



SYLLABUS: Health Inequalities Fall 2025
SOCL 4503 Section 101, CRN = 12455,
Location: PY BW122
M, W and F. 10:00-10:50 a.m.

Contact Information

Instructor information: Isaac Christiansen, PhD, Associate Professor of Sociology
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Office Hours: M & W 8:45 - 9:45 a.m., 1:30-2:30 p.m., T 8:30-9:30 a.m.
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Course Overview and Objectives:

Health Inequalities is an in-depth course that introduces students to core concepts and scholarly literature on health disparities. The course emphasizes the relations among social, political and economic factors that help to explain why people in different regions of the world, and in different social economic classes, and in different racial and ethnic categories live shorter lives, and lose more of the children before the age of five than others. This class examines inequalities in health inputs, accessibility and outcomes, both internationally and nationally. Why do some countries have better and more equitable health outcomes than others? What are they doing differently?

Topics examined include racial health inequalities, social, political and economic determinants of health, poverty and health, economic inequality, epidemic response, and health and healthcare financing. Specifically, we will look specifically at the impact of capitalism and commodification on U.S. healthcare access and outcomes, the impact of austerity and 'structural adjustment' on countries, and alternative healthcare systems including healthcare in European social democracies, and the development and challenges of the Cuban healthcare system and their medical internationalism.

Instructional Objectives

1. Think critically about the connection between healthcare organization, and the social determinants of health. Be able to coherently link economic, social and political inequalities to inequalities in health.

2. Gain an appreciation for global dimensions of health inequalities. Be able to firmly grasp how unequal social, economic development has led to extreme global health inequalities. Understand the impact of structural adjustment programs and neo-liberal policy on developing countries on the health of poorer and disadvantaged populations.
3. Explore alternative models of healthcare organization and understand that different theories that argue for these alternatives. Exploration of case studies is critical here.
4. Think critically about social problems, their origins and solutions and the challenges in implementing solutions.
5. Understand how inequality is structural and leads to unequal life chances.

Required Books:

Fitz, Don. 2020. *Cuban Health Care: The Ongoing Revolution*. Monthly Review Press.

Rosenthal, Elizabeth. 2017. *An American Sickness: How Healthcare Became Big Business and How You Can Take It Back*. Penguin Press. New York.

Required Articles on D2L:

Asfour, Bara, Mohammad R Asia, and Hatem A Hejaz. "Effects of October 2023 war on health care costs in Gaza" *Eastern Mediterranean Health Journal* 31 (4) 254-261. Special Issue on the Medical Risks and Public Health Implications of the War in Gaza (Part 2). World Health Organization.

Bahour, Nadine, Ola Anabtawi, Rania Muhareb, Bram Wispelwey, Yara Asi, Weeam Hammoudeh, David Mills, and Osama Tanous. 2025. "Food insecurity, starvation and malnutrition in the Gaza Strip". *Eastern Mediterranean Health Journal* 31 (4) 281-284. Special Issue on the Medical Risks and Public Health Implications of the War in Gaza (Part 2). World Health Organization.

Baru, Rama V. and Madhurima Nundy. 2024. "Transformation of Healthcare in China: The pre- and post-Maoist Eras." Pp 336-345 in *The Routledge Handbook of the Political Economy of Health and Healthcare*. Edited by David Primrose, Rodney Loepky, and Robin Chang. Routledge. New York.

Christiansen, Isaac. 2017. "Commodification of Health Care and Its Consequences". *World Review of Political Economy*. 8(1):82-103

Christiansen, Isaac. 2019. "Health and Development Challenges: A Nested Typology of 123 Developing Countries" *International Critical Thought*. 9(2) 297-313

Christiansen, Isaac. 2022. "The Legacy of Lester Mallory: Brief Statement Against the U.S. Economic War Against Cuba. *Counterpunch*. February 10, 2022.
<https://www.counterpunch.org/2022/02/10/the-legacy-of-lester-mallory-brief-statement-against-the-u-s-economic-war-against-cuba/>

- Davis, Karen, Kristof Stremikis, David Squires and Cathy Schoen. 2014. "Mirror, Mirror on the Wall: How the Performance of the U.S. Health Care System Compares Internationally" The Commonwealth Fund.
- Coburn, David. 2009. "Inequality and Health" Pp39-58 in *Morbid Symptoms*. Edited by Leo Panitch and Colin Leys. Merlin Press. Wales.
- Deppe, Hans-Ulrich. 2009. The Nature of Health Care: Commodification Vs Solidarity" Pp 29-38 in *Morbid Symptoms*. Edited by Leo Panitch and Colin Leys. Merlin Press. Wales.
- Dreze, Jean and Amartya Sen. 2013. "India's Health Care Crisis" Pp 143-181 in *An Uncertain Glory: India and Its Contradictions*. Penguin Books. London.
- Forster, Timon, Alexander E. Kentikelenis, Thomas H. Stubbs, and Lawrence King. 2019. "Globalization and Health Equity: The Impact of Structural Adjustment Programs on Developing Countries". *Social Science and Medicine*.
<https://doi.org/10.1016/j.socscimed.2019.112496>
- Gershman, John and Alec Irwin. 2000. "Getting a Grip on the Global Economy" Pp 11-43 in *Dying for Growth: Global Inequality and the Health of the Poor*. Edited by Jim Yong Kim, Joyce V. Millen, Alec Irwin and John Gershman. Common Courage Press. Monroe, Maine
- Hacker, Karen, Jocelyn Chu, Carolyn Leung, Robert Marra, Alex Pirie, Mohamed Brah, Margaret English, Joshue Beckmann, Dolores Acevedo-Gracia, and Robert Marlin. 2011. "The Impact of Immigration and Customs Enforcement on immigrant health: Perceptions of immigrants in Everett, Massachusetts, USA" *Social Science and Medicine*. 73: 586-594.
- Haragandiwal, Beheshta. 2025. "Impact of the Humanitarian Crisis in Gaza on Children's Health: Evidence and Recommendations for Mitigation". *Global Public Health*. 20 (1)
<https://doi.org/10.1080/17441692.2025.2495326>
- Hart, Julian Tudor. 1971. "The Inverse Care Law" *The Lancet* 405-412
- Irfan, Bilal, Izzeddin Lulu, Adam Hamawy, Abdallah Abu Shammala, Susan Kullab, Mohamed Fawaz, Abd Al-Karim Sammour, Haseeb Khawaja, Nour Alshaer, Ghassan Abu-Sittah, Osaid Alser, Mark Perlmutter, Anas Al-Shembari, Jeremy Hickey, Tariq Nayfeh, Mohammad Junaid Sultan, Alias Nasser, Muaaz Wajahath, Aneela Yaqoob, Ahmad Hasan, Ali Elaydi, Abdullah Ghali, Mosab Nasser, Khaled J. Saleh. 2025. "Combating Infections Under Siege: Healthcare Challenges Amidst the Military Assault on Gaza" *World Medical and Health Policy*. (17) 188-213
- Jureidini, Jon and Leemon B. McHenry. 2020. "The Crisis of Credibility in Clinical Research" in *The Illusion of Evidence-based Medicine*. Wakefield Press. Mile End.
- Koreishi, Safina and Martin Donohoe. 2013. "Historical and Contemporary Factors Contributing to the Plight of Migrant Farmworkers in the United States" Pp. 85-98 in *Public Health and Social Justice: A Jossey-Bass Reader*. Edited by Martin T. Donohoe. Jossey-Bass. San Francisco.

- Laster Pirtle, Whitney N. 2020. "Racial Capitalism: A Fundamental Cause of Novel Coronavirus (COVID 19) Pandemic Inequities in the United States" *Health Education and Behavior*. Open Access.
- Latif, Shehreen, Enas Abdleraoof A. Muailq, Hani Chaabo, Fatima, Rashid, Mairead Kelly, Nida Khatri, Hannah Alice King, and Neil M. Fournier. "Cases of trauma due to war and violence among children in Gaza." *Eastern Mediterranean Health Journal* 31 (4) 210-215. Special Issue on the Medical Risks and Public Health Implications of the War in Gaza (Part 2). World Health Organization.
- Lexchin, Joel. 2018. "The Pharmaceutical Industry in the Context of Contemporary Capitalism" Pp 83-98 in *Health Care Under the Knife: Moving Beyond Contemporary Capitalism*. Edited by Howard Waitzkin. Monthly Review Press. New York, NY.
- Leys, Colin. 2009. "Health, Health Care and Capitalism" Pp 1-28 in *Morbid Symptoms*. Edited by Leo Panitch and Colin Leys. Merlin Press. Wales.
- Lamrani, Salim. 2013. "The Impact of the Economic Sanctions on Health Care" Pp.46-50 in *The Economic War Against Cuba: A Historical and Legal Perspective on the U.S. Blockade*. Monthly Review Press. New York.
- Li, Zhangjie, Quilan Chen, Luzhao Fang, et al. 2020. "Active case finding with case management: the key to tackling the COVID-19 pandemic" *The Lancet*. 396: 63-70.
- Navarro, Vicente. 1993. "Has Socialism Failed? An Analysis of Health Indicators under Capitalism and Socialism" *Science and Society*. 57 (1) 6-30
- Navarro, Vicente. 2009. "What We Mean by Social Determinants of Health" *International Journal of Health Services*. 39 (3) 423-442
- Navarro, Vicente. 2014. "Neoliberalism as a Class Ideology; Or, the Political Causes of the Growth of Inequalities". Pp. 8-22 in *The Financial and Economic Crises and their Impact on Health and Social Well-Being*. Edited by Vicente Navarro and Carles Muntaner. Baywood Publishing Company. New York.
- Navarro, Vicente. 2020. "The Consequences of Neoliberalism in the Current Pandemic" *International Journal of Health Services*. 50(3) 271-275.
- Pandolfeli, Lauren E., John Shandra, and Juhi Tyagi. 2014. "The International Monetary Fund, Structural Adjustment, and Women's Health: A Cross National Analysis of Maternal Mortality in Sub-Saharan Africa" *The Sociological Quarterly*. 55: 119-142.
- Pérez Riverol, Amilcar. 2020. "The Cuban Strategy for Combatting the COVID-19 Pandemic" *Journal of Latin American Cultural Studies*. Open Access
https://medium.com/@j_lacs/the-cuban-strategy-for-combatting-the-covid-19-pandemic-266b62cd721c
- Pickett, Kate E. 2015 and Richard G. Wilkinson. 2015. "Income Inequality and Health: A Causal Review." *Social Science and Medicine*. 128: 316-326.
- Rao, Mohan. 2009. "Health for All' and neoliberal globalization: an Indian Rope Trick" in *Morbid Symptoms*. Edited by Leo Panitch and Colin Leys. Merlin Press. Wales.

- Schiff, Godron D and Sarah Winch. 2018. "The Degradation of Medical Labor and the Meaning of Quality in Health Care" Pp.43-56 in *Health Care Under the Knife: Moving Beyond Contemporary Capitalism*. Edited by Howard Waitzkin. Monthly Review Press. New York, NY.
- Thomas, Stephen B. 2013. "The Color Line: Race Matters in the Elimination of Health Disparities" Pp 35 to 40 in *Race, Ethnicity and Health*. Edited by Thomas A. LaVeist and Lydia A. Isaac. Jossey-Bass. San Francisco.
- Waitzkin, Howard and Ida Hellander. 2016. "Obamacare: The Neoliberal Model Comes Home to Roost in the United States- If We Let It" *Monthly Review* 68 1-18.
- Wang, Shaoguang. 2009. "China's double movement in health care" Pp240-261 in *Morbid Symptoms*. Edited by Leo Panitch and Colin Leys. Merlin Press. Wales.
- Williams, David R. and Chiquita Collins. 2013. "U.S. Socioeconomic Differences in Health: Patterns and Explanations" Pp 375-418 in *Race, Ethnicity and Health*. Edited by Thomas A. LaVeist and Lydia A. Isaac. Jossey-Bass. San Francisco.
- World Health Organization. 1978. "The Declaration of Alma Ata." *International Conference on Primary Health Care, Alma-Ata, USSR, 6-12 September 1978*
- Yaffe, Hellen. 2020. "Cuba and the United States: Plus Ça Change, Plus C'est La Meme Chose" Pp 175 to 203 in *We Are Cuba! How A Revolutionary People Have Survived a Post-Soviet World*. Yale University Press. London.

Further Reading

- Applebaum, Kalman. 2009. "Marketing global healthcare: the practices of big pharma." Pp 84-102 in *Morbid Symptoms*. Edited by Leo Panitch and Colin Leys. Merlin Press. Wales.
- Beaucamp, Dan E. 2013. "Public Health as Social Justice" Pp 11-19 in *Public Health and Social Justice: A Jossey-Bass Reader*. Edited by Martin T. Donohoe. Jossey-Bass. San Francisco.
- Christiansen, Isaac and David Leonard. 2019. "Human Resources for Health and Health Outcomes in Cuba: An Analysis of their Distributions over Time and Space" *International Journal of Cuban Studies*. 11 (2): 200-227
- Dickman, Samuel, David U Himmelstein and Steffie Woolhandler. "Inequality and the health-care system in the USA" *The Lancet* 389:1431-41.
- Gaffney, Adam and Carles Muntaner. 2018. "Austerity and Health Care". Pp 119-135 in *Health Care Under the Knife: Moving Beyond Contemporary Capitalism*. Edited by Howard by Waitzkin. Monthly Review Press. New York, NY.
- Jones, David. 2013. "The Persistence of American Indian Health Disparities" Pp 99-121 in *Public Health and Social Justice: A Jossey-Bass Reader*. Edited by Martin T. Donohoe. Jossey-Bass. San Francisco.
- Hamilton, Tod G., and Robert A. Hummer. 2011. "Immigration and the Health of U.S. Black Adults: Does country of origin matter?" *Social Science and Medicine*. 73: 1551-1560.

- Kim, Jim Yong, Aaron Shakow, Jaime Bayona, Joe Rhatigan and Emma L. Rubin de Celis. 2000. "Sickness amidst Recovery: Public Debt and Private Suffering in Peru" Pp 127-153 in *Dying for Growth: Global Inequality and the Health of the Poor*. Edited by Jim Yong Kim, Joyce V. Millen, Alec Irwin and John Gershman. Common Courage Press. Monroe, Maine
- Kentikelenis, Alexander, Marina Karanikolos, Aaron Reeves, Martin McKee, and David Stuckler. 2014. "Greece's Health Crisis: From Austerity to Denialism." *The Lancet* 383:748-753.
- Meng, Qingyue. 2019. "What Can We Learn from China's health system reform?" *British Medical Journal* 1-5.
- Perugini, Nicola and Neve Gordon. 2024. "'Medicide' in Gaza and International Law: Time for Banning the Bombing of Hospitals". Policy Paper. *Institute for Palestine Studies*. 94.
- Pollack, Todd, Guy Thwaites, Maia Rabaa et al. 2020. "Emerging COVID-19 Success Story: Vietnam's Commitment to Containment" *Our World in Data*. Accessed online: 8/14/2020: <https://ourworldindata.org/covid-exemplar-vietnam>
- Rajan, Keertichandra, Jonathan Kennedy, and Lawrence King. 2013. "Is Wealthier Always Healthier in Poor Countries: The Health Implications of Income, Inequality, Poverty and Literacy in India." *Social Science and Medicine* 88:98-107.
- Sell, Susan K. and Owain D. Williams. "Health Under Capitalism: A Global Political Economy of Structural Pathogenesis" *Review of International Political Economy*. 27 (1): 1-25.
- Shandra, John M., Jenna Nobles, Bruce London, John B. Williamson. 2004. "Dependency, democracy and infant mortality: a quantitative, cross-national analysis of less developed countries" *Social Science and Medicine* 59: 321-333
- Wallace, Rob, Alex Leibman, Luis Fernando Chaves and Rodrick Wallace. 2020. "COVID-19 and Circuits of Capital: New York to China and Back" *Monthly Review*. 72(1)1-15.
- Zhang, Wei. 2014. "The Other Side of the Chinese Economic Miracle" Pp 454-472 in *The Financial and Economic Crises and their Impact on Health and Social Well-Being*. Edited by Vicente Navarro and Carles Muntaner. Baywood Publishing Company. New York

Basic skills necessary for the assimilation of sociological knowledge and success in this course:

Self-discipline:

You will need to be sufficiently dedicated and take the time necessary to not only read through all of the assigned material, but to truly learn and absorb it. You will need to ask yourself questions as you read to ensure that you can identify and recall the main points. After reading

you should be able to answer questions related to the material and see its personal and/or social/economic/political implications.

****You are responsible for knowing the material in the text and other readings according to the syllabus schedule as well as the material covered in class lecture.*** Chapters should be read by the time the material is covered in class. In this way you will gain more from the lecture, be prepared for quizzes, and reduce the need to cram for exams. Longer readings are generally scheduled over weekends to allow you to have more time to read through them. To test your own knowledge, you should be able to answer the questions at the end of each chapter correctly.

Attend every class.

Come prepared and pay attention in class, take appropriate notes according to your best learning style and method. No cell phone or computer use is allowed during class.

A willingness to challenge dominant beliefs and perceptions.

The sociologist must not fear information, data, and iconoclastic perspectives, which may clash with their preconceptions. The sociologist must not shy away from information, data or truths that may be distasteful to powers that be- or to their own preconceptions.

Course Schedule:

| Date | Topics | Readings | Due dates |
|-----------------------|---|-------------------------------|--|
| Week 1 8/25 | Course Introduction | | |
| 8/27 | Thinking about Health Inequalities | Hart 1971 | |
| 8/29 | Health Inequalities: Right or commodity | Deppe 2009 | |
| Week 2 9/1 | Labor Day | Labor Day | |
| 9/3 | Health commodification and Capitalism; Insurance | Christiansen 2017; | |
| 9/5 | Finish Insurance; Hospitals and Health Inequality | Rosenthal 1 and 2 | |
| Week 3 9/8 | Commodification and pharmaceuticals | Lexchin 2018; | Summary 1 Due (Over Hart, Christiansen or Lexichin) |
| 9/10 | Commodification and pharmaceuticals | Rosenthal 4 | |
| 9/12 | Health inequality and Physicians; | Rosenthal 3; Schiff and Winch | |

| Date | Topics | Readings | Due dates |
|------------------------|--------------------------------------|--|---|
| Week 4 9/15 | Capitalism, Inequality and Health; | Pickett and Wilkinson 2015 | |
| 9/17 | International Comparisons Sicko | Common Wealth Studies (recommended) | |
| 9/19 | Inequality and Health | Coburn | Summary 2 over any readings since Summary 1 |
| Week 5 9/22 | Exam 1 | | |
| 9/24 | Immigrant Health | Koreishi and Donohoe 2013 | |
| 9/26 | Immigrant Health | Hacker et al 2011 | |
| Week 6 9/29 | Racial Inequalities in Health/ COVID | Williams and Collins 2013 | |
| 10/1 | Racial Inequalities in Health | Laster Pirtle 2020; Li et al. 2020 | Reflection I due (if chosen) |
| 10/3 | Capitalist) Healthcare reforms | Rosenthal 10 and 11 | |
| Week 7 10/6 | Capitalist Health care reforms | Waitzkin and Hellinder 2016 | |
| 10/8 | India's Healthcare Crisis | Dreze and Sen 2013 | |
| 10/10 | China's Health Care Reforms | Wang; Baru and Nundy 2024 | Summary 3 Due on any reading between Exams I and II. |
| Week 8 10/13 | Exam II | | |

| Date | Topics | Readings | Due dates |
|-------------------------|---|--|---|
| 10/15 | Social Determinants of Health | Christiansen 2019 and WHO 1978 | |
| 10/17 | Political Economy of Debt and Health | Gershman and Irwin 2000 | |
| Week 9 10/20 | Political Economy of Debt and Health | (Finish reading Gershman and Irwin) Navarro 2009 | |
| 10/22 | Neo-liberalism, SAPs and health | Pandolfeli et al 2014; | |
| 10/24 | Neo-liberalism, SAPs and health; Debt and Structural Adjustment Programs (SAPs) | Forster et al 2019; Rao | |
| Week 10 10/27 | Health, Palestine, and al-ibaada | Perugini and Gordon 2024; Irfan et al 2025 | |
| 10/29 | Health, Palestine and al-ibaada | Hargahandiwal; Latif et al 2025. | Bonus Summary due over any (substantive) required article that you have not already reviewed |
| 10/31 | Health, Palestine and al-ibaada | Asfour et al 2025; Bahour et al 2025 | Reflection II due if selected- May focus on any set/sets of readings from the first exam until the third exam. |
| Week 11 11/3 | Exam III | | |
| 11/5 | Socialism and Health | Navarro 1993 | Summary 4 over any reading since Exam II (except WHO 1998) Final Paper Outline |
| 11/7 | Cuban Revolution and health | Fitz: Preface and Chapter 1 | |
| Week 12 11/10 | Cuban Health Care: Health Care Cuban polyclinic | Fitz 2 | |

| Date | Topics | Readings | Due dates |
|-------------------------|--|---|--|
| 11/12 | Cuban Internationalism and anti-colonial revolutions in Africa | Fitz 3 | |
| 11/14 | Family Doctor Model | Fitz 4 | |
| Week 13 11/17 | Cuba in Angola- Fighting Apartheid Forces | Fitz 5 | |
| 11/19 | USSR is Gone: Cuba in its “Special Period” | Fitz 6 | |
| 11/21 | ELAM; Cuba’s internationalism | Fitz 7 and 8 (both short) | |
| Week 14 11/24 | Cuba’s Venezuelan Cooperation/Dengue. Cuba Fights Ebola | 10 and 11 | Major Paper Due Sunday 11/23 |
| 11/26-28 | THANKSGIVING | | |
| Week 15 12/1 | The U.S. Economic War on Cuba | Yaffe 2020 | Summary 5 over Yaffe Reflection III if chosen |
| 12/3 | The U.S. Economic War on Cuba | Christiansen 2022; Lamrani (Very short) | |
| 12/5 | Cuba and the US. Cuba and COVID | Fitz 12, Postscript. | |
| 12/10 at 10:30 A.M. | 10:30 AM Same Room | Third Exam | Third Exam |

Grading Criteria:

Assignment weights:

| Assignment | Points |
|--------------------------|--------|
| Reading Summaries 5 * 10 | 50 |
| Reflection Papers 40 * 2 | 80 |
| Attendance | 30 |
| Final Paper Outline | 20 |
| Final Paper | 100 |
| Exams (4*80) | 320 |
| Total | 600 |

Grading Scale:

- A - 90% to 100%

- B - 80% to 89%
- C - 70%-79%
- D - 60%-69%
- F - 59% or below

Reading Summaries/Article Reviews

Briefly cover in one to two pages the main ideas and central supporting points of one (or two) of the readings for that week. Please include the citation of the reading above the review. The review should reflect that you understand the main ideas in the reading. Summaries/Article reviews must include the **name of the article**, the **major question(s) or research question** that the article was asking and **the major arguments of the article**. The *best* reviews will reflect that you engaged with the article. *NO PLAIGERISM WILL BE TOLERATED.*

The purpose of requiring summaries is three-fold. 1. This assignment encourages you to keep up with the readings. 2. Writing summaries will enhance the classroom experience and promote healthy discussion. 3. Writing the summaries (and keeping them in a document- such as an annotated bibliography) will facilitate writing papers and help you create a document with which you can review.

Reflections: Select Two out of Three.

Reflections are a central component of this course and are should be longer and more in depth than summaries. The purpose of these reflections is for you to reflect and interact with the articles and their ideas. *Reflections should show that you are linking the ideas in the set of readings.* You may focus on a particular subset of topics covered for that reflection. While they are due the week before the exam of the larger groupings of subsections, they do not have to be over the readings for the past week. So, for example, the first reflection can be over the “Commodity or Right readings (Christiansen 2017, Davis et al. 2014 and Leys 2009) the “Inequality and health readings” or the “Racial Inequality and Health” readings as listed in the course calendar in the syllabus. In the reaction papers you should:

- Identify what you think are the central ideas of the collection of readings that you wish to focus on. Your reflection should show how the readings are connected.
- Discuss what was most salient about the readings and analyze any relevant implications.
- All reaction papers should use correct spelling and grammar. All reaction papers should provide in-text citations of readings cited. **DO NOT plagiarize.** In text citations should be used for the readings when referencing their ideas. All in-text citations must include the author’s last name and date published, such as (Whiteford and Branch 2008). *When you quote from an author be sure to use quotation marks* (if you don’t that is plagiarism) and to include the page numbers in addition to the author’s last name and year published.
- Towards your conclusions, you may include emotional reactions and reflections relating to the content of the reviewed readings, this is the place to explain them and any other

reflections you wish to add.

Write two to three pages, in twelve-point Times New Roman or Arial font, double-spaced. Reflections are due before the exam on a section. Preparing a good reflection, plus reviewing class notes and summaries, should help you prepare for the exam

As always, you must provide in text citations for all sources and full bibliographic references.

Use of AI is not allowed and will be considered as plagiarism. To avoid any confusion, please do not use Grammarly, while it should not set off the detector, and should not for high percentages, it is possible. Therefore, stick with the standard spell and grammar check in Microsoft Word. Papers that come back as AI generated, and are determined to be so, will be given a zero.

Final Paper Outline:

To ensure that you begin to think about your paper early and have ample time to develop it, you will hand in an outline well before the final paper (see the course schedule above). The outline should be one page and must include the topic, the direction of the paper, the theoretical approach that you plan to take to analyze the social problem, and the plan for the basic organizational structure/formatting of the paper. In addition, you must include the references of at least three of the sources that you have identified. The outline is worth 20 points.

Final Paper

You must write a 7 to 10-page, double-spaced paper that examines an area of health inequality covered in this course. One recommended approach is to begin the paper by identifying a particular problem selected and using existing theory and research explain what are the cause or causes of the problem. Then it is useful to explore alternatives. One strategy to do this is to compare and contrast case studies (and or other research) showing how the disparities examined could best be reduced. Think about the following: Why does the particular form of health inequality that you have decided to zoom in on persist? What must occur for this problem to be remedied? Who are the stakeholders, i.e., who benefits from the current arrangement (if anyone), and who is most affected? What barriers exist to remedying this problem? These barriers may be political, economic, social or even cultural. These are just to help you think through possible ways to approach your paper's construction.

It is wise to plan ahead in this course and to start thinking about the major paper early. I will happily meet with you during the semester to go over some ideas with you and see if you are

on track with the paper and provide you with a reasonable level of guidance. You will have considerable freedom to develop your paper but there are certain rules by which your paper must abide:

1. Your paper must make a coherent argument that addresses some aspect of health inequalities covered in the course. The paper should seek out in-depth solutions and reflect that you have put serious thought.
2. You must include **at least 5** bibliographic references. These must be appropriately cited at the end of the paper. ***I expect you to incorporate (and therefore cite) multiple course readings. I also expect that you will build upon the course readings by bringing in other outside scholarly sources to strengthen the paper.*** The MSU library is a great place to begin your search for those sources. You should be looking at scholarly journals to build on your paper. Some of the best journals to look at in this area are International Journal of Health Services edited by Vicente Navarro and Social Science and Medicine. Also, the World Health Organization publishes important annual reports concerning world health and can be a great place to get data. All references must include the authors' or author's last and first name(s), the year published, the title of the article or book, the name of the journal or publisher, and where it was published.
3. To count towards the minimum bibliographic reference requirement, the references must be scholarly. This means they must come from either books of scholars or must be articles published in scholarly journals. If you have questions on this please see me.
4. Your work must include in-text citations. All references must be cited in the text and all work cited in the text must be fully referenced in your bibliography or works cited section at the end of the paper. All quotations of authors must be in quotation marks and the in-text citations for quotations must include the page number. All in text citations must include the author's last name and the year the work was published in parenthesis. For example, (Blum 2004) or (Blum 2004: 328) when quoting.
5. In no circumstances will plagiarism be tolerated. A zero will result in this case. This means that you must not copy the works of either your classmates (this is not a group project) or other scholars and pass it off as your own. Honesty and integrity must be upheld in academic work.
6. I evaluate student papers according to the depth of analysis, the level and depth of interaction, the correctness and viabilities of the arguments, the level and quality of the evidence that you provide in support of the arguments that you are making, the degree to which you consciously pursue a position of social justice and capture the dimensions of the issues put forth, and the overall quality of the writing (correct spelling, grammar, professional/academic style (avoiding colloquialism and excessive use of the first person).

How do you avoid plagiarism?

Avoiding the problem is simple and is achieved by combining two main strategies. The first strategy is to quote with quotation marks and the correct citation including the authors name,

year published and page number. For block quotes, the quotation marks are replaced by using a separate indentation style, spacing, and smaller font. The key purpose of quoting is it separates your words from someone else's. Paraphrasing (putting the concept into your own words and not using quotation marks) and including the correct citation material. These is how you **MUST** interact with original sources. The rest of the writing in your paper should be your ideas, reflecting on, and interacting with, the cited evidence that you have provided.

Use of AI is not allowed and will be considered as plagiarism. To avoid any confusion, please do not use Grammarly, while it should not set off the detector, and should not for high percentages, it is possible. Therefore, stick with the standard spell and grammar check in Microsoft Word. Papers that come back as AI generated, and are determined to be so, will be given a zero.

Course Policies

Class Participation and attendance:

The attendance and participation of students is vital for a positive and rewarding learning experience for everyone. Your presence is expected and students will be evaluated on their sharing of thoughts and class contribution. You will miss vital information if you are not present and alert in class. In the end it is your grade and your responsibility to know the information in the exams and to incorporate the information from class in your assignments. Individuals that miss class and/or are not engaged during class, tend to hand in poorer work, and do more poorly in exams.

No one who is truly ill should come to class. If you are sick, please send me an email and do not come to class. Attendance has a value of 30 points. You are allotted two absences (for which no explanation is necessary). After this day, six points will be deducted from this "bank" of 30 attendance points for each absence. Only under illness, extreme circumstances or university activities that conflict with class will this penalty be waved.

Show up on time and do not leave early. Excessive tardiness or leaving early may be counted as an absence at the professor's discretion.

Cell phones and electronic devices: Generally not permitted during class time. Turn off or silence your cellular telephones before coming to class. Sending text messages is distracting and is strictly prohibited. Laptop use is generally prohibited during class time, although exceptions are given if used exclusively for note taking. No use of iPods or other listening devices will be tolerated. Please focus on the task at hand. If you are on the phone during class, for example, watching a movie on your phone with earphones during the screening of a documentary, I may count you absent, because while you are physically in class, you are not mentally in class.

Late Assignments:

Late assignments will have up to 5 points deducted per day late. The penalty may be lower or waived for health concerns. However, with the exception of severe illness, after a week has gone by or more than half of the points have been eroded due to tardiness, grading begins at half credit. This often results in a virtual zero, once discounts for errors, grammar and other criteria are taken into account. Again, you will need to communicate with me via email:

isaac.christiansen@msutexas.edu

****No assignments may be handed in during finals week, except under the most extreme of circumstances. Do not sabotage your grade by handing in late work!***

Missed exam policy:

No missed exams will be allowed to be retaken without instructor approval based on *evidence* (doctor's note, university letter) that indicates the person missed the test due to a legitimate emergency, illness and/or school function. ***All missed exams must be made up within two weeks-with exceptions of a case of serious illness evaluated on a case by case basis.** The exam *may* also be different than the exam given to the rest of the class, and no bonus question will appear on the make-up exam. No exam may be made up after the week prior to final exams.

Syllabus modifications:

The professor reserves the right to make adjustments or improvements to the syllabus during the semester. You will be notified of all changes.

Cheating, Plagiarism, and Academic Dishonesty:

At no time will any form of cheating or plagiarism of any kind be allowed. Students are attending the university to learn and cannot do so if they do not complete their own work. Academic dishonesty is a serious ethical violation and will not be tolerated. I expect that these standards will be met, and I will hold students to them.

Plagiarism is according to the New Oxford Dictionary is “the practice of taking someone else’s work and passing it off as your own”. This means in academic practice copying someone else’s work and ideas, without quoting and citing as appropriate.

Using AI to write your paper is obviously not allowed.

It will be treated the same as if you paid someone else to write your paper and you will most likely **receive a zero** if AI is detected. In the case of AI being detected on your paper, I will contact you and try to determine if the AI detection is a false positive. If the AI determination has been accurately assigned (and the detection system has a very low false positive rate) and indeed your paper has been determined not to have been written or researched by you, but that AI has done the work and you have not, you will receive a zero and it will be treated as academic dishonest. See your student handbook with further questions.

Potential consequences of plagiarism or academic dishonesty include failing the article review, assignment, exam and/or quiz at a minimum. Other consequences include failing or being

dropped from the entire course and the filing of the Academic Misconduct Form that will remain on your college records.

Americans with Disabilities Act:

If a student has an established disability as defined by the Americans with Disabilities Act (ADAAA) and would like to request accommodation, that student should please contact me as soon as possible. Any student requesting accommodations should first contact Disability Support Services at 940-397-4140 in room 168 Clark Student Center to document and coordinate reasonable accommodations if they have not already done so.

Campus Concealed Carry

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the [University's Campus Carry Webpage](#).

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at
https://cm.maxient.com/reportingform.php?MSUTexas&layout_id=6

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit <https://msutexas.edu/titleix/>