

**School of Health Sciences
Master of Public Health Program
Oakland University
PH565: Social Determinants of Health
4 Credits, Fall, 2015**

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Office Hours: Tuesdays, 10:30 – 11:30, Wednesdays 4:00 – 5:00
Course Times: Wednesdays, 6:00 – 9:20 PM
Classroom: TBA (We will meet the first day in Math and Science 130, but there will likely be a change to HHB 2086.)

Course Description

To introduce students to the discipline of social determinants of health, including theory and methods. The social determinants of health explore how social interactions and purposive human activity affect health. The course delves into how a society's innumerable social interactions, past and present, yield differential exposures and thus differences in health outcomes in various populations. This course is not only about the identification of new disease specific risk factors (e.g., social capital) it is also about how well-known exposures (e.g., cigarette smoking, lead paint, health insurance) emerge and are maintained by the social system.

Prerequisites

Student are required to have taken PH610 or have permission of instructor.

Required Text

No text is required for this course. Instead we will use the show, *The Wire* and supplemental publically accessed or peer-reviewed readings (PDF papers), videos, or other media throughout the course. *The Wire* is available for live-streaming through HBO-Go and Amazon Prime (membership is \$99) and available for purchase on Amazon.com (\$94.49). It is also available at Kresge Library, Netflix (on DVD), and may be at your local library.

This course and *The Wire* contain adult content that may be offensive. Please note that maintaining enrollment in this course you understand and recognize that to be the case.

Course Objectives

By the end of the course students are expected to be able to:

1. Provide an overview of the social determinants of health.
2. Describe connection between social determinants of health (e.g., racism, access to education) and health outcomes.

Comment [RRC1]: Add this to help with characters:
https://en.wikipedia.org/wiki/List_of_The_Wire_characters

3. Describe interventions targeting social forces affecting disease occurrence.

Academic Integrity

The faculty of the School of Health Sciences believes that the conduct of a student registered or taking courses in the School should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the School.

Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including Handout materials), and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student's own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct expected in this course. The Oakland University policy on academic conduct will be strictly followed with no exceptions. See catalog under Academic Policies and Procedures.

Course Procedures and Student Expectations

Regular class attendance and active participation in class discussions is important. Students are expected to arrive for class on time and to refrain from disturbing the flow of the class through conversation or distracting behavior. Attendance will be randomly taken at varying class times. A student who leaves class after attendance has been taken will be marked absent. Students are encouraged to exchange ideas and to integrate personal experiences in the class sessions.

All communication and musical devices (cell phones, pagers, PDAs, Blackberries, iPods, etc.) are to be turned **off** and stored out of sight during the class. No text messaging is permitted during class. Calls must be avoided during class breaks if the call is likely to disrupt prompt return to the classroom.

The University add/drop policy will be explicitly followed. It is the student's responsibility to be aware of the University deadline dates for dropping the course.

Students with disabilities or circumstances who may require special considerations should make an appointment with the on-campus Office of Disability Support Services. Students should bring in writing their needs and required accommodations to the instructor as soon as possible.

Grade Distribution

PH565

The grade you earn will consist of six (6) components:

1. Class participation (10%)
2. Two quizzes: (30%)
3. Weekly reflection papers (20%)
4. Final paper (30%)
5. Presentation (10%)

Class Participation (10%)

All students are expected to attend class, having watched that week's assigned episodes of *The Wire* and completed any other assignment. The class will involve a lot of class activities and discussions. It is expected that all members will actively participate (not just listening, but making meaningful, critical contributions to the discussion) in these activities and discussions.

Some of the material that will be covered in this course can be sensitive and may yield disagreements. It is important that the tone of the class remain one of respect and care for each other. Each student's contribution to creating such an environment will also be considered in the class participation grade.

Quizzes (30%)

There will be two quizzes (10% each) over the course of the semester. These quizzes will cover material in class, class readings, episodes of *The Wire*, and other media assigned. Questions may include multiple choice, short answer, and/or 1-2 essay questions.

Weekly reflection papers (20%)

Students are required to submit a 1-2 page reflection paper each week (see guidelines for written assignments below). Reflections are to be submitted via Moodle by 9AM the day of class.

Unless you are asked to specifically address a particular issue or set of questions, please consider the following in your reflection papers.

- 1) *Insight/Idea*: What did you see as the most important insight or idea from the assigned readings and/or episodes?
- 2) *Reaction*: What are your critical reactions to the readings and episodes? How did the readings or other assigned media relate to the episodes of *The Wire* assigned for this week (or other episodes you feel are relevant)?
- 3) *Class Discussion*: What issues would you particularly like to discuss in class? What questions did the material assigned for this week incite?

Students reflections will be assessed upon evidence of completing homework assignments and the understanding of course material, thoughtfulness, and critical thinking demonstrated in their weekly reflection papers, not simply whether they posted questions or not. Students are

permitted to not submit a reflection paper two times this semester without having points deducted.

Final paper (30%)

All graduate students taking this course will be required to submit a final paper. This paper can be up to eight pages in length. Students are asked to discuss a population that experiences a disproportion of morbidity and/or mortality and to write a paper that describes the way in which social determinants of health contribute to these health disparities for this population.

This paper should be supported with evidence, such as peer-reviewed papers (at least three are required), newspaper articles, historical documents.

As an example, a student may choose to focus on Native Americans living in urban centers and describe historical factors like the moving Native populations to reservations and the forced removal of children from their families to attend private “White” schools and how they are connected to social determinants of health disparities faced by this population.

The final paper will be assessed on the amount of research presented, accuracy of information, thoroughness, evidence of understanding of the social determinants of health, and the clarity of writing (including not having punctuation, spelling, or grammatical errors).

Presentation (10%)

All graduate students taking this course will be required to do a presentation in the last day of class presenting their final paper to the rest of the class. This presentation can be up to 15 minutes in length. Students’ presentations will be assessed on clarity and accuracy of information.

Ongoing extra credit available

Provide links to resources (e.g., newspaper articles, YouTube videos, blogs) that you feel are connected to the course material. These links can be uploaded to the Discussion Forum. In order to get extra credit, you must provide a thoughtful description (1-2 paragraphs) relating this item to the course material in a critical way. Extra credit points will be assessed based upon the relevance of the item to the course material and the degree of thought put into the description.

Guidelines for written assignments

All written assignments should be uploaded to Moodle before 1:00PM on the day they are due. Documents should be in Microsoft Word format (not PDF), in Times New Roman 12-pt font, double spaced, with 1-inch margins, and should include a cover page with your name, the date, and the assignment. References should be in APA format.

Any assignment submitted on the due date, but after 1:00 PM will receive a 5% deduction. An assignment submitted the day after the due date will receive a 10% deduction; paper will continue to receive a 10% deduction per day late.

Grading Scale											
A	100%	4.0	B	89%	3.5	C	79%	2.9	D	69%	1.9
	99%	4.0		88%	3.5		78%	2.8		68%	1.8
	98%	4.0		87%	3.4		77%	2.7		67%	1.7
	97%	3.9		86%	3.4		76%	2.6		66%	1.6
	96%	3.9		85%	3.3		75%	*2.5		65%	1.5
	95%	3.8		84%	3.3		74%	2.4		64%	1.4
	94%	3.8		83%	3.2		73%	2.3		63%	1.3
	93%	3.7		82%	3.2		72%	2.2		62%	1.2
	92%	3.7		81%	3.1		71%	2.1		61%	1.1
	91%	3.6		80%	3.0		70%	2.0		60%	1.0
	90%	3.6									
									F	≤59%	0.0

Time Schedule and Topical Outline:

The class schedule, below, indicates class dates, exam dates, specific topical material to be covered, and reading/homework assignments. This is a brand new course and the instructor is trying to be very creative and selective in choosing readings. Thus, this will be a very dynamic syllabus and will change regularly, including the addition of readings to go with *The Wire* viewing assignments. These will be communicated at least one week in advance in class and via Moodle.

Week	Date	Topics	Viewing Assignment and Readings (TBD)
1	9/9/15	Introduction and Background Health Disparities	Course syllabus
2	9/16/15	Social Determinants of Health overview	(1) <i>The Wire</i> , Season 1, Episodes 1-4 (2) Schulz, A. J., Williams, D. R., Israel, B. A., & Lempert, L. B. (2002). Racial and spatial relations as fundamental determinants of health in Detroit. <i>Milbank Quarterly</i> , 80(4), 677-707.
3	9/23/15	What can we learn from <i>The Wire</i> ? Wealth & poverty	<i>The Wire</i> , Season 1, Episodes 5-8 (1) Atlas, J., & Dreier, P. (2008). Is <i>The Wire</i> Too Cynical?. <i>Dissent</i> , 55(3), 79-82. (2) Chaddha, A., Wilson, W. J., & Venkatesh, S. A. (2008). In defense of <i>The Wire</i> . <i>Dissent</i> , 55(3), 83-88.

			<p>(3) Adler, N. E., & Newman, K. (2002). Socioeconomic disparities in health: pathways and policies. <i>Health affairs</i>, 21(2), 60-76.</p> <p>(4) (Optional) Shapiro, T., Meschede, T., & Osoro, S. (2013). The roots of the widening racial wealth gap: Explaining the black-white economic divide. <i>Institute on Assets and Social Policy</i>.</p>
4	9/30/15	<p>Race & racism & health</p> <p>Police & the criminal justice system</p>	<p>(1) The Wire, Season 1, Episodes 9-13</p> <p>(2) http://www.theatlantic.com/health/archive/2015/04/gene-s-dont-cause-racial-health-disparities-society-does/389637/</p> <p>(3) Jones, C. P. (2000). Levels of racism: a theoretic framework and a gardener's tale. <i>American journal of public health</i>, 90(8), 1212.</p> <p>(4) McIntosh, P. (1992). White privilege. <i>Creation Spirituality</i>, 33-35.</p>
5	10/7/15	<p>The ports</p> <p>*Working conditions and health</p> <p>*Living conditions near a port</p>	<p>The Wire, Season 2, Episodes 1-4</p> <p>Quiz</p> <p>Environmental Protection Agency (EPA). 2009. The needs to improve its efforts to reduce air emissions at ports. Report #09-P-0125. Available from: https://www.epa.gov/office-inspector-general/report-epa-needs-improve-its-efforts-reduce-air-emissions-us-ports.</p>
6	10/14/15	<p>Gender</p> <p>*Sex trafficking</p> <p>*Rape culture & campus rapes</p>	<p>The Wire, Season 2, Episodes 5-8</p> <p>(1) Frye, M. 2000. Oppression. In Minas, A. (ed.) <i>Gender Basics: Feminist perspectives on women and men</i> 2nd Edition. Wadsworth.</p> <p>(2) Faculty Against Rape (n.d.) How to shift campus rape culture. Available from: https://moodle.oakland.edu/pluginfile.php/3191152/mod_resource/content/1/FARHowtoShiftCampusRapeCulture-1.pdf.</p> <p>(3) Chicago Tribune Editorial. (September 23, 2015) Editorial: Is there a rape culture on college campuses?</p>
7	10/21/15	<p>Sexuality</p> <p>*"Omar"</p> <p>*Transgender health</p>	<p>The Wire, Season 2, Episodes 9-12</p> <p>(1) QIPC. (March 24, 2014). Omar's world: the intersection of race, gender, and sexuality on HBO's The Wire. Available from: https://qipc2014.wordpress.com/2014/03/24/omars-world-the-intersection-of-race-gender-and-sexuality-on-</p>

Comment [RRC2]: Next year: separate sexuality from gender discussions, as they are different issues, though the communities are often lumped together.

			hbo-the-wire/ (2) Robbie, H. (May 29, 2009). The subversion of heteronormative assumptions in HBO's <i>The Wire</i> . (3) Graham, L. F., Crissman, H. P., Tocco, J., Hughes, L. A., Snow, R. C., & Padilla, M. B. (2014). Interpersonal relationships and social support in transitioning narratives of Black transgender women in Detroit. <i>International Journal of Transgenderism</i> , 15(2), 100-113.
8	10/28/15	Urban economy, job loss, health Policy to address health disparities	The Wire, Season 3, Episodes 1-4 (1) Venkatesh, S. A. (1997). The social organization of street gang activity in an urban ghetto. <i>American journal of sociology</i> , 103(1), 82-111.
9	11/4/15 APHA	Hamsterdam & public health interventions	The Wire, Season 3 Episodes 5-8
10	11/11/15	Substance use, homelessness, and "Bubbles"	The Wire, Season 3 Episodes 9-12 (1) Elliott, M., & Krivo, L. J. (1991). Structural determinants of homelessness in the United States. <i>Soc. Probs.</i> , 38, 113.
11	11/18/15	Adolescent health Life Course	The Wire, Season 4 Episodes 1-4 Quiz (1) Giroux, H. (2003). Racial injustice and disposable youth in the age of zero tolerance. <i>International Journal of Qualitative Studies in Education</i> , 16(4), 553-565.
12	11/25/15	Immigration & health	The Wire, Season 4 Episodes 5-8
13	12/2/15	Education *Are our schools failing our health? Student presentations	The Wire, Season 4 Episodes 9-13 (1) Freudenberg, N., & Ruglis, J. (2008). Reframing High School Dropout as a Public Health Issue [Response to Letters]. <i>Preventing Chronic Disease</i> , 5(2).

Comment [RRC3]: Venkatesh reading was pretty tough for the undergrads.

Comment [RRC4]: Find and read three sources regarding the legalization of drugs. These sources can be newspaper articles, opinion pieces, but must include at least one peer-reviewed source. After reviewing these sources, please post a DF post that describes your thoughts on the legalization of drugs – will this lead to improved public health? Cite your sources appropriately (APA referencing) and draw from the story line of Hamsterdam in *The Wire*. This must be done by 8PM on 11/4. Then please review everyone else's posts and comment on at least two (stating whether you are in agreement or not and why). Please comment by 11/5 at 8PM

Comment [RRC5]: Put life course readings and Life course game earlier in the semester. While I tried to link it with the *Wire* season on schools, this material will be better earlier in the semester.

Comment [RRC6]: Canceled class, as this was the night before Thanksgiving. We did not end up covering this material. For next year: Lopez, W. D., Kruger, D. J., Delva, J., Llanes, M., Ledón, C., Waller, A., ... & Israel, B. (2016). Health Implications of an Immigration Raid: Findings from a Latino Community in the Midwestern United States. *Journal of Immigrant and Minority Health*, 1-7.

		Addressing social determinants of health – *Where is the promise?	
		Final Exam	December 9th 7:00 PM