individual arrangements to take the exam earlier, and would be especially difficult to do so for a course this size. Therefore, **all students must take the exam on December 12th** at the scheduled time. **There will be no exceptions.** Please plan your holiday travel accordingly. (The same holds for the midterm exam, scheduled October 21st during class time.)
4. For each paper, your group presentation, and discussion section participation, you will receive a letter grade ranging from A+ to F. When we calculate course grades, we'll use a 4-point scale, with A worth 4.0 points, B 3.0 points, C 2.0 points, and D 1.0 point. For a "plus", add 0.33 points to the letter grade (e.g., a B+ is worth 3.0 points for a B plus 0.33 for the "+", for a value of 3.33). For a minus, subtract 0.33 from the letter grade (e.g., an A- is worth 4.0 points for an A minus 0.33 for the "-", for a value of 3.67 points).

For the two exams, you will receive a score indicating the percentage of the available points you got right. If, for example, the exam's component parts add up to 67 points and you get 53, you will see a score of 79%. Exam grades will be curved on the basis of the class distribution of percentage scores, with the grades then converted to the A = 4.0 scale. You can expect the mean grade on the exams to be a high B+. (The exam scores will be converted precisely from the percentage score to the grade-point score. An example: Suppose that 83% corresponds to the exact middle of the B+ range and 88% is the exact middle of the A- range. Then a score of 83% will receive the average B+ score of 3.33 and the 88% will receive the average A- score of 3.67. If your exam score is 85% – 2/5th of the way between 83% and 88% – you will receive a score of 3.466 – exactly 2/5th of the way between 3.33 and 3.67.)

Ultimately, all the components of your course grade will have a point value based on the A = 4.0 scale. If your course grade is 3.50 (exactly midway between a B+ and an A-) to just

under 3.835 (midway between an A- and an A), you'll receive a course grade of A-. And so on.

Statement on Student Health and Well-being

The PUBHLTH 200 teaching staff believes it is important to support the physical and emotional well-being of our students. If you are experiencing physical or mental health issues, we encourage you to use the resources on campus such as those listed below. If you have a health issue that is affecting your performance or participation in the course, and/or if you need help connecting with these resources, please contact the instructor or any of the GSIs.

- Counseling and Psychological Services (CAPS), www.umich.edu/~caps, 734-764-8312
- Services for Students with Disabilities (SSWD), www.umich.edu/~sswd, 734-763-3000
- University Health Services (UHS), www.uhs.umich.edu, 734-764-8325
- Sexual Assault Prevention & Awareness Center (SAPAC), www.umich.edu/~sapac/, 734-998-9368

If your situation is not life threatening but you have an urgent question that cannot wait for UHS to open, you may call the after-hours nurse at [734-662-5674](tel:734-662-5674). If you find yourself in an emergency situation, please call 911 or go to the UM Hospital Emergency Room.

Students with special circumstances

If you need special accommodations due to a disability or illness, please inform your GSI as soon as possible. In particular, if you are registered with the UM's Services for Students with Disabilities and will need accommodations, please provide your GSI with the relevant form within the first three weeks of class.



Academic conduct: expectations and penalties for failure to comply

"I like the writing in the paper. I only wish more of it had been yours."

Considerable national attention has been focused on the issue of cheating by students at all levels of education. Although we hope that the phenomenon is rare at the University of Michigan, episodes occur every year. Cheating and other forms of academic misconduct will not be tolerated in this course. Similarly, courtesy, honesty, and respect should be shown by students

toward fellow students, faculty, visitors to the course, and administrative support staff. As well, students should expect the instructor and the GSIs to treat them fairly; exhibit respect for their ideas and opinions; and strive to assist them in maximizing the value of their experience in this course and, more generally, in their education.

Student academic misconduct refers to behavior that includes plagiarism, cheating on exams or assignments, fabrication of data, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), or aiding and abetting the perpetration of such acts. Preparation of papers, assigned on an individual basis, must represent each student's own individual effort. When used, resource materials should be cited in conventional reference format.

Detected violations of proper academic conduct will be dealt with firmly. Any form of cheating on an assignment or an exam will result in the student's failing that assignment, with no opportunity to make up the work. If a student is determined to have violated proper academic conduct twice during the course, he or she will fail the course and the behavior will be reported to the Dean of the student's school or college.



Religious holidays

Some religious holidays may occur on regularly scheduled class days. Because available class sessions are so limited in number, we will have to hold class on all such days. Students who will not be in class on these days should listen to the lecture posted on the course website and, if possible, make arrangements with classmates to share class notes with them. In the case of discussion section meetings, students should receive permission from their GSIs in advance to miss a section meeting due to religious reasons.



Sharing information regarding events and organizations – The Friday Digest

Many students in this class are members of organizations that do important public health-related work, here on campus, nationally, or internationally. Often these students want to inform their classmates about the organizations or their events, and often they ask the instructor or GSIs for time at the beginning of lecture or discussion section to describe the organizations or events. Frequently we receive similar requests from organizations that do not currently include PUBHLTH 200 students among their members.

We simply do not have the class time to accommodate the many such requests we receive. Instead, every Friday we post announcements on the course website under "Friday Digest." The

Digest includes information about organizations, events, contemporary news stories of interest, etc. If there is something you would like included in the Friday Digest, please contact your GSI with the information in as concise a form as possible (with links to URLs a good way to provide more detail). If received by Thursday morning, we will include your notice in that week's Friday Digest. If received too late for inclusion that week, it will be included the following week. (The Friday Digest will not be distributed if there is nothing important to share that week.)



A request

I genuinely want to make this course the best educational experience it can be, for future years' students as well as for you. As such, I seek your feedback on either course content or procedure. If your suggestions are to benefit current students, concerns will have to be communicated in a timely manner. Feedback after the course is completed will be appreciated too. I am receptive to and grateful for all suggestions. While I will not necessarily adopt every suggestion, I have a long history of modifying course offerings in direct response to students' recommendations. A great example is the existence of discussion sections in this class (and the associated conversion of the course from 3 to 4 credits), changes that were made in direct response to feedback from students in the course's first year. If you are comfortable doing so, please communicate your concerns in direct conversation with me or with your GSI (in person, by email, or over the phone). If you have criticisms you prefer to deliver anonymously, please leave an unsigned note with my assistant, Gail Pieknik, in her office (M3541 SPH II, adjacent to my office); or leave a note in my faculty mailbox in the Department of Health Management and Policy mailroom, M3148. Thank you.

Schedule of Lecture Topics and Assignments

(Exams and writing assignments are highlighted in **red**)

Date	Topic	Assignments
Sept. 2	Introduction and overview	
	<i>Health and public health: Basic facts and concepts</i>	
Sept. 4	Health and health inequalities in the U.S.	<p><i>Health, United States, 2012, At a Glance and Highlights, pp. 1-6. Browse other material of interest.* [See important note at end of Schedule of Lecture Topics and Assignments.]</i></p> <p>Video: “Unnatural Causes: Is Inequality Making Us Sick?” Episode 1: “In Sickness and in Wealth”</p>
Sept. 9	What is “public health”?	Text prologue and chaps. 1-2
Sept. 11	History of public health in the U.S.	McKenzie et al., “A Brief History of Community and Public Health,” pp. 11-20 (plus table p. 21), in <i>An Introduction to Community Health</i> , 6 th ed. (Jones and Bartlett, 2008)
Sept. 16	Role of government in health	<p>Text chap. 3</p> <p>Gostin, “Public Health Law in a New Century. Part III: Public Health Regulation: A Systematic Evaluation,” <i>JAMA</i> 2000, v. 283, pp. 3118-3122</p> <p><i>Writing assign. #1 distributed</i></p>
	<i>The core science of public health</i>	
Sept. 18	Epidemiology <i>Guest lecturer: Dr. Sharon Kardia</i>	Text chaps. 4-6

Sept. 23	Data and biostatistics <i>Guest lecturer: Dr. Bhramar Mukherjee</i>	Text chaps. 7-8
	<i>Biomedical basis of health and disease</i>	
Sept. 25	Chronic disease, congenital disease <i>Guest lecturer: Dr. Sharon Kardia</i>	Text chaps. 11-12 Beaglehole et al., "Priority Actions for the Non-communicable Disease Crisis," <i>Lancet</i> 2011;377:1438–1447
Sept. 30	Infectious disease <i>Guest lecturer: Dr. Marisa Eisenberg</i>	Text chaps. 9-10 <i>Writing assignment #1 due <u>by noon TODAY</u></i>
	<i>Social and behavioral determinants of health</i>	
Oct. 2	Health behavior: half of the problem	Text chaps. 13-14
Oct. 7	Tobacco: public health enemy #1	Text chap. 15 Warner and Mendez, "Tobacco Control Policy in Developed Countries: Yesterday, Today, and Tomorrow," <i>Nicotine & Tobacco Research</i> 2010, v. 12, pp. 876-887. <i>Environmental health group presentation assignment distributed. The assignment will be discussed in section meetings this week. The group presentations will occur in section the weeks of Nov. 4th and Nov. 11th.</i>
Oct. 9	Diet, nutrition, physical inactivity, and obesity	Text chap. 16
Oct. 14	<i>Fall study break – No class</i>	
Oct. 16	Injury: Killer of young and old	Text chap. 17
Oct. 21	<i>Midterm exam</i>	

	MCH and Mental Health	
Oct. 23	Maternal and child health <i>Guest lecturer: Dr. Matt Davis</i>	Text chap. 18 Lu and Johnson, "Toward a National Strategy on Infant Mortality," <i>American Journal of Public Health</i> , 2014, v. 104, supplement 1, pp. S13-S16. <i>Optional:</i> Rossen and Schoendorf, "Trends in Racial and Ethnic Disparities in Infant Mortality Rates in the United States, 1989-2006," <i>American Journal of Public Health</i> , 2014, v. 104, pp. 1549-1556.
Oct. 28	Mental health <i>Guest lecturer: Dr. Gregory Dalack</i>	Text chap. 19
Oct. 30	Health disparities among LGBT populations <i>Guest lecturer: Dr. Jose Bauermeister</i>	Johns et al., "Sexual Attraction, Sexual Identity, and Psychological Well-Being in a National Sample of Young Women During Emerging Adulthood," <i>Journal of Youth Adolescence</i> 2013, v. 42, pp. 82-95. Coker et al., "The Health and Health Care of Lesbian, Gay, and Bisexual Adolescents," <i>Annual Review of Public Health</i> 2010, v. 31, pp. 457-477
	Environment and health	
Nov. 4	Environmental health (1) <i>Guest lecturers: Dr. Richard Neitzel</i>	Text chaps. 20-21
Nov. 6	Environmental health (2) <i>Guest lecturers: Dr. Richard Neitzel</i>	Text chaps. 22-23
Nov. 11	Safe food and drugs	Text chap. 24 Tucker, "New Law Will Empower FDA to Improve Safety of U.S. Food," <i>Nation's Health</i> , Feb. 2011, pp. 1, 10.

		Writing assign. #2 distributed
Nov. 13	Population growth and population planning	Text chap. 25
	<i>The medical care system and public health</i>	
Nov. 18	Medical care and public health <i>Guest lecturer: Dr. Richard Lichtenstein</i>	Text chaps. 26-27 Video: Green, “Why Are Health Care Costs So High?” video available at <i>[Do not miss this highly informative – and highly entertaining – video. It is superb introductory coverage of its topic.]</i> <i>Optional: Reid, The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care (New York: Penguin Books, 2010). [This short and very readable book gives a terrific overview of how different countries handle health care, and how the American (non)system incorporates all of the models of care finance and delivery. Highly recommended.]</i>
Nov. 20	The Affordable Care Act (Obamacare) and public health <i>Guest lecturer: Dr. Richard Lichtenstein</i>	Connors & Gostin, “Health Care Reform: A Historic Moment in U.S. Social Policy,” <i>JAMA</i> 2010, v. 303, pp. 2521-2522 Nussbaum, “Obamacare Unveiled as California, New York Lead U.S.,” <i>Bloomberg News</i> , May 28, 2013. <i>Optional/recommended: Kaiser Family Foundation, “Focus on Health Reform: Summary of New Health Reform Law,” pub. #8061,</i>

	<i>Looking toward the future</i>	
Nov. 25	Emergency preparedness	Text chap. 30 <i>Writing assignment #2 due <u>by noon TODAY</u></i>
Nov. 27	<i>Thanksgiving – No class</i>	
Dec. 2	Aging and public health	Text chap. 29
Dec. 4	Global health	Tilchinsky and Varavikova, “Global Health,” chapter 16 in <i>The New Public Health</i> , 2 nd ed. (Elsevier, 2008) [Pages 621-634 are optional but only due to the “density” of the chapter. You are strongly encouraged to read them.] <i>Optional: The Global Burden of Disease Study 2010, The Lancet</i> , vol. 380 (Dec. 15, 2012 – Jan. 4, 2013), pp. 2053-2260. [This is an invaluable resource for anyone truly interested in global health. All of the papers are available free of charge, although you will be asked to register.]
Dec. 9	Thinking about the future	Text chap. 31 Frieden, “A Framework for Public Health Action: The Health Impact Pyramid,” <i>American Journal of Public Health</i> 2010, v. 100, pp. 590-595 Review Beaglehole et al., “Priority Actions for the Non-communicable Disease Crisis,” <i>Lancet</i> 2011;377:1438–1447 [originally assigned for Sept. 25]
Dec. 12, 4:00-5:30 p.m.	<i>Final exam</i>	No assignment  (Who’s he kidding?!)

* Reading assignment for Sept. 4: This assignment is accessible on the course Website under Resources, in the folder labeled *Additional Reading Materials and Videos for Lectures*, or you can link directly to the entire report at <http://www.cdc.gov/nchs/data/hus/hus12.pdf>. This annual report is an invaluable resource, absolutely loaded with useful statistics, several of which we will review in class. Read the brief assigned summary with an interest in general trends, rather than details. I encourage you to browse other than the few assigned pages to learn more about issues of specific interest to you. You can link directly to figures or tables of interest through the lists of figures (page xiii) and 134 tables (pages xiv-xviii).

Schedule of Discussion Section Topics and Assignments

Date	Topic	Assignments
Sept. 2,3,4,5	Introduction and overview	
Sept. 9,10,11,12	Social inequalities and health part I	<p>Video: “Unnatural Causes: Is Inequality Making Us Sick?” Episode 1: “In Sickness and in Wealth” (Assigned for lecture. Included here as a reminder to make sure you’ve watched it.)</p> <p><i>Closing the Gap: Solutions to Race-Based Health Disparities</i>, 2005, document pages 9-15.</p> <p>Woolf and Braveman, “Where Health Disparities Begin: The Role Of Social And Economic Determinants—And Why Current Policies May Make Matters Worse,” <i>Health Affairs</i> 2011, v. 30, pp. 1852-1859.</p>
Sept. 16,17,18,19	Role of government	<p>Grynbaum, “Will Soda Restrictions Help New York Win the War on Obesity?” <i>BMJ</i> 2012, v. 345, pp. 1-2.</p> <p>Grynbaum, “Judge Blocks New York City’s Limits on Big Sugary Drinks,” <i>New York Times</i>, March 11, 2013, pp. 1-4.</p> <p><i>Optional:</i> Mayor’s Office of Operations, “Notice of Public Hearing: Opportunity to Comment on the Proposed Amendment of Article 81 (Food Preparation and Food Establishments) of the New York City Health Code, found in Title 24 of the Rules of the City of New York,” June 5,</p>

		2012. <i>(This document provides background on the Mayor’s proposal.)</i>
Sept. 23, 24,25,26	Epidemiology and biostatistics review	Practice problems worksheet (See CTools site for details)
Sept. 30, Oct. 1,2,3	Social inequalities and health part II	Phelan, Link, and Tehranifar, “Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence, and Policy Implications,” <i>Journal of Health and Social Behavior</i> , 2010, vol. 51, pp. S28-29 only (read until section on “The Central Role of Flexible Resources”) Rubin, Colen, and Link, “Examination of Inequalities in HIV/AIDS Mortality in the United States from a Fundamental Cause Perspective,” <i>American Journal of Public Health</i> , 2009, vol. 100, pp. [You do not need to read the Methods and Results section, but do review the graphs.] Video to be assigned
Oct. 7,8,9,10	Tobacco & obesity	Brownell and Warner, “The Perils of Ignoring History: Big Tobacco Played Dirty and Millions Died. How Similar Is Big Food?” <i>The Milbank Quarterly</i> , 2009, v. 87, pp. 259-294 Video: “Sugar”, 60 Minutes, CBSNewsOnline, April 1, 2012 <i>Environmental health presentation groups assigned in section</i>
Oct. 14,15,16,17	<i>No discussion sections this week: fall break</i>	

<p>Oct. 21,22,23,24</p>	<p><i>No discussion sections this week: midterm exam</i></p>	
<p>Oct. 28,29,30,31</p>	<p>Mental health and college students</p>	<p>National Research Council and Institute of Medicine, <u><i>Preventing Mental, Emotional, and Behavioral Disorders Among Young People: Progress and Possibilities</i></u>. Committee on Prevention of Mental Disorders and Substance Abuse Among Children, Youth and Young Adults: Research Advances and Promising Interventions. Mary Ellen O’Connell, Thomas Boat, and Kenneth E. Warner, Editors. Washington, DC: National Academies Press, 2009. “Introduction,” pp. 15-20.</p> <p>“Beginning the Conversation,” <i>UM SPH Findings</i>, vol. 29, 2nd issue, pp. 20-25.</p> <p>Video: “Emotional Health 101,” Halfofus.com.</p>
<p>Nov. 4,5,6,7</p>	<p>Environmental health case studies</p>	<p>Read assigned case study and work with group to prepare in-class presentation (See CTools for more details)</p>
<p>Nov. 11,12,13,14</p>	<p>Environmental health case studies (cont’d.)</p>	
<p>Nov. 18,19,20,21</p>	<p>The Affordable Care Act (Obamacare)</p>	<p>The Kaiser Family Foundation, The YouToons Get Ready for Obamacare</p> <p>Skocpol and Jacobs, “What Does Health Reform Do for Americans?” Scholars Strategy Network, June 2013</p>

		<p>Blumenthal and Collins, “Health Care Coverage Under the Affordable Care Act – A Progress Report,” <i>New England Journal of Medicine</i>, 2014, v. 371, pp. 275-281</p> <p><i>Optional:</i> Kaiser Family Foundation, “Health Reform: Frequently Asked Questions” [<i>While this is a valuable resource, it can be a bit overwhelming in its length. If you’re looking for answers to FAQs, it may be helpful.</i>]</p>
Nov. 25,26,27,28	No discussion sections this week: Thanksgiving	
Dec. 2,3,4,5	Global health	<p>McNeil, “Polio’s Return After Near Eradication Prompts a Global Health Warning,” <i>New York Times</i>, May 5, 2014.</p> <p>Callaway, “Public Health: Polio’s Moving Target,” <i>Nature</i>, April 17, 2013 [<i>Read article and watch video</i>]</p> <p>Video: Unicef Television, “Religious Leaders Help in Changing Misconceptions about the Polio Vaccine.”</p> <p>“The Hidden Costs of Fighting Polio in Pakistan,” All Things Considered, NPR, July 29, 2014.</p> <p><i>Optional:</i> World Health Organization, CDC, and Unicef, “Polio Eradication Endgame & Strategic Plan 2013-2018,” Executive Summary, pages 1-11.</p>