
FALL 2017
SOC 596A: Advanced Topics in Inequality & Health
Tuesday 3:30-6:00
Social Sciences, Room 415

CONTACT INFORMATION

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Office Hours: By appointment

REQUIRED COURSE MATERIALS

See course calendar.

COURSE DESCRIPTION

This course introduces students to the field of social epidemiology and the sociological study of health and longevity. Our purpose is to examine links between social position (and socially patterned conditions) and health and longevity patterns in the U.S. population. Two central questions will be addressed: *Which groups in society are more or less advantaged in terms of health and longevity?* *Why are certain groups in society more or less advantaged in terms of health and longevity?* To answer these questions, we will begin with an introduction to social epidemiology, mind-body-society processes, key health-related concepts, and quantitative methodologies. The bulk of the semester will be devoted to understanding how social position (and socially patterned conditions) might contribute to health and longevity patterns. Specific topics include socioeconomic status, race and ethnicity, sex and gender, aging and the life course, family status, sexual minority status, religious involvement, neighborhood context, and income inequality.

COURSE OBJECTIVES AND LEARNING OUTCOMES

By the end of the course, students will be prepared to answer the following questions:

- (1) What is social epidemiology?
- (2) How does sociology contribute to the study of health and longevity?
- (3) How are health and longevity measured?
- (4) How are health and longevity distributed in society?
- (5) What explains the social distribution of health and longevity?

REQUIRED COURSE MATERIALS

Book: Mirowsky, John and Catherine Ross. 2003. *Social Causes of Psychological Distress*. Hawthorne, NY: Aldine de Gruyter/Transaction. [ISBN-13: 9780202307091]

Articles: See course calendar.

Chapters: See course calendar.

COURSE REQUIREMENTS

Paper Proposal	5%	A = 90% - 100%
Article Summaries	15%	B = 80% - 89%
Research Papers	50%	C = 70% - 79%
Directed Discussion	15%	D = 60% - 69%
Paper Presentations	15%	E = 0% - 59%
Total	100%	

Requests for incompletes (I) and withdrawal (W) must be made in accordance with university policies which are available at <http://catalog.arizona.edu/2015-16/policies/grade.htm#I> and <http://catalog.arizona.edu/2015-16/policies/grade.htm#W> respectively.

PAPER PROPOSALS

Students are required to write a brief (no more than 2 double-spaced pages) proposal that introduces and describes the focus of the research paper. Choose one social characteristic (socioeconomic status, race, ethnicity, gender, age, family status, religious involvement, or neighborhood context) and one or more outcomes (mental health, physical health, and/or mortality risk). The proposal should clearly state the focus of the project (e.g., religion and mental health). The proposal should include a working title and at least three references (with full citations) to relevant scholarly research.

ARTICLE SUMMARIES

Students are required to submit summaries of 20 scholarly journal articles. These articles should be directly related to the student's research paper. An article summary template will be provided.

RESEARCH PAPERS

Students are required to submit a research paper (25-30 pages) that thoroughly develops a topic relevant to the course. This paper can be a literature review or a standard empirical paper (see below). All papers should be word-processed, with double-spacing, 12-point fonts, and 1-inch margins. Papers should cite at least 20 scholarly journal articles. Sociology students should follow ASA style guidelines. Students from other units should follow the style guidelines of their respective disciplines.

All literature reviews should include the following:

- (1) Title page
- (2) Abstract page (175 words or less)
- (3) An introduction that describes the focus of the paper
- (4) A body section that reviews the nature and extent of the chosen association (e.g., basic associations and patterns of previous research on religion and mental health)
- (5) A body section that describes major theoretical and empirical explanations for the chosen association (e.g., explanations for why religious people tend to be healthier)
- (6) A discussion section that briefly summarizes your paper, reviews the limitations of previous research, and notes viable avenues for future research

- (7) A brief conclusion with take-home messages
- (8) A reference section
- (9) At least one table or figure (no more than two) that illustrates or communicates a key point of the paper (e.g., a literature summary table or a theoretical model diagram)

All empirical papers should include the following:

- (1) Title page
- (2) Abstract page (175 words or less)
- (3) Introduction and Background: (a) introduce and describe the focus of the paper, (b) review relevant scholarly research by summarizing what we know and the strengths and limitations of prior research, and (c) clearly state the research problem (knowledge gap) and/or research questions or hypotheses that define the specific aims of the project.
- (4) Methods and Results: Describe the (a) data source, (b) sampling procedures, (c) methods of data collection, (d) measures, (e) statistical procedures, and (f) results (data patterns derived from statistical analyses).
- (5) Discussion and Conclusion: (a) restate the aims of the paper, (b) summarize the key results of the study and relate these results to the research problem, question, or hypothesis under investigation, (c) compare your results to previous research by noting how your results are unprecedented or consistent with previous research, (d) explain any unexpected or counterintuitive results, (e) describe the strengths/contributions and limitations of the study, (f) identify viable avenues for future research, and (g) conclude with key points and take-home messages.

DIRECTED DISCUSSIONS

Students are required to direct a discussion of the assigned readings for a chosen week. Students will engage the class in a critical discussion of the required readings for the week. What are the important themes? Empirical issues? Theoretical issues? Methodological issues? Points of confusion?

PAPER PRESENTATIONS

Students are required to create a brief (15-minute) presentation to share the results of their research projects. PPT slides are not required. To aid in presentations, students should provide a short packet for members of the audience. This packet should include one page with paper title, author information, and abstract. Additional pages may include key tables or figures or literature summaries.

LATE WORK POLICY

As a rule, late work will not be accepted, except in the case of documented emergency or illness. You may petition the professor in writing for an exception if you feel you have a compelling reason for turning work in late.

EXPECTATIONS FOR BEHAVIOR

Students are expected to attend class. Students are expected to be on time. Students are expected to be prepared for class, having completed all assigned readings for the week. Students are expected to participate knowledgeably in class discussions. Participation indicates that students are actively engaged in the learning process. I strongly encourage questions, comments, and the sharing of ideas as they relate to course material. *Although commonsense knowledge and personal experiences are welcome, it should be emphasized that these are not adequate substitutes for informed discussions.*

All laptops, cell phones, and other potentially disruptive devices should be turned off and packed away when class is in session. No reading newspapers or studying for other courses. No socializing. No sleeping. No leaving early or coming late without prior notification. No disparaging remarks. Please be considerate. Please do not ask questions (during class or via email) that are clearly addressed in the syllabus, in email announcements, or on D2L. *Please check your email and D2L each week.*

The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self. See: <http://azregents.asu.edu/rrc/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf>

ATTENDANCE POLICY

The UA's policy concerning Class Attendance and Administrative Drops is available at: <http://catalog.arizona.edu/2015-16/policies/classatten.htmk>

The UA policy regarding absences on and accommodation of religious holidays is available at <http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-and-practice>.

Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored. See: <http://hr.arizona.edu/policy/appointed-personnel/7.04.02>

Participating in course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all lectures and discussion section meetings. Students who miss class due to illness or emergency are required to bring documentation from their healthcare provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences.

ACCESSIBILITY AND ACCOMMODATIONS

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit <http://drc.arizona.edu/>.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

STUDENT CODE OF ACADEMIC INTEGRITY

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <https://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism available at: <http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>.

According to Section D (6) (a) of the University's Intellectual Property Policy (which is available at <http://azregents.asu.edu/rrc/Policy%20Manual/6-908-Intellectual%20Property%20Policy.pdf>), faculty own the intellectual property for their course notes and course materials. The instructor holds the copyright to his/her lectures and course materials, including student notes or summaries that substantially reflect them. Student notes and course recordings are for individual use or for shared use on an individual basis. *Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent.* Violations to the instructor's copyright are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA email to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student email addresses.

SELLING COURSE MATERIALS AND CONTACT INFORMATION (DON'T DO IT!)

Selling course materials (e.g., class notes and/or other course materials) to other students or to a third party for resale is not permitted without the instructor's express written consent. Providing student email addresses to a third party is not permitted. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA email to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of electronic resources provided by The University of Arizona. This conduct may also constitute copyright infringement.

ADDITIONAL RESOURCES FOR STUDENTS

UA Non-discrimination and Anti-harassment policy: <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

UA Academic policies and procedures are available at:
<http://catalog.arizona.edu/2015-16/policies/aaindex.html#top>

Student Assistance and Advocacy information is available at:
<https://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

CONFIDENTIALITY OF STUDENT RECORDS

Required language: <http://www.registrar.arizona.edu/ferpa/default.htm>

SUBJECT TO CHANGE STATEMENT

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

COURSE CALENDAR

WEEK	TOPICS AND READINGS
<u>Week 1</u> Aug. 22	<i>Course Overview</i> READ: Course Syllabus
<u>Week 2</u> Aug. 29	<i>Introduction to Social Epidemiology</i> READ: SC (pg. 3-7); Freund (2003a, pg. 10-23); Link (2000); Cockerham (2005); Chandola (2005)
<u>Week 3</u> Sept. 5	<i>Mind, Body, and Society</i> READ: Pearlin (1989, pg. 241-249); Freund (2003b, pg. 80-97); Taylor (1997); McEwen (1998)
<u>Week 4</u> Sept. 12	<i>Health Concepts and Quantitative Methodologies</i> READ: SC (pg. 23-71); Crimmins (2001); Aiken (1991); MacKinnon (2008); Muller (2005) SUBMIT: Paper Proposal
<u>Week 5</u> Sept. 19	<i>Socioeconomic Status (Part 1)</i> READ: SC (pg. 77-84); Adler (1999); Seeman (2010); Andrews (2017)
<u>Week 6</u> Sept. 26	<i>Socioeconomic Status (Part 2)</i> READ: Ross (2010); Dutton 1989; Seeman (2004); Ross (2000)
<u>Week 7</u> Oct. 3	<i>Race and Ethnicity (Part 1)</i> READ: Williams (2010); Hayward (2000); Geronimus (2006); Markides (1986)
<u>Week 8</u> Oct. 10	<i>Race and Ethnicity (Part 2)</i> READ: Williams (1995, pg. 359-381); Hummer (1996); Factor (2011); Franzini (2001)
<u>Week 9</u> Oct. 17	<i>Sex and Gender (Part 1)</i> READ: SC (pg. 95-112); Case (2005); Rogers (2010); Courtenay (2000a)
<u>Week 10</u> Oct. 24	<i>Sex and Gender (Part 2)</i> READ: Verbrugge (1985); Rieker (2000); Courtenay (2000b); Hill (2013a) SUBMIT: Article Summaries
<u>Week 11</u> Oct. 31	<i>Aging and the Life Course</i> READ: SC (pg. 112-129; 131-145); Crimmins (2008); O'Rand (1996); Ferraro (2009)
<u>Week 12</u> Nov. 7	<i>Family Status</i> READ: SC (pg. 84-95); Umberson (1999); Verbrugge (1979); Umberson (1987)
<u>Week 13</u> Nov. 14	<i>Sexual Minority Status</i> READ: Meyer (2003); Meyer (1995); Caplan (2017); Liu (2013)
<u>Week 14</u> Nov. 21	<i>Religion Involvement</i> READ: Ellison (1998); Hill (2016); Hill (2017); Magyar-Russell (2006)
<u>Week 15</u> Nov. 28	<i>Neighborhood Context</i> READ: SC (pg. 145-156); Fitzpatrick (pg. 1-17); Hill (2013a); Massey (2004)
<u>Week 16</u> Dec. 5	<i>Income Inequality</i> READ: Truesdale (2016); Daly (1998); Elgar (2010); Sweet (2011); Coburn (2004)
<u>Week 17</u> Dec. 11	Paper Presentations Monday from 3:30pm-5:30pm in our usual classroom. SUBMIT: Research Paper

NOTES: SC = *Social Causes of Psychological Distress*.

REQUIRED ARTICLES AND BOOK CHAPTERS

- Adler, Nancy and Joan Ostrove. 1999. "Socioeconomic Status and Health: What We Know and What We Don't." *Annals of the New York Academy of Sciences* 896:3-15.
- Aiken, Leona and Stephen West. 1991. *Multiple Regression: Testing and Interpreting Interactions*. Thousand Oaks: Pine Forge Press.
- Andrews, Hannah, Terrence Hill, and William Cockerham. 2017. "Educational Attainment and Dietary Lifestyles." Pp. 101-120 in *Advances in Medical Sociology: Food Systems and Health*, edited by S. Shostak. UK: Emerald Group Publishing.
- Caplan, Zoe. 2017. "The Problem with Square Pegs: Sexual Orientation Concordance as a Predictor of Depressive Symptoms." *Society and Mental Health* 7:105-120.
- Case, Anne and Christina Paxson. 2005. "Sex Differences in Morbidity and Mortality." *Demography* 42:189-214.
- Chandola, Tarani and Michael Marmot. 2005. "Social Epidemiology." Pp. 893-916 in *Handbook of Epidemiology*, edited by W. Ahrens and I. Pigeot. Berlin: Springer.
- Cockerham, William. 2005. "Health Lifestyle Theory and the Convergence of Agency and Structure." *Journal of Health and Social Behavior* 46:51-67.
- Courtenay, Will. 2000a. "Behavioral Factors Associated with Disease, Injury, and Death among Men: Evidence and Implications for Prevention." *The Journal of Men's Studies* 9:81-142.
- Courtenay, Will. 2000b. "Constructions of Masculinity and their Influence on Men's Well-being: A Theory of Gender and Health." *Social Science & Medicine* 50:1385-1401.
- Crimmins, Eileen and Teresa Seeman. 2001. "Integrating Biology into Demographic Research on Health and Aging (With a Focus on the MacArthur Study of Successful Aging)." Pp. 9-41 in *Cells and Surveys: Should Biological Measures be Included in Social Science Research?*, edited by C. Finch, J. Vaupel, and K. Kinsella. Washington, D.C.: National Academy Press.
- Crimmins, Eileen, Sarinnapha Vasunilashorn, Jung Ki Kim, and Dawn Alley. 2008. "Biomarkers Related to Aging in Human Populations." *Advances in Clinical Chemistry* 46:161-216.
- Daly, Mary, Greg Duncan, George Kaplan, and John Lynch. 1998. "Macro-to-Micro Links in the Relation between Income Inequality and Mortality." *The Milbank Quarterly* 76:315-339.
- Dutton, Diana and Sol Levine. 1989. "Socioeconomic Status and Health: Overview, Methodological Critique, and Reformulation." Pp. 29-69 in *Pathways to Health: The Role of Social Factors*, edited by J. Bunker, D. Gomby, and B. Kehrer. Menlo Park, CA: Henry J. Kaiser Family Foundation.
- Elgar, Frank. 2010. "Income Inequality, Trust, and Population Health in 33 Countries." *American Journal of Public Health* 100:2311-2315.
- Factor, Roni, Ichiro Kawachi, and David Williams. 2011. "Understanding High-risk Behavior among Non-Dominant Minorities: A Social Resistance Framework." *Social Science & Medicine* 73:1292-1301.
- Ferraro, Kenneth and Tetyana Shippee. 2009. "Aging and Cumulative Inequality: How Does Inequality Get Under the Skin?" *The Gerontologist* 49:333-343.
- Fitzpatrick, Kevin and Mark LaGory. 2000. *Unhealthy Places: Ecology of Risk in the Urban Landscape*. New York: Routledge.

- Franzini, Luisa, John Ribble, and Arlene Keddie. 2001. "Understanding the Hispanic Paradox." *Ethnicity & Disease* 11:496-518.
- Freund, Peter, Meredith McGuire, and Linda Podhurst. 2003. *Health, Illness, and the Social Body: A Critical Sociology*. Upper Saddle River, NJ: Prentice Hall.
- Geronimus, Arline, Margaret Hicken, Danya Keene, and John Bound. 2006. "Weathering" and Age Patterns of Allostatic Load Scores among Blacks and Whites in the United States." *American Journal of Public Health* 96:826-833.
- Hayward, Mark, Toni Miles, Eileen Crimmins, and Yu Yang. 2000. "The Significance of Socioeconomic Status in Explaining the Racial Gap in Chronic Health Conditions." *American Sociological Review* 65: 910-930.
- Hill, Terrence and Belinda Needham. 2013a. "Rethinking Gender and Mental Health: A Critical Examination of Three Propositions." *Social Science & Medicine* 92:83-91.
- Hill, Terrence and David Maimon. 2013b. "Neighborhood Context and Mental Health." Pp. 479-501 in the *Handbook of the Sociology of Mental Health*, edited by C. Aneshensel, A. Bierman, and J. Phelan. New York: Springer.
- Hill, Terrence, Amy Burdette, and Matt Bradshaw. 2016. "Health and Biological Functioning." Pp. 11-28 in the *Handbook on Religion and Society*, edited by D. Yamane. New York: Springer.
- Hill, Terrence, Preeti Vaghela, Christopher Ellison, and Sunshine Rote. 2017. "Processes Linking Religious Involvement and Telomere Length." *Biodemography and Social Biology* 63:167-188.
- Hummer, Robert. 1996. "Black-White Differences in Health and Mortality: A Review and Conceptual Model." *The Sociological Quarterly* 37:105-125.
- Link, Bruce and Jo Phelan. 2000. "Evaluating the Fundamental Cause Explanation for Social Disparities in Health." Pp. 33-46 in *Handbook of Medical Sociology*, 5th Edition, edited by C. Bird, P. Conrad, and A. Fremont. Upper Saddle River, NJ: Prentice-Hall.
- Liu, Hui, Corinne Reczek, and Dustin Brown. 2013. "Same-Sex Cohabitors and Health: The Role of Race-Ethnicity, Gender, and Socioeconomic Status." *Journal of Health and Social Behavior* 54:25-45.
- MacKinnon, David. 2008. *Introduction to Statistical Mediation Analysis*. New York: Lawrence Erlbaum Associates/Taylor & Francis Group.
- Markides, Kyriakos S., and Jeannine Coreil. 1986. "The Health of Hispanics in the Southwestern United States: An Epidemiologic Paradox." *Public Health Reports* 101:253-265.
- Massey, Douglas. 2004. "Segregation and Stratification: A Biosocial Perspective." *Du Bois Review* 1:7-25.
- McEwen, Bruce. 1998. "Protective and Damaging Effects of Stress Mediators." *New England Journal of Medicine* 338:171-179.
- Meyer, Ilan. 1995. "Minority Stress and Mental Health in Gay Men." *Journal of Health and Social Behavior* 36:38-56.
- Meyer, Ilan. 2003. "Prejudice, Social Stress, and Mental Health in Lesbian, Gay, and Bisexual Populations: Conceptual Issues and Research Evidence." *Psychological Bulletin* 129:674-697.
- Muller, Dominique, Charles Judd, and Vincent Y. Yzerbyt. 2005. "When Moderation is Mediated and Mediation is Moderated." *Journal of Personality and Social Psychology* 89:852-863.

O'Rand, Angela. 1996. "The Precious and the Precocious: Understanding Cumulative Disadvantage and Cumulative Advantage over the Life Course." *The Gerontologist* 36:230-238.

Pearlin, Leonard. 1989. "The Sociological Study of Stress." *Journal of Health and Social Behavior* 30:241-256.

Rogers, Richard, Bethany Everett, Jarron Saint Onge, and Patrick Krueger. 2010. "Social, Behavioral, and Biological Factors, and Sex Differences in Mortality." *Demography* 47:555-578.

Ross, Catherine and John Mirowsky. 2000. "Does Medical Insurance Contribute to Socioeconomic Differentials in Health?" *The Milbank Quarterly* 78:291-321.

Ross, Catherine and John Mirowsky. 2010. "Why Education Is the Key to Socioeconomic Differentials in Health." Pp. 33-51 in *Handbook of Medical Sociology, 6th Edition*, edited by C. Bird, P. Conrad, A. Fremont, and S. Timmermans. Nashville, TN: Vanderbilt University Press.

Seeman, Teresa, Eileen Crimmins, Mei-Hua Huang, Burton Singer, Alexander Bucur, Tara Gruenewald, Lisa Berkman, and David Reuben. 2004. "Cumulative Biological Risk and Socio-Economic Differences in Mortality: MacArthur Studies of Successful Aging." *Social Science & Medicine* 58:1985-1997.

Seeman, Teresa, Elissa Epel, Tara Gruenewald, Arun Karlamangla, and Bruce S. McEwen. 2010. "Socio-Economic Differentials in Peripheral Biology: Cumulative Allostatic Load." *Annals of the New York Academy of Sciences* 1186:223-239.

Sweet, Elizabeth. 2011. "Symbolic Capital, Consumption, and Health Inequality." *American Journal of Public Health* 101:260-264.

Taylor, Shelley, Rena Repetti, and Teresa Seeman. 1997. "Health Psychology: What is an Unhealthy Environment and how does it get under the Skin?" *Annual Review of Psychology* 48:411-447.

Truesdale, Beth and Christopher Jencks. 2016. "The Health Effects of Income Inequality: Averages and Disparities." *Annual Review of Public Health* 37:413-430.

Verbrugge, Lois. 1979. "Marital Status and Health." *Journal of Marriage and the Family* 41:267-285.

Verbrugge, Lois. 1985. "Gender and Health: An Update on Hypotheses and Evidence." *Journal of Health and Social Behavior* 26:156-182.

Williams, David and Chiquita Collins. 1995. "U.S. Socioeconomic and Racial Differences in Health: Patterns and Explanations." *Annual Review of Sociology* 21:349-386.

Williams, David, Manuela Costa, and Jacinta Leavell. 2010. "Race and Mental Health: Patterns and Challenges." Pp. 268-290 in Teresa Scheid and Tony Brown, eds., *A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems, 2nd Edition*. New York, NY: Cambridge University Press.