

**Instructor**

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**Course Description**

This course focuses on the systematic study of the social and economic conditions under which people live that determine their health. We will explore how social influences such as income, living conditions, education, infrastructure, religious affiliation, healthcare, social capital, stress, gender, and race affect health and longevity. We will also examine the role of public policy in shaping health outcomes for communities.

**Course Objectives**

By the end of this course, students will be able to:

1. Articulate a social determinants perspective on public health;
2. Comprehend and critique important social determinants of health;
3. Identify theories used to understand social determinants of health from multidisciplinary perspectives;
4. Assess how these theories, models, and methodologies could be used to design structural interventions; and
5. Describe and critically evaluate structural interventions that are being used to address social determinants of health.

**Competencies**

(MPH Competencies)

1. Identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice.
2. Identify the causes of social and behavioral factors that affect health of individuals and populations.
3. Describe the role of social and community factors in both the onset and solution of public health programs.
4. Describe the merits of social and behavioral science interventions and policies.
5. Specify multiple targets and levels of intervention for social and behavioral science programs or policies.

(Doctoral Competencies)

1. Identify individual, organizational, community, and societal influences on health, health behaviors, disease, illness, injury, and disability.
2. Utilize social and behavioral science principles and applications to advance public health research and education.
3. Conduct and disseminate rigorous and innovative social and behavioral science research relevant to public health.

Doctoral students will assume greater responsibility for facilitating class discussions, and are required to demonstrate a more in-depth and comprehensive synthesis of knowledge in both oral and written assignments, in accordance with the doctoral competencies listed in this syllabus.

## Personal Conduct

As a community of scholars, it is expected that the instructor and students will work together at all times to create an atmosphere that fosters shared discovery and mutual respect. The instructor will be prepared for each class meeting, and, likewise, students are expected to arrive prepared to ask questions, discuss, and learn. Attendance and active participation are essential to the success of a graduate seminar such as this. As such, students are expected to be present for all classes, arrive on time, stay for the entire class session, and participate actively. Because unavoidable illness or competing demands may make it impossible for a student to attend or stay for an entire class, each student gets one "free week." I drop the lowest scores for article facilitation, discussion questions, and class attendance/participation (described in detail below).

In the event of an unavoidable absence, please notify the instructor beforehand if at all possible. Several behaviors are disruptive and disrespectful to the instructor and other students and are not acceptable. These include tardiness, use of electronic devices, and engaging in side conversations while others are talking. If arriving late is unavoidable, notify the instructor in advance, if possible. Set your cell phone to silent if you must be available for an emergency. Students who engage in these behaviors may be asked to leave and not allowed to return until a meeting with the instructor has occurred during which a plan to avoid future classroom disruptions has been worked out.

## Communication

All assignments, including discussion questions, term paper proposal, and the term paper are to be submitted via email to the instructor at [kdward@memphis.edu](mailto:kdward@memphis.edu). The instructor will communicate with you, including notifying you when assignments have been received, by email. In accordance with School of Public Health policy, only your official U of M email address will be used for communication, for legal/compliance, ethical, and privacy reasons. I will send emails only to your official U of M email address, and only will accept emails from you through that account. It is the student's responsibility to regularly check this account.

## Required Readings

There is no required textbook for the course. Weekly readings will be assigned, as detailed in this syllabus. These readings generally will be available for downloading at <https://umdrive.memphis.edu/kdward/public/PUBH7130>. A couple readings are not in umdrive but instead are available on-line through the links provided in this syllabus.

## Course Requirement and Grading Criteria

Article facilitation	20%
Discussion questions	20%
Class attendance & participation	20%
Term paper	20%
Presentation of term paper	20%

## Article Facilitation

During each class, all students will take the lead on facilitating discussion for one assigned article. The instructor will assign facilitators for each reading at the start of the term, but students are welcome to switch articles amongst themselves if particular papers are of interest. A list of facilitator assignments is available on the umdrive. Before class, the facilitator should review his/her own discussion questions and those submitted by classmates (described below) to prepare for leading the discussion. During class, the facilitator should provide a brief (5 minutes or so) overview of the major concepts and/or findings of the article and engage the class in a discussion of these concepts/findings, the strengths and weaknesses of the article, and how the article relates to other readings assigned for this or previous classes. If any aspects of the article (e.g., methods, findings, interpretation of results) were confusing to the facilitator or other students, this may also be discussed during the discussion. Important: the role of the facilitator is to *facilitate* a discussion, not to provide an extended monologue about the article. It is assumed that all students will have read the article and do not need a detailed recap of it.

Article facilitation counts for 20% of the course grade. One may be missed without penalty. A second missed article facilitation will be penalized 5% of the course grade; a third missed article facilitation is penalized 10% of the course grade. Any more than three missed articles is grounds for dismissal from the course.

### **Discussion Questions**

By midnight Sunday before each class, each student will submit to the instructor by email ([kdward@memphis.edu](mailto:kdward@memphis.edu)) 2-3 high quality discussion questions on each of the three assigned "Facilitated Readings." Note that "Other Readings" also will be assigned, and students are expected to read these, but do not need to submit discussion questions.

The quality of each set of questions submitted will be graded on a 1-10 scale; the questions count for 20% of the total course grade. If you submit questions that are not of a high enough quality, I will reply to you Monday giving you an opportunity to improve your understanding of the article and resubmit the questions the same day, before a grade is assigned. One set of questions may be missed or tardy without penalty. A second missed or tardy submission will be penalized 5% of the course grade; a third missed or tardy submission is penalized 10% of the course grade. Any more than three missed or tardy submissions is grounds for dismissal from the course.

The questions, along with class discussions based on the questions, are very important and should be taken seriously. Essentially, they replace examinations in a graduate seminar. To justify lack of exams, the onus is on students to prove their mastery of the weekly readings through the submission of questions and resulting discussion.

Here are some tips on writing high quality discussion questions:

1. When reading the article, take notes and outline its major points. Ask yourself: What is the major "take home" point of the article? How strongly do the methods and findings support this take home point? How does the paper fit into what's already known about the topic (does it support or refute conventional wisdom?), What would it take to refute the central findings of the study? What other plausible explanations could there be for the findings? How does the paper fit into other readings assigned for this session or past sessions?
2. Think of questions that interest you, both personally and as a public health professional.
3. Think of *why* and *how* questions, instead of *who*, *when*, or *where* questions. *How* and *why* are more interesting, complex, and discussion-focused, whereas *who*, *when*, and *where* are more simple, close-ended, and less discussion-focused.
4. Avoid vague questions (e.g., "Do you think the findings are valid?" "How could the study have been done differently?" – these do not inspire discussion.
5. Avoid very specific and obvious questions ("Was the authors' hypothesis supported", "What was the major finding"? "What are the study's limitations?") – the answers to such questions can be gleaned from a cursory reading of the article and they tend to generate brief responses rather than discussion.
6. High quality discussion questions help readers see patterns and connections or contradictions across readings. For example, how do the findings fit in with the existing body of literature? What are the study's implications for existing theory or public health practice? What is the essential test of the research question that needs to be asked?

### **Class Attendance and Participation**

Active participation is vital for the success of a graduate seminar. Students are expected to arrive on time, stay for the entire class session, and attend all scheduled classes. Students are responsible for doing the readings and sharing their insights on the materials and projects on which they are working. Students are encouraged to discuss the relevant issues they find challenging or interesting while reading or exploring materials for this course.

Class attendance and participation count for 20% of the grade. As discussed above, students should notify the instructor in advance, whenever possible, about anticipated tardiness, absence, or early departure. One episode of tardiness, absence, or early departure may occur without penalty. A second episode will be penalized 5% of the

course grade; a third episode is penalized 10% of the course grade. Any more than three episodes is grounds for dismissal from the course.

### Term Paper

The term paper will require you to apply the course material to a public health issue. In your paper, specifically: (1) identify a population health issue and the group(s) affected by it; (2) critically appraise the studies that link social determinants to this health issue; (3) identify a conceptual framework that helps identify or explicate social determinant(s) of the health problem; (4) assess the conceptual framework(s) guiding the study of determinants of the health issue (in terms of theory, method, and their level of integration); and (5) describe any structural-level interventions that have been implemented to address this issue and suggest possible future steps. If no interventions have been implemented, speculate on actions that could be taken. Term paper should be approximately 15 pages (double space) exclusive of references, tables, or figures, one inch margins all around, 11 point font, formatted in Microsoft Word.

A one-page paper proposal is due no later than noon on Friday, Feb 8<sup>th</sup> and should be submitted by email to [kward@memphis.edu](mailto:kward@memphis.edu) (no exceptions to this deadline). The term paper is due no later than noon on Friday, April 12<sup>th</sup> and should be submitted by email to [kward@memphis.edu](mailto:kward@memphis.edu).

The term paper counts for 20% of the course grade. Papers received after noon on April 12<sup>th</sup> will be penalized one letter grade (10% of the course grade) for each 24 hour period beyond the due date. It is the student's responsibility to ensure that the paper is received on time. Expect the unexpected – power outages, server malfunctions, hard drive crashes, etc – and don't wait until the last minute to submit your paper. The instructor will notify the student by email that the paper has been received. If no such notification is received with 24 hours, the student should assume that the paper was not received.

### Presentation of Term Paper

The final class (April 30th) is reserved for presentation and discussion of student term papers. Each student will have 30 minutes to present his/her findings and lead a discussion of the topic. Additional time can be allocated for students who wish to present their topic in more detail (e.g., using audiovisual aids, guest speaker, etc).

To help orient other students and the instructor, by noon on Friday, April 19<sup>th</sup>, each student should submit one published paper to the instructor, by email ([kward@memphis.edu](mailto:kward@memphis.edu)) about the topic. Ideally, the paper will be a narrative or quantitative systematic review of the term paper topic that provides a succinct but comprehensive overview. The instructor will distribute the papers to all students, who will be expected to read them prior to the April 30<sup>th</sup> class and be prepared to discuss.

The presentation of the term paper counts for 20% of the course grade. Because presentations take place on the last day of class, there is no opportunity to make up the presentation in case of absence.

### Grading Scale

Letter grades for the course are assigned based on numerical percentage grades earned for each evaluation component (article facilitation, discussion questions, class attendance & participation, term paper, and presentation of term paper).

<i>Letter Grade</i>	<i>Percentage Grade</i>	<i>GPA</i>	<i>Letter Grade</i>	<i>Percentage Grade</i>	<i>GPA</i>
A+	96%	4.00	C+	76%	2.33
A	93%	4.00	C	73%	2.00
A–	90%	3.84	C–	70%	1.67
B+	86%	3.33	D+	66%	1.33
B	83%	3.00	D	60%	1.00
B–	80%	2.67	F	<60%	0.00

### **Promoting a Positive Learning Environment**

The School of Public Health recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Courses will strive to provide an opportunity for all students to openly discuss issues of diversity including, but not limited to, age, disability, ethnicity, gender, race, religious beliefs, and sexual orientation.

### **Written Assignments and Academic Misconduct**

All written work submitted must be the student's original work and conform to the guidelines of the *American Psychological Association* available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. It is the student's responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School of Public Health.

### **Americans with Disabilities Act**

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty are required to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels. Special Needs: Any student who has special needs for assistance and/or accommodation, and who is registered with the Office of Student Disability Services should meet with the instructor during the first week of classes.

### **Awarding an Incomplete Grade**

A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control (e.g., sudden, serious, documented illness). The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.

## Schedule of Topics and Readings

January 22

### Session 1: Course Overview and Introduction to Social Determinants of Health

#### Readings

- Drum, K. (2013, January 3). America's real criminal element: lead. *Mother Jones*. Retrieved January 3, 2013 from: <http://www.motherjones.com/environment/2013/01/lead-crime-link-gasoline>.
- Hill, A.B. (1965). The environment and disease: association or causation? *Proceedings of the Royal Society of Medicine*, 58, 295-300.
- Link, B.G., & Phelan, J. (1995). Social conditions as fundamental causes of disease. *Journal of Health and Social Behavior, Spec No*, 80-94.
- Rose, G. (1985). Sick individuals and sick populations. *International Journal of Epidemiology*, 14, 32-38.

January 29

### Session 2: The Epidemiologic Transition

#### Facilitated Readings

- Olshansky, S.J., Carnes, B.A., Rogers, R.G., & Smith, L. (1998). Emerging infectious diseases: the fifth stage of the epidemiologic transition? *World Health Statistics Quarterly*, 51, 207-217.
- Omran, A.R. (1971). The epidemiologic transition: a theory of the epidemiology of population change. *The Milbank Memorial Fund Quarterly*, 49, 509-538.
- Omran, A.R. (1998). The epidemiologic transition theory revisited thirty years later. *World Health Statistics Quarterly*, 51, 99-119.

#### Other Readings

- Gaziano, J.M. (2010). Fifth phase of the epidemiologic transition: the age of obesity and inactivity (editorial). *Journal of the American Medical Association*, 303, 275-276.

February 5

### Session 3: Social Class

#### Facilitated Readings

- Kaplan, G.A., Pamuk, E.R., Lynch, J.W., Cohen, R.D., & Balfour, J.L. (1996). Inequality in income and mortality in the United States: analysis of mortality and potential pathways. *British Medical Journal*, 312, 999-1003.
- Marmot, M.G., Rose, G., Shipley, M., & Hamilton, P.J.S. (1978). Employment grade and coronary heart disease. *Journal of Epidemiology and Community Health*, 32, 244-249.
- Subramanian, S.V., & Kawachi, I. (2004). Income inequality and health: what have we learned so far? *Epidemiologic Reviews*, 26, 78-91.

#### Other Readings

- Hodgins, M., & Fox, F. (2012). 'Causes of causes': ethnicity and social position as determinants of health inequality in Irish traveller men. *Health Promotion International*, Nov 28. [Epub ahead of print]

→ A one-page paper proposal is due no later than Friday, Feb 8<sup>th</sup> at noon to [kdward@memphis.edu](mailto:kdward@memphis.edu)

February 12

### Session 4: Neighborhoods and Living Conditions

#### Facilitated Readings

- Diez Roux, A.V., & Mair, C. (2010). Neighborhoods and health. *Annals of the New York Academy of Sciences*, 1186, 125-145.

- LaVeist, T., Pollack, K., Thorpe, R., Fesahazion, R., & Gaskin, D. (2011). Place, not race: disparities dissipate in Southwest Baltimore when blacks and whites live under similar conditions. *Health Affairs*, 30, 1880-1887.
- Ludwig, J., Sanbonmatsu, L., Gennetian, L., Adam, E., Duncan, G.J., Katz, L.F., Kessler, R.C. et al. (2011). Neighborhoods, obesity, and diabetes: a randomized social experiment. *New England Journal of Medicine*, 365, 1509-1519.

#### **Other Readings**

- Hammal, F., Mock, J., Ward, K.D., Fouad, M.F., Beech, B.M., & Maziak, W. (2005). Settling with danger: conditions and health problems in peri-urban neighbourhoods in Aleppo, Syria. *Environment & Urbanization*, 17, 113-126.

**February 19**

### **Session 5: Infrastructure and Transportation**

#### **Facilitated Readings**

- Handy, S.L., Boarnet, M.G., Ewing, R., & Killingsworth, R.E. (2002). How the built environment affects physical activity: views from urban planning. *American Journal of Preventive Medicine*, 23, 64-73.
- Friedman, L.S., Hedeker, D., & Richter, E.D. (2009). Long-term effects of repealing the national maximum speed limit in the United States. *American Journal of Public Health*, 99, 1626-1631.
- Males, M.A. (2009). Poverty as a determinant of young drivers' fatal crash risks. *Journal of Safety Research*, 40, 443-448.

#### **Other Readings**

- Epstein, L.H., Raja, S., Oluyomi, T., Paluch, R.A., Wilfley, D.E., Saelens, B.E., & Roemmich, et al. (2012). The built environment moderates effects of family-based childhood obesity treatment over 2 years. *Annals of Behavioral Medicine*, 44, 248-258.

**February 26**

### **Session 6: Healthcare Access (Guest Instructor: Dr. Satish Kedia)**

#### **Facilitated Readings**

- Andrulis, D. (1998). Access to care is the centerpiece in the elimination of socioeconomic disparities in health. *Annals of Internal Medicine*, 129, 412-416.
- Ayanian, J.Z., Weissman, J.S., Schneider, E.C., Ginsburg, J.A., & Zaslavsky, A.M. (2000). Unmet health needs of uninsured adults in the United States. *Journal of the American Medical Association*, 284(16), 2061-2069.
- Levy, H. & Meltzer, D. (2008). The impact of health insurance on health. *Annual Review of Public Health*, 29, 399-409.

#### **Other Readings**

- Baicker, K., & Finkelstein, A. (2011). The effects of Medicaid coverage: learning from the Oregon Experiment. *New England Journal of Medicine*, 365, 683-685.

**March 5**

### **Session 7: Race and Gender**

#### **Facilitated Readings**

- Cummings, J.L., & Jackson, P.B. (2008). Race, gender, and SES disparities in self-assessed health, 1974-2004. *Research on Aging*, 30, 137-168.
- Kawachi, I., Daniels, N., & Robinson, D.E. (2005). Health disparities by race and class: why both matter. *Health Affairs*, 24, 343-352.
- Williams, D.R., & Jackson, P.B. (2005). Social sources of racial disparities in health. *Health Affairs*, 24, 325-354.

#### **Other Readings**

- Lauderdale, D.S. (2006). Birth outcomes for Arabic-named women in California before and after

September 11. *Demography*, 43, 185-2001.

**March 12:**                      **Spring Break – no class**

**March 19**                      **No Class Meeting:** Students should use this time to work on their term paper, which is due April 12<sup>th</sup> at noon.

**March 26**                      **Session 8: Social capital, networks, and support (Guest Instructor: Dr. Satish Kedia)**

***Facilitated Readings***

- Cattell, V. (2001). Poor people, poor places, and poor health: the mediating role of social networks and social capital. *Social Science & Medicine*, 52, 1501-1516.
- Fujiwara, T., & Kawachi, I. (2008). Social capital and health: a study of adult twins in the U.S. *American Journal of Preventive Medicine*, 35, 139-144.
- Stanfeld, S.A. (2006). Social support and social cohesion. In Marmot, M. & Wilkinson, R.G. (eds). *Social Determinants of Health*, 2<sup>nd</sup> ed., New York: Oxford University Press. (Chapter 8).

***Other Readings***

- Moore, S., Daniel, M., Paquet, C., Dubé, L., & Gauvin, L. (2009). Association of individual network social capital with abdominal adiposity, overweight and obesity. *Journal of Public Health*, 31(1), 175-183.

**April 2**                      **Session 9: Early Life and the Life Course**

***Facilitated Readings***

- Lynch, J., & Smith, G.D. (2005). A life course approach to chronic disease epidemiology. *Annual Review of Public Health*, 26, 1-35.
- Ramanathan, S., Balasubramanian, N., & Krishnadas, R. (2012). Macroeconomic environment during infancy as a possible risk factor for adolescent behavioral problems. *Archives of General Psychiatry*, [online first version: doi:10.1001/jjamapsychiatry.2013.280]
- Zielinski, D.S. (2009). Child maltreatment and adult socioeconomic well-being. *Child Abuse & Neglect*, 33, 666–678.

***Other Readings***

- Nelson, C.A. III, Zeanah, C.H., Fox, N.A., Marshall, P.J., Smyke, A.T., & Guthrie, D. (2007). Cognitive recovery in socially deprived young children: The Bucharest Early Intervention Project. *Science*, 318, 1937-1940.

**April 9**                      **Session 10: Mental Health and Stress**

***Facilitated Readings***

- Alegria M, Perez DJ, Williams S. (2003). The role of public policies in reducing mental health status disparities for people of color. *Health Affairs*, 22, 51-64.
- Costello, E.J., Compton, S.N., Keeler, G., & Angold, A. (2003). Relationships between poverty and psychopathology: a natural experiment. *Journal of the American Medical Association*, 290, 2023-2029.
- Dohrenwend BP. (2000). The role of adversity and stress in psychopathology: Some evidence and its implications for theory and research. *Journal of Health and Social Behavior*, 41,1-19.



### **Other Readings**

- Cohen, N.L. (2012, December 28). Recognizing mental health as public health. *The Huffington Post*. Retrieved January 3, 2013 from: [http://www.huffingtonpost.com/neal-l-cohen-md/mental-health\\_b\\_2057553.html](http://www.huffingtonpost.com/neal-l-cohen-md/mental-health_b_2057553.html).

→ Term paper is due Friday, April 12<sup>th</sup>, at noon, and should be submitted by email to [kdward@memphis.edu](mailto:kdward@memphis.edu).

## **April 16                      Session 11: Health Behaviors in Social Context**

### **Facilitated Readings**

- Emmons, K.M. (2000). Health behaviors in a social context. In: L.F. Berkman & I. Kawachi (eds), *Social Epidemiology*. NY: Oxford University Press.
- Goldberg, D.S. (2012). Social justice, health inequalities and methodological individualism in US health promotion. *Public Health Ethics*, 5, 104-115.
- Skipper, R.A.. (2011). Obesity: towards a system of libertarian paternalistic public health intervention. *Public Health Ethics*, 5, 181-191.

### **Other Readings**

- Brody, J.E. (2012, October 22). In fight against obesity, drink size matters. *New York Times*. Retrieved January 3, 2013 from: <http://well.blogs.nytimes.com/2012/10/22/in-fight-against-obesity-drink-sizes-matter/>.

→ A published paper that provides an overview of your term paper topic is due by noon on Friday, April 19<sup>th</sup> and should be submitted by email to [kdward@memphis.edu](mailto:kdward@memphis.edu)

## **April 23                      Session 12: Religion**

### **Facilitated Readings**

- Gillum, R.F., King, D.E., Obisean, T.O., & Koenig, H.G. (2008). Frequency of attendance at religious services in a U.S. national cohort. *Annals of Epidemiology*, 18, 124-129.
- Solt, F., Habel, P., & Grant, J.T. (2011). Economic inequality, relative power, and religiosity. *Social Science Quarterly*, 92, 447-465.
- Stavrova, O., Fetchenhauer, D., & Schlosser, T. (2013). Why are religious people happy? The effect of the social norm of religiosity across countries. *Social Science Research*, 42, 90-105.

### **Other Readings**

- Castle, M.A. (2011). Abortion in the United States' bible belt: organizing for power and empowerment. *Reproductive Health*, 8, 1-11.

## **April 30                      Session 13: Topic 1: How do we address social determinants of health to reduce inequities? Topic 2: Student Presentations**

### **Facilitated Readings**

Review these papers that were assigned previously for Session 4:

- LaVeist, T., Pollack, K., Thorpe, R., Fesahazion, R., & Gaskin, D. (2011). Place, not race: disparities dissipate in Southwest Baltimore when blacks and whites live under similar conditions. *Health Affairs*, 30, 1880-1887.
- Ludwig, J., Sanbonmatsu, L., Gennetian, L., Adam, E., Duncan, G.J., Katz, L.F., Kessler, R.C. et al. (2011).

Neighborhoods, obesity, and diabetes: a randomized social experiment. *New England Journal of Medicine*, 365, 1509-1519

Additional readings:

- Muntaner, C., Benach, J., & Victor, M.P. (2012, December). An update on the social determinants of health in Venezuela: the achievements of Hugo Chavez. *Counterpunch.org*. Retrieved January 6, 2013 from: <http://www.counterpunch.org/2012/12/14/the-achievements-of-hugo-chavez/>.
- To be announced: each student will provide one article for the rest of us to read about their term paper presentation.