



SAINT LOUIS
UNIVERSITY

College for Public Health & Social Justice
Undergraduate Program in Public Health

PUBH 3100.M01
Public Health and Social Justice
Fall 2016
Syllabus

Tuesdays and Thursdays, 4pm- 5:15pm, Padre Rubio Hall, Room 8

Instructor:

Elvira, Pértega Andía
RN, MSN, PhD

Saint Louis University-Madrid Campus
Avenida del Valle 34 28003 Madrid, Spain

Phone: (+34) 91 5545858
pertegaandiaem@slu.edu

Office Hours:

By appointment: Tuesdays and Thursdays, 11:30-12:30, Padre Arrupe Hall, Third Floor, 301

Course Overview

Banner Description: Health has special moral importance for the well being of individuals and populations. We will discuss ethical issues associated with economic measures, resource allocation, priority setting, and human rights. The course is designed to evoke thoughts on personal and institutional responses to the questions of social justice and health.

Purpose: In this course we will consider the question “what does justice demand from us as we attempt to achieve the highest attainable standard of health for everyone?” Justice cannot exist without first acknowledging the existence of a human community. In creating a community we must then ask how we distribute resources and social goods to achieve health for all.

This course is not designed to explicitly answer the above question. Rather, it is intended to illuminate the many factors that lead to a healthy community and to provide the conceptual frameworks from which each student can choose to move closer toward personal positions.

Course Learning Objectives

The learning objectives for this course are:

1. Define health and identify dimensions of well being
2. Compare the concepts of community and individualism and how each influences public health and health policy
3. Identify major social justice frameworks and apply the frameworks to public health issues
4. Identify and describe the three general reasons behind excess morbidity and mortality
5. Identify the major social determinants of health and explain ways in which communities can be subject to systematic disadvantage in maintaining health
6. Discuss public health’s role as an extension of governmental authority and government’s roles in maintaining a community’s health
7. Demonstrate ability to encounter a community-level problem and identify social structures that contribute to the issue
8. Discuss individual, community, and government’s roles in promoting health for all
9. Identify key messages for communicating the social justice public health paradigm

The following table summarizes how the program learning outcomes, course learning objectives, and assessment methods map to each other.

Course Learning Objectives	Program Learning Outcomes	Assessment of Learning Objectives
<p>2. Compare the concepts of community and individualism and how each influences public health and health policy</p> <p>6. Discuss public health's role as an extension of governmental authority and government's roles in maintaining a community's health</p> <p>8. Discuss individual, community, and government's roles in promoting health for all</p>	<p>BSPH-1</p>	<p>a. Weekly written blog posts which assess the student's understanding of the assigned readings for the week.</p> <p>b. Observation of students' ability to apply concepts in weekly discussions.</p> <p>c. Written critical reflection that examines the tension between community and individualism, and race, ethnicity and class as they relate to students' service learning experiences.</p>
<p>1. Define health and identify dimensions of well being</p> <p>4. Identify and describe the three general reasons behind excess morbidity and mortality</p> <p>5. Identify the major social determinants of health and explain ways in which communities can be subject to systematic disadvantage in maintaining health.</p> <p>7. Demonstrate ability to encounter a community-level problem and identify social structures that contribute to the issue</p>	<p>BSPH-2</p>	<p>a. Weekly written blog post which assess the student's understanding of the assigned readings each week.</p> <p>b. Observation of students' ability to apply concepts in weekly discussions.</p> <p>c. Written critical reflection that examines the tension between community and individualism, and race, ethnicity and class as they relate to students' service learning experiences.</p> <p>d. Midterm exam that assesses students' ability to apply concepts from the course.</p>
<p>2. Compare the concepts of community and individualism and how each influences public health and health policy</p> <p>3. Identify major social justice frameworks and apply the frameworks to public health issues</p> <p>8. Discuss individual, community, and government's roles in promoting health for all</p> <p>9. Identify key messages for communicating</p>	<p>BSPH-4</p>	<p>a. Weekly written blog post which assess the student's understanding of the assigned readings each week.</p> <p>b. Observation of students' ability to apply concepts in weekly discussions.</p> <p>c. Leading discussions that assesses student's ability to present and</p>

the social justice public health paradigm		discuss an argument d. Midterm exam that assesses students' ability to apply concepts from the course. e. Final written paper which allows students to demonstrate in-depth understanding of a social justice theory and apply it to a public health issue.
---	--	---

Course Description

Course Format: Interactive seminar course in which the instructor and students will engage in mutual learning while critically examining social justice and health issues. Instructor and students are expected to bring all they can contribute to the course, preparing for each class with positive motivation. Every week we will read papers and documents related to social justice and people's health. We will cover the topics shown in the course calendar in the order listed. However, this list is tentative and it can be changed according to the interests of the participants. Class time will be mainly devoted to lectures, discussions, presentations, in-class activities and a possible site visit to Madrid Health Promotion Center. Discussion will be led by instructor and one or two students responsible for all of the articles relevant to the discussion. Other participants will read the articles and come prepared to discuss them. Everyone participating in the class will take turns as presenters and we will cycle through the students as the semester progresses.

Course Elements and Requirements:

Participation

Participation in class discussion and activities is essential for meeting the objectives for this course. We are all teachers and learners in this course. Articulating your ideas and both giving and receiving feedback on ideas allows students to synthesize and interpret information as well as critically reflect on topics discussed in class. All students must attempt to make a positive contribution to class discussions and peer reviews. The course uses the notion of students as a "community of learners" as its foundation. As such, each class member (including the instructor) is expected to participate in learning, teaching, and project planning as the semester unfolds. This not only assumes pre-preparation, but also active engagement. Attendance will be taken during each in-class session and will contribute to the grade you receive for this component.

Course blog posts

The majority of each class will be used for discussion. In order to frame the discussions around what challenges and interests you and your fellow students, each student will submit a blog post reaction to the week's readings. Students are asked to do the readings before the class and write **at least one**

original thought and question on each reading on the course blog. We will cover in class the most important and/or recurrent questions asked on the blog. Students are required to read the questions asked by their fellow students and prepare for discussion. One student will lead the discussion each week (see “Leading discussions” below). The course blog will also be available for further participation by the students if they are willing to contribute in a more systematic fashion to class or section discussions. These different forms of participation aim at enriching the reading, understanding and debating of the materials the course will deal with.

Blog posts are due online by Fridays by 2:30pm

Blog posts will be graded using a “check-minus,” “check,” or “check-plus” format. Blog posts receiving a “check-minus” are those that appear to be written hastily, without much thought given to the course readings and set a self-explanatory question. Blog posts receiving a “check” are those that review course readings and set a pertinent question. Blog posts receiving a “check-plus” are those that review course materials and set a debatable question.

Leading discussions

Each participant will be responsible for giving at least one presentation to help lead the seminar discussions for the week. Based on the readings and the questions posted on the blog, each presentation should introduce the main arguments detected on the readings and include critical arguments, original thoughts, reflections and questions to discuss in class. Therefore, the presentation should not just summarize the readings. The purpose of these leading discussions is in part to help participants hone their ability to detect and analyze an argument, as well as to present their own arguments for and against the argument.

Public Health in the Community

The student is asked to choose a service learning location. All service learning will be coordinated through the office of Student Life.

The student should have a confirmed community location by **Thursday, September 22nd**. Experience has shown that students who are not successful at securing a location by this point are rarely able to meet the course objectives.

Each student will be required to spend at least 15 hours of activity with 1 organization. Each student is required to submit documentation of service with two pieces of information: dates of activity and description activity. This document should be named Lastname_Firstname_Community.doc and should be submitted on Blackboard by **Thursday, December 1st**.

Critical Reflection

Each student is asked to complete a short critical reflection assignment on a topic of health and social justice, relating it to their service learning experience. Each assignment should demonstrate personal engagement with a complex issue.

Critical Reflection:

A brief (no more than 1.5 pages, single spaced) written paper that addresses the following:

- A short description of the service learning organization and the population it serves.
- A short narrative of an experience you had at your service learning site that challenged or supported your beliefs, illuminated course readings in a new way, or raised new questions for you.
- A brief explanation of how this experience made you feel (e.g., surprised, angered, excited, confident, or knowledgeable).
- A critical analysis that connects your experience with issues of health and social justice. Please devote particular attention to explaining the structural and historical context that affects the areas you are working in and be creative in choosing the language you use to describe the issue. Please also propose policy level changes that would help address the issues you are working with. *For example:*
 - o Explain how does this experience connect to Powers and Faden's dimensions of well being? Is only one dimension affected?
 - o Make an argument for how this experience connects to larger issues at the state, federal, or global level (e.g., resource allocation)?

The reflection should be submitted on Blackboard by **Thursday, December 1st**. Please name the document Lastname_Firstname_Reflection.doc.

In-Class Midterm

The midterm examination will take place on **Thursday, October 13th**. All questions will be short answer. Those who do the readings, pay attention during the discussion, and do a moderate amount of studying will be sufficiently prepared to take this exam. Material that comes up during class discussion but was not covered in the required readings may appear on the exam.

Final Paper

The Final Paper is each student's chance to explore an important issue regarding health. The primary emphasis of the paper should center on the topic's relation to justice and your role as a current and future leader in creating positive social change in this area. My expectation is that you will use this paper as a way to develop a personal "work plan" for addressing an issue that could potentially hold your interest over the long term.

The process of writing the paper will be emphasized in this course. The process will be 5 steps:

a) Topic selection

Students are expected to think of at least two topics that are of interest to them that fit with the subject of the course. Students are then expected to set up a meeting with the professor to discuss the potential topics. Students should come to the meeting with at least two topics in mind and be ready to discuss why those particular topics are of interest to them.

The deadline for this assignment is **Tuesday, October 18th**.

b) Annotated bibliography

Students will construct an annotated bibliography for their assignment. Appropriate sources include books, scholarly articles, professional essays, and periodicals. There should be at least 7 sources and annotations should be 3-5 sentences in length. They must indicate the general theme of the work and its relevance to the selected topic. References for each source should be in APA format.

This document should be saved as Lastname_Firstname_Bibliography.doc. It is due at 5:00 pm on **Thursday, November 17th**. Please submit it through SLU Blackboard Learn.

c) Outline

Students will construct a detailed outline for their paper. The outline must demonstrate a) a grasp of the specific issues that will be examined, b) structure which presents information clearly and fairly, and c) an understanding of the topic's justice-related themes. The outline should give a clear indication that the student knows where the paper is going before he/she begins writing. The outline should not exceed one single spaced page.

The suggested outline for the paper includes all of the required elements:

- Identification/description of your topic
 - Why is this topic a Public Health issue?
 - Why is this topic a Social Justice issue?
- Description of current information available about the topic and what sources this information comes from (e.g., public health articles vs ethics articles vs media sources vs policy articles vs information you have gained through social networks).
- Identification of potential biases and gaps in the currently available information and a description of how you *would* pursue additional information about the topic (e.g., community needs assessment, exploration of other data sources, key informant interviews, etc.). You are not expected to pursue these additional sources of information for this paper. However, if you have chosen a topic that is of long-term interest to you, this portion of the paper may be helpful to you in the future as a work plan.
- Description of what kind of leadership role *you could play* in the future regarding this issue. Speak in detail to your personal leadership strengths, characteristics, and skill sets. You may also speak to your goals for personal growth and development related to your leadership and vocational pathway. Be realistic but bold. Or as we say in the professional world, set a "stretch goal."
- Description of the kind of team you would need to work with to address this issue with a focus on complementary leadership strengths, characteristics, and skill sets.
- Any concluding observations or next steps.

This document should be saved as Lastname_Firstname_Outline.doc. It is due at 5:00 pm on **Thursday, November 10th**. Please submit it through SLU Blackboard Learn.

d) Draft with peer review

The instructor will create groups of 3 students. Each student will complete their own draft AND review the other two students' papers. Drafts are due on **Thursday, November 24th** at 5:00 pm. Please submit it through SLU Blackboard Learn and distributed directly to your peer reviewers. This document should be saved as Lastname_Firstname_Draft.doc.

Peer reviewers will provide constructive feedback to the author via the "comments" function in Microsoft Word that specifically identifies the name of the reviewer or in a one page document of comments. Feedback should focus on the substance of the paper. Feedback needs to be specific. Peer reviewers will be assessed on the quality of their review. This document should be saved as Lastname_Firstname_PeerReview.doc. Each student should turn in his/her peer reviews on Blackboard and provide them to the author. This assignment is due **Friday December 9th by 5PM**. If a student is late completing and distributing their draft, that student will have points taken off the final paper. Peer reviewers will still need to complete a review, but the degree of time constraint will be taken into account.

e) Final paper

The final paper is to be no more than 6 pages **not including** the title page and endnotes (double-spaced, 12-point font, 1-inch margins). Students should use endnotes in APA format. The paper should have a title page and should contain topic headings.

This document should be saved as Lastname_Firstname_FinalPaper.doc. It is due on **Monday, December 19th by 6:30pm**. Please submit it on Blackboard.

Final Presentation

Each participant will be responsible for giving a presentation about the health issue with an emphasis on social justice that he/she has been researching throughout the course. Each presentation should be about 5-10 minutes and the presentation can be based on the student's final paper. Each presentation should include either a power point presentation or a handout.

Summary of Assignment Due Dates

September 9	Weekly Blog Post due at 2:30 pm and every subsequent Friday
September 22	Deadline to find community site
October 13	In-class midterm examination
October 18	Deadline for conversation with instructor regarding paper topic
November 10	Outline due by 5:00 pm
November 17	Annotated bibliography due by 5:00 pm
November 24	Paper draft due by 5:00 pm
December 1	Community Activity paper due by 5:00 pm
December 1	Critical reflection due by 5:00 pm
December 9	Peer review
December 19	Final paper due by 6:30 pm

Readings: All articles will be available through Blackboard Learn.

Grading Determination and Policy: According to the University, the final grades that are allowed are: A, A- B+, B, B-, C+, C, C-, D, F and AF. The following grading scale applies to all CPHSJ undergraduate biostatistics, emergency management, health management, and public health, courses:

Grade	Range	GPA	Grade	Range	GPA
A	92-100	4.0	C+	77-79	2.3
A-	90-91	3.7	C	72-76	2.0
B+	87-89	3.3	C-	70-71	1.7
B	82-86	3.0	D	60-69	1.0
B-	80-81	2.7	F	<60	0.0

Grade distribution (Assignments as percent of final grade):

Class engagement	10%
Blog posts	10%
Leading Discussions	15%
Community Activity	5%
Critical reflection	10%
Midterm exam	20%
Final Paper	20%
Final Presentation	10%

In addition, students are required to earn the following:

- Minimum grade of “C” in all 1000- to 4000-level BS in Biostatistics/Emergency Management/Health Management/Public Health Major Courses
- Minimum grade of “B-” in all required 5000-level BS in Emergency Management/Public Health/Health Management Major Courses
- Minimum grade of “C-” in all core classes for the BS in Biostatistics/Emergency Management/Health Management/Public Health
- Minimum grade of “D” in all general elective courses counting toward the 120 credits for graduation

Feedback on Assignments: Timely feedback on assignments is needed in order to assure that students are aware of their progress. For midterm exam, reflection paper and presentations feedback will be provided within two weeks after the due date. For final paper, feedback will be provided within three weeks after the due date of the assignment. In the rare event that these deadlines cannot be met, students should be informed of the delay and the extra time needed in providing feedback.

Attendance: Regular class attendance is an important part of one’s undergraduate education in public health. Students are expected to attend all scheduled class meetings. In rare circumstances (e.g. illness, accident, death in one’s family), absences will be excused. However, if a student misses more than seven (7) hours of a three-credit course, s/he may be asked to withdraw from the course and re-take it at a different time. Unauthorized absence is a serious matter and must be resolved to the satisfaction of the instructor before a final grade will be issued.

Exams are to be taken and assignments are to be submitted as scheduled. If unable to take the exam at the scheduled time, the student will need to notify the Course Coordinator at least 24 hours before the exam. The student will be expected to make an appointment to take the exam at the earliest available opportunity. Students who are ill, and present a valid health care practitioner's statement attesting to that illness, may reschedule the exam without penalty. All other students who need to reschedule the exam will automatically have **10-percentage points** deducted from their test grade. Failure to provide proper prior notification or to keep the scheduled make-up appointment will result in losing the opportunity to reschedule the exam. Faculty reserves the right to substitute an alternate form of the test as a make-up exam.

Late work: All assignments are to be turned in by the deadline. Assignments turned in late will be penalized; grades shall be reduced by 20% per day of delay. Failure to complete one or more of the written assignments can result in a failure of the course.

Student Conduct and Expectations:

Please do not use laptops and cell phone during class; they are sources of distraction and their use will hinder the active participation and fruitful discussion.

Attendance to office hours is highly recommended. Students are responsible to ask the instructor for additional help or clarification if needed. Questions regarding course content or assignments will rather be responded during office hours, not through email.

In case students need to contact the instructors by email, students should send the email giving at least 24 hours for the instructor to respond. Please consider emails will not be responded after 6pm and during weekends and holidays.

STATEMENT ON ACADEMIC HONESTY:

The following is a statement of minimum standards for student academic integrity at Saint Louis University.

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office website at:

http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf. Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

ACADEMIC ACCOMMODATIONS AND LEARNING RESOURCES:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are

available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <http://www.slu.edu/madrid/learning-resources>.

Students with a documented disability who wish to request academic accommodations **must** contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

COLLECTION OF STUDENT WORK FOR ASSESSMENT

In order to maintain quality academic offerings and to conform to accreditation requirements, SLU-Madrid regularly assesses its teaching, services and programs for evidence of student learning. For this purpose, SLU-Madrid keeps representative examples of student work from all courses and programs on file, including assignments, papers, exams, portfolios and results from student surveys, focus groups and reflective exercises. Copies of your work for this course may be kept on file for institutional research, assessment and accreditation purposes. If you prefer SLU-Madrid not to retain your work for this purpose, you must communicate this decision in writing to your professor.

Title IX Syllabus Statement

- Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858 ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858 ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for

SLU-Madrid (www.sinews.es; 91-700-1979) To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>

Week	Class Meeting Dates	Topics	Course learning Objectives	Readings	Assignments
1	Sep 1	Public Health and Prevention	#1 Define health and identify dimensions of well being	Larry Cohen & Sana Chehimi, "The Imperative for Primary Prevention" [first section] from <i>Prevention is Primary</i> edited by Cohen, Chavez, and Chehimi Adichie, CN. The danger of a single story. http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en .	
2	Sep 6 & 8	Public Health and Community	#2 Compare the concepts of community and individualism and how each influences public health and health policy	Jean Vanier, <i>Community and Growth</i> [Introduction and Chapter 1 – One Heart, One Soul, One Spirit]	Blog post Leading discussion
3	Sep 13 & 15	Justice in Communities	#1 Compare the concepts of community and individualism and how each influences public health and health policy #3 Identify major social justice frameworks and apply the frameworks to public health issues	John Rawls, <i>A theory of Justice</i> [First section of Ch1 – Justice as Fairness] Powers and Faden, Ch. 1 – The Job of Justice	Blog post Leading discussion
4	Sep 20 & 22	Catholic Social Teaching on justice	#3 Identify major social justice frameworks and apply the frameworks to public health issues #9 Discuss individual, community, and government's roles in promoting health for all	<i>Economic Justice for All</i> , United Conference of Catholic Bishops [selected sections] Key Principles of Catholic Social Teaching handout <i>Liberation Theology Readings</i>	Blog post Leading discussion Service learning site

5	Sep 27 & 29	Health and perspectives on its unique value	<p>#2 Define health and identify dimensions of well-being.</p> <p>#3 Identify major social justice frameworks and apply the frameworks to public health issues</p>	<p>Powers and Faden, Ch. 2, p.15-41 – Justice and Well-Being</p> <p>Norman Daniels, “What Is the Special Moral Importance of Health?” Chapter 2 of Just Health: Meeting Needs Fairly [first section]</p>	<p>Blog post</p> <p>Leading discussion</p>
6	Oct 4 & 6	Illness and blame	#4 Identify and describe the three general reasons behind excess morbidity and mortality	<p>Wikler, D. “Personal and Social Responsibility for Health”</p> <p>Allan Brandt, “Behavior, Disease, and Health in the Twentieth-Century United States: The Moral Valence of Individual Risk” from Morality and Health edited by Brandt and Rozin</p> <p><i>China National Tobacco Corp article</i></p> <p><i>US food policy piece</i></p>	<p>Blog post</p> <p>Leading discussion</p>
7	Oct 11 & 13	Midterm exam Critical Thinking workshop	#3 Identify major social justice frameworks and apply the frameworks to public health issues	No new readings this week.	In-class midterm examination
8	Oct 18 & 20	Social determinants of health and systematic disadvantage	#5 Identify the major social determinants of health and explain ways in which communities can be subject to systematic disadvantage in maintaining health.	<p>Closing the Gap in a Generation, WHO Report on Social Determinants [Executive Summary]</p> <p>Braveman & Gruskin, Defining equity in health. J Epidemiology Community Health, 2003;57:254-258.</p>	<p>Blog post</p> <p>Leading discussion</p> <p>Paper topic</p>

9	Oct 25 & 27	Race and Justice in Health Care	#5 Identify the major social determinants of health and explain ways in which communities can be subject to systematic disadvantage in maintaining health.	<p>Camara Phyllis Jones, "Levels of Racism: A Theoretical Framework and a Gardener's Tale", <i>American Journal of Public Health</i> 90(8), 1212-1215.</p> <p>American Sociological Association, "Race, Ethnicity, and the Health of Americans", July 2005, http://www.asanet.org/images/research/docs/pdf/race_ethnicity_health.pdf</p> <p>Davis, K. A girl like me. https://www.youtube.com/watch?v=YWyl77Yh1Gg</p>	<p>Blog post</p> <p>Leading discussion</p>
10	Nov 1 (no class) & 3	Gender and justice in health care	#5 Identify the major social determinants of health and explain ways in which communities can be subject to systematic disadvantage in maintaining health.	<p>Rebecca J. Cook, "Gender, Health and Human Rights," <i>Health and Human Rights</i> 1, no. 4 (January 1, 1995), pp. 350-366.</p> <p><i>Nancy E Moss, "Gender equity and socioeconomic inequality: a framework for the patterning of women's health," Social Science & Medicine 54, no. 5 (March 2002), pp. 649-661</i></p> <p><i>Cervical Cancer Mortality report excerpts</i></p> <p><i>Where We Stand report (skim for topics of interest to you)</i></p>	<p>Blog post</p> <p>Leading discussion</p>
11	Nov 8 & 10	Public health's role in relieving	#6 Discuss public health's role as an extension of governmental authority and	Dan Beauchamp, Public Health as Social Justice	Blog post

		social injustice	government's roles in maintaining a community's health	<p>Powers and Faden, Ch. 4 – Social Justice and Public Health</p> <p>GUEST SPEAKER: JAVIER SEGURA (TBC)</p>	Leading discussion
12	Nov 15 & 17	Economics of Health: Economic and Financial Implications of a Fair Health Care Policy	#9 Identify key messages for communicating the social justice public health paradigm	<p>Powers and Faden, Ch. 5 – Medical Care and Insurance Markets</p> <p>Tania Singer, "Beyond Homo Economicus http://www.project-syndicate.org/commentary/a-new-model-of-human-behavior-by-tania-singer</p> <p>National Women's Law Center, "REPORT: Turning to Fairness: Insurance Discrimination Against Women Today and the Affordable Care Act," National Women's Law Center, March 16, 2012, http://www.nwlc.org/resource/report-turning-fairness-insurance-discrimination-against-women-today-and-affordable-care-ac.</p> <p><i>The Commonwealth Fund – Major Provisions of the Affordable Care Act</i> http://plato.stanford.edu/entries/liberalism/</p>	<p>Blog post</p> <p>Leading discussion</p>

13	Nov 22 & 24	Individual role in relieving social injustice	<p>#7 Demonstrate ability to encounter a community-level problem and identify social structures that contribute to the issue</p> <p>#8 Discuss individual, community, and government's roles in promoting health for all</p>	<p>Paul Farmer, Pathologies of Power [Chapter 5 – Health, Healing and Social Justice: Insights from Liberation Theology]</p> <p>Harald Schmidt, "Bonuses as Incentives and Rewards for Health Responsibility: A Good Thing?," Journal of Medicine and Philosophy 33, no. 3 (June 1, 2008), pp. 198-220.</p>	<p>Blog post</p> <p>Leading discussion</p>
14	Nov 29 & Dec 1	Public health in the international arena: Global Justice	<p>#7 Demonstrate ability to encounter a community-level problem and identify social structures that contribute to the issue</p> <p>#8 Discuss individual, community, and government's roles in promoting health for all</p> <p>#2 Compare the concepts of community and individualism and how each influences public health and health policy</p>	<p>Virginia A. Leary, "The Right to Health in International Human Rights Law," Health and Human Rights 1, no. 1 (October 1, 1994): 24-56</p> <p>Thomas W. Pogge, "Human Rights and Global Health: A Research Program," Metaphilosophy 36, no. 1-2 (n.d.): 182-209</p> <p><i>How Globalization Begets Inequality</i></p>	<p>Blog post</p> <p>Leading discussion</p>
15	Dec 6, 8 (No class) & 9	STUDENTS PRESENTATION	#9 Identify key messages for communicating the social justice public health paradigm	<i>No new readings</i>	Prepare presentation
16	Dec 13 (T)	STUDENTS PRESENTATION	#9 Identify key messages for communicating the social justice public health paradigm	<i>No new readings</i>	Prepare presentation
17	Dec 19	Final Exam 15:30-18:30			

***** This syllabus is subject to change with notice *****