

Health Economics 3190-01 TH Spring 2022

Instructor: **Dr Anne Yeagle** **Class time: T H 2-3:20 Room GC 3680** Office Hours:T&Th by appointment
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Course Objectives After initial familiarization with basic economic principles we will analyze the U.S. health care system and the problems associated with it. We will then become familiar with the new Health Reform Law. We will explore the mechanisms of health care delivery, the changing nature of health and medical care, medical technology, and analyze public policy concerning medical care delivery. Special emphasis will be placed on addiction and policies regarding drugs. Caring versus curing will be explored. We will also study costs of: the elderly, racism, sexism and socioeconomic status in relation to health care, as well as lifestyles choices. Mental health and obesity will round out our survey of health economics.

General requirements Completion of all tests, assignments, presentations, in the manner specified is required. It is also extremely important to keep up on course reading. It is expected that you will come to each class prepared, that is, having read the assigned material. Reading the material prior to class will allow you to engage more meaningfully during class. Students are expected to participate in the course with class discussions and presentations. **All tests count.**

Regular attendance is also of the utmost importance. The purpose of this requirement is to facilitate exposure to the course material through discussion and lectures. If you miss a class, check the syllabus. If you take responsibility, it will affect your class performance positively. If you have reason to believe you will be unable to attend class regularly, I suggest you take the online class. **You are required to remain in the classroom during tests. Please use the restroom prior to class.**

Some of the writings, lectures, films, or presentations in this course may include material that conflicts with core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience.

There are no prerequisites for this class (even though it is upper division). Consequently, we have quite a diverse range of students with different strengths and weaknesses. I would like to emphasize the positive aspect of this diversity, especially in your groups. Help one another with your strengths. Group work can be very rewarding personally and academically. Working with others is also a part of most “real” jobs, so I encourage you to take the time in order to make it a good experience for everyone.

Books and Readings Required--

1. **Who Shall Live 2nd Expanded Edition** 2011 by Victor R. Fuchs, (World Scientific) ISBN-13 978-981 4354-88-2pbk or ISBN-10: 981-4354-88-0
2. **Chasing the Scream** by Johann Hari (Bloomsbury) ISBN-13: 978-1620408902, ISBN-10: 1620408902
3. **FF--Fast Food Nation** by Eric Schlosser 2012(First Mariner Books) ISBN 978-0-547-75033-0
4. **Class packet** available on Canvas to print off or at the University Book Store for purchase
5. **Additional articles** *All of the required articles are on CANVAS or hyperlinked on the syllabus.*

[Technical help with Canvas Navigation and Net Etiquette](#)

[American With Disabilities Act Statement](#)

[Safety on Campus—Building Evacuation and Personal Safety Resources](#)

“Student Names & Personal Pronouns: Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the student profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.

Grading

1. Tests 2-25 each
3. Group Abstract 3 points possible
4. Paper 10 points possible
5. Presentation 10 points possible
6. Evaluation of you by your group 5 points possible
7. Documentaries 2-5 points each
8. Country Presentations 3 points possible
9. Attendance- if late please wait outside until we have finished the mindfulness practice .5 each
1/8 point for being on time, 3/8 point attendance
10. Participation and Attendance in student group presentations 2 points. If you are late (5-7 min) for another groups' presentation, I will record a 1 on CANVAS. You cannot make up these points.
11. Miss a group presentation? You must complete a 3-pg makeup paper or lose 10 pts. See below

1. **Tests** will vary in the amount of points possible due to different lengths and difficulty. Points will range from approximately 2-25 points per test. There is no final test. We will only use our "final time" if something disrupts the class, such as weather.

2. For the **Abstract, Paper, Presentation** please look at those guidelines in the class packet.

3. "**Individual**" **group evaluation** Each student will evaluate the members of their group based on contribution, and responsibility (being on time, doing what you said you would do). Due after your group presentation.

4. If you **miss a presentation**, you will be docked -10 points. To make up the 10 points you must complete a 3-page, single spaced, report on the topic you missed, using at least three sources, of which 1 must be a journal article. **You can makeup only one presentation.** The paper is due one week after the missed debate.

5. You will be given credit for **documentaries** either in assignments or test questions.

6. **Country Presentations** Each person will "pick" a country in class to report on. Summarize the info in the worksheet for the class in a 3 minute presentation. **Hand in the worksheet which is located** in the back of the class packet when you complete your presentation.

7. **Class structure.** Tests will usually be given at the beginning of class. If you come to class late, you will not be given extra time. Presentations may start at the beginning of class. You are requested to remain in the classroom during class. Please wait until breaks to use the restroom.

8. **Electronic Devices** No electronic devices, such as computers, headphones or cellphones are allowed to be used in the classroom. You will have class notes and computers are very distracting to other students. If you have special needs for taking notes, you will need to speak to me.

9. **Absence on test days:** One time only! If you know you will be unable to attend a class period on which a test takes place, you will need to submit a written request in advance to me (one time max). If you do not make prior such arrangements, tests taken late will receive 50% of the full grade points (unless absence is verified by doctor or police report). If you do not contact me by the next class, no makeup tests will be given.

10. **Extra Credit** No extra credit will be granted beyond that offered in class.

Grading There is no curve.

A 100%-93

A- 92-90

B+ 89-87

B 86-83

B- 82-80

C+ 79-77

C 76-73

C- 72-70

D+ 69-67

D 66-63

D- 62-60

F 59 -

Group Research Topics-- Topics and Research Suggestions for Each

The following is a list of the topics to be covered. You will have the opportunity to sign up for a topic on Canvas. You may not get your first choice. My wish is that the topic is something that interests you; that you would like to learn more about it and share that information with the rest of the class. Also, it will give you the opportunity to meet some new people and experience working in a group—which is like many jobs that you will have in the future. If your group has additional ideas pertaining to your assigned subject, please bring them forward.

The Social Determinants of Health

Medicaid Expansion in Utah and US

Ebola, Zika, CMV, Coronavirus Covid-19 Viruses

AIDS and Sexually Transmitted Diseases in Utah

Two types of addiction: Methamphetamines and Screen Addiction in Utah, U.S. and Worldwide

The Relationship Between Racism, Sexism, Classism, Sexual Orientation and Health in Utah, U.S and Worldwide

Affluenza and Hedonic Reset

Loneliness, Depression, Suicide and Mental Health in Utah, U.S. and Worldwide

Costs of Air. Light and Noise Pollution/ Climate Change and Health Consequences in Utah

Fast Food Proximity, Food Deserts, Obesity and Undernutrition in Utah

Group Research Project—Outline/Abstract Guidelines [Rubric](#)

The Rough Draft Abstract/Outline of Paper/ Presentation is **due at least one week prior to your presentation**. I recommend completing it before then in order to get my feedback and to facilitate a timely paper and presentation.

Please **bring the Outline/Abstract to class** and we will look at it together before or after class.

One abstract per group.

Abstract should include:

A description in no more than ~300 words of your plan for the paper and presentation. You want to be brief, but include pertinent information. This is often the first and only thing that gets read when proposals are going through the initial phase of the funding process.

Include why this is an important topic. Why should the reader or audience care?? Who will it help? Why does this matter? You want to convince people that your topic matters,

You will want to include at least 2 references here to show that you have begun to research your topic and are aware of what resources are available.

Describe what you want the reader and the audience to learn from your paper and presentation.

If I recommend that you need to revise your abstract, points will be given after the revised abstract is complete.

The abstract, is **worth 3 points for each student**

The Library has encouraged me to share this course reserve “How to Guide” with all students. It provides a walkthrough that will explain searching courses, filtering courses and finally how to access copyrighted material from off campus.

http://campusguides.lib.utah.edu/course_reserves_guide

Group Research Project-- Paper Guidelines Rubric

There will be approximately 10 groups with about 4 people in each group.

Each group of students is required to write a 5 page paper (single spaced, regular margins, 11 or 12 pt font) on the subject your group is presenting to the class. Papers longer than 5 pages will be penalized.

The paper should use at least 5 different reputable sources to be cited either with footnotes or include a bibliography. These references can include peer reviewed journals, text books, government institutions and non-profit agencies. Be careful on internet sites that may have a strong bias—check original sources used by these sites.

You can use either footnotes or a bibliography for your references.

The paper is worth 10 points for each student.

There will be one paper turned in for each group.

Papers are due the day of your group presentation. Late papers will incur point penalties.

Since there are about 4 people in each group, the group should decide as to how to divide the topic into research/work components. These components should form a coherent whole. This coherent whole should be reflected in your paper as well as your class presentation. Your analysis should be economic in nature which includes statistics as well as behavioural aspects of the topic.

Group Research Project - Group Peer Evaluation

After you complete your presentation, please fill out and [submit the group evaluation form on Canvas](#). You will be evaluating your group members, as well as yourself, in regard to contribution, responsibility and cooperation.

Group Research Project-- Presentation Guidelines Rubric

Each Project Group will be assigned to **construct a presentation on their topic to present to the class.** The due dates are scheduled on the syllabus.

You are required to prepare a **Power Point or Prezi** presentation. See below for the grading criteria.

The total Presentation should be under 20 minutes. You will need to reasonably divide the time evenly for each speaker or else points could be lost! This gives approximately 15 minutes for the presentation and then 5 minutes to conduct your student audience engagement. Please do not go over 20 minutes. Part of the assignment is to stay within your time limit!

No more than 1 minute of video footage is to be used in your complete presentation.

I suggest that you have different sectors including (the appropriateness will vary with the topic)
Background/ History
Objective/ The problem
Data
Conclusion/ Policy Recommendation
References

Dress up for your Presentation! It will make you feel confident! (And it is part of your evaluation) 😊

Classmate engagement exercise

Either during or after your presentation, please prepare a participation exercise for your audience. This may mean asking them questions to consider or writing something down in the early part of your presentation and then comparing how they think or feel after the presentation. It is up to the discretion of the presenters as to what this requirement entails. I encourage **creativity** here 😊. It is also worth 2 points for you so please put some effort into **engaging your audience.** *Engaging your audience is a very important part of public speaking.*

The day of your presentation turn in a time agenda for your group. This will help me keep you on track for time each speaker has and to ensure the last speaker has their fair share of time.

Grading the Presentation

During the presentation, I will grade each student based on the evaluation guidelines listed below. The presentation grade is worth 10 points **for each individual student.**

Evaluation Guidelines for Presentations

1 . Topic/ Problem stated clearly.	0	1		
2 . Quality of information/data	0	1		
3 . Policy or learning objective clearly stated.	0	1		
4 . Visual presentation of information/ neatness/ effectiveness	0	1		
5. Your individual participation. Professional appearance.	0	1	2	3
6. Keeping within the time limit and starting on time	0	1		
7. Preparing/conducting Student audience engagement	0	1	2	

Total (10 possible) _____

Health Economics Syllabus/ Schedule of Events

Students are responsible to keep updated if this schedule changes. **Check announcements** regularly!
Make sure that your settings allow all forms of communication via CANVAS from this course!

Here is the schedule for the semester by Dates:

Please read the articles *Stressed Out? Try Being Less Competitive* and *Your Health is My Health* before our first class

Jan 11 T Introduction, Pedagogy, What is Health Economics?

- Go over the **syllabus**
- Pick a Country (in class activity)
- Fill out Questionnaire (in class) and discuss
- **Discuss** *Stressed Out? Try Being Less Competitive*
- **Discuss** *Your Health is My Health*

For next class:

- **Check out the Country Presentation Guidelines and date you are scheduled to present your Country**
- **Submit** confirmation that you **read and understand the syllabus** on Canvas
- **Read** *Professors Who See No Evil*
- 2 points **extra credit** for having the class packet with you next class! Either buy it from the bookstore or print it off.

Jan 13 H Escape Fire, Professors Who See No Evil

- **Check-off** for having the class packet in class with you
- **Discuss** *Professors Who See No Evil*
- 4 countries
- Start documentary **Escape Fire** (100 min total) (study guide in Class Packet)

For next class:

- **Read** Mirror Mirror 2017 Study guide in class packet and on Canvas
- Next class please **pick a seat**

January 17 is Martin Luther King Day

Jan 18 T Mirror, Mirror, Escape Fire

- **Seating chart**----pick a seat that you will have for the semester. I reserve the right to assign seats due to Covid
- 2 countries
- **Continue** *Escape Fire* (study guide in class packet)
- **Discuss** article *Mirror, Mirror*

For next class:

- **Read** Introduction and Chapter 1 in Chasing the Scream (study guide in notes packet)
- **Read** *Costs Can Go Up Fast When ER is in Network But the Doctors Are Not* (*no study guide*)
- **Optional article** about The Cleveland Clinic
- **Sign up for research and presentation topics next class**, so you will be wanting to check out the topics and suggested research guides for each in advance.

Jan 20 H Escape Fire, Hari's Chasing the Scream, Quiz on Group Project

- 2 countries
- **Finish** *Escape Fire*
- **Discuss** Hari's Chasing the Scream
- **Discuss** *Costs Can Go Up Fast When ER is in Network But the Doctors Are Not*
- Group Project topics signup completed. You can use [Canvas](#) to help communicate

For next class:

- [Get together with your group and make a plan!](#) Rubrics are on this page as well
- I asked the **Economics' Librarian, Marie Paiva**, to prepare two videos that I hope you find helpful. One is about [Library Resources](#) And the other is about [Researching Your Group Project](#)
- **Read** Hari's Chasing the Scream_Chapters 2-4 [study guide](#)
- **Review** Group Presentation Guidelines and take [Quiz on Canvas](#) which is due Jan 23

Jan 25 T Economic Terminology, Chasing the Scream

- 2 countries
- **Lecture** Economic Terms, Elasticities, Universal Coverage vs Access ([notes are in your notes packet](#))
- **Discuss** Hari's Chasing the Scream 2-4

For next class:

- **Study for Test** *Professors Who See No Evil*, Economic Terms, *Escape Fire*, *Mirror, Mirror*, *Chasing the Scream* Chapters 1 -4 and *Costs Can Go Up Fast When ER is in Network but the Doctors Are No*, *Your Health is My Health*

Jan 27 H Test and ACA

- **Discuss** the [Assignment](#) for *Summary of Affordable Care Act. and Health Reform Implementation Timelines*
- Take a **look** at <http://www.kff.org/health-reform/>
- **Test 1** *Professors Who See No Evil*, Economic Terms..., *Escape Fire* and *Mirror, Mirror*, *Chasing the Scream* Chapters 1-4, *Costs Can Go Up Fast When ER is in Network but the Doctors Are Not*, *Your Health is My Health*
- **The assignment for the ACA is on Canvas and is due on Canvas over the weekend**---[Submit](#)

For next class:

- **Read** [Health Care Spending and the Use of IT in OECD Countries study guide](#)
- **Read** [Who Really Pays for Health Care? Study guide](#)
- **Read** [Healthy because you deserve it, unhealthy because you don't? and study guide](#)

Be prepared to engage in **group work** on the above articles next class

Feb 1 T The Social Determinants of Health, Health IT Costs Articles

- 3 countries
- **Discuss and Group Work** *Health Care Spending and the Use of IT in OECD Countries*, *Who Really Pays for Health Care?*, *Healthy Because You Deserve It*
- **Presentation The Social Determinants of Health**

For next class:

- **Read** [Addressing Loneliness in the Era of COVID-19 JAMA \(study Guide\)](#)
- **Read** [A Positive Outlook May Be Good for Your Health](#)

Feb 3 H Guest Speaker, State Deputy Epidemiologist Michael Friedrichs

- 2 countries
- **Guest Speaker Michael Friedrichs** Utah Department of Health Epidemiologist (there will be questions from his presentation on the next test so check out the study guide)

For next class:

- **Read** Fuchs' **Who Shall Live? Introductions, Preface-Ch 2**—pages ix- 55 (*study guide is in the packet and on canvas*) Be prepared for group interaction!

Feb 8 T Who Shall Live, Johann Hari

- 4 countries
- **Discuss and Group work--** Fuchs' Who Shall Live? *Introductions, Preface-Ch 2* pages ix- 55
- **Watch** Johann Hari TED – author of *Chasing the Scream* 15 minutes

For next class:

- **Read** *The Paris Commune* (*study guide*)
- **Study for test** on Mr Friedrich's talk, *Health Care Spending IT, Who Really Pays for Health Care?, Healthy Because You Deserve It, Who Shall Live* *Introductions, Preface-Ch2, Addressing Loneliness in the Era of COVID-19* and *The Paris Commune*

Feb 10 H Test and AIDS documentary

- **Test 2** Mr Friedrich's talk, *Health Care Spending IT, Who Really Pays for Health Care?, Healthy Because You Deserve It, Who Shall Live* *Introductions, Preface-Ch2, Addressing Loneliness in the Era of COVID-19* and *The Paris Commune*
- **Start AIDS doc** (questions are in the class packet and Canvas)

For next class:

- **Read** Fuchs' WSL Chapter 5 (fill out your study guide as you go) **Be prepared for class interaction**
- **Keep watching AIDS doc on your own.**

Feb 15 T Who Shall Live, Medicaid Expansion

- 4 countries
- **Discuss** Fuchs' WSL Chapter 5
- **Presentation Medicaid Expansion**

For next class:

- **Keep watching AIDS doc on your own.**
- **Read** *Disparities in Coronavirus 2019 Reported Incidence, Knowledge, and Behavior Among US Adults* —study guide in packet and on Canvas
- **Read** *Public Attitudes, Behaviours, and Beliefs Related to COVID-19, Stay-at-Home Orders, Nonessential Business Closures, and Public Health Guidance — United States, New York City, and Los Angeles, May 5–12, 2020* no study guide.
- **Look at** <https://coronavirus.utah.gov/case-counts/> if you are interested in stats! Click on Demographics in the blue bar. Then scroll down to **Cases, Hospitalizations, Deaths, and Testing by Race/Ethnicity**
Look at Case Rate/per 100,000, Hospitalization Rate per 1,000 and Mortality Rates per 100,000Also look at **Comorbidities by Race/Ethnicity**
- **Read** *Science during Covid- 19: where do we go from here?* – no study guide
- **Optional look** is the 1918 Flu Epidemic Exhibit
- **Optional Read** Bhutan's Covid Response

Feb 17 H Analysing Medical Markets, Ebola, Zika, CMV and Covid 19 Viruses

- **Lecture on Analysing Medical Markets** ([notes are in packet and on Canvas](#))
- **Presentation Ebola, Zika, CMV and Covid 19 Viruses**

For next class:

- **AIDS doc worksheets due next class. Finish watching AIDS doc on your own. Fill out worksheet and [submit on Canvas](#)**
- **Read Hari's Chasing the Scream, Chapters 5-7. Fill out [Study guide](#)**
- **Be prepared for group work on Chasing the Scream**

February 21 is Presidents Day

Feb 22 T Chasing the Scream, AIDs and STDs

- AIDS doc worksheets due, **submit on Canvas**
- 4 countries
- **Discuss and Group Work** Hari's Chasing the Scream Chapters 5-7.
- **Presentation AIDS and Sexually Transmitted Diseases in Utah**

For next class:

- **Read** the following articles about **Doctors and Profits**
 - [Dollars for Doctors](#) (study guide)
 - [Unpacking the Executive Order on Health Care Price Transparency and Quality](#) (study guide)
- **Study for Test** Analysing Medical Markets, Fuchs' WSL Chapter 5, *Disparities in Coronavirus 2019, Public Attitudes, Behaviours, and Beliefs Related to COVID-19*, and Chasing the Scream Chapters 5-7, *Dollars for Doctors, Unpacking the Executive Order on Health Care Price Transparency and Quality*, with extra credit for *Science during Covid- 19: where do we go from here?*

Feb 24 H Test, Financial Incentives to Doctors and Transparency

- **Discuss** articles
 - [Dollars for Doctors – study guide](#)
 - [Unpacking the Executive Order on Health Care Price Transparency and Quality- study guide](#)
- **Test 3** Analysing Medical Markets, Fuchs' Who Shall Live Chapter 5, *Disparities in Coronavirus 2019, Public Attitudes, Behaviours, and Beliefs Related to COVID-19*, Chasing the Scream Chapters 5-7, *Dollars for Doctors, Unpacking the Executive Order on Health Care Price Transparency and Quality*, with extra credit for *Science during Covid-19: where do we go from here?*
- **Watch** https://www.ted.com/talks/leana_wen_what_your_doctor_won_t_disclose 16 min
- **Look at** https://www.cms.gov/openpayments/?utm_source=STAT+Newsletters&utm_campaign=6a19eb9d3f-EMAIL_CAMPAIGN_2017_10_16&utm_medium=email&utm_term=0_8cab1d7961-6a19eb9d3f-149626981

For next class

- **Read pages 1-6** (through the introduction) of *The Global Syndemic of Obesity, Undernutrition, and Climate Change—study guide* in packet and Canvas

March 1 T The Global Syndemic of Obesity, Undernutrition, and Climate Change, Demand for Health

- 3 countries
- **Lecture** The Demand for Health and Health Care (notes are in packet and on Canvas)
- **Discuss** pages 1-6 (through the introduction) of *The Global Syndemic of Obesity, Undernutrition, and Climate Change*

For next class:

- **Read** *Chasing the Scream Chapters 8- 10* for next class. ([study guide](#))
- Be **prepared** for group work
- **Read** *Why We can't Look Away From Our Screens, and (optional) Tech Elite Worried about Tech*

March 3 H Addiction: Meth and Screen, Chasing the Scream, Demand for Health

- **Discuss and group work** Hari's Chasing the Scream Chapters 8- 10
- **Finish** The Demand for Health and Health Care
- **Discuss** *Why We Can't Look Away From Our Screens*
- **Presentation Methamphetamines and Screen Addiction**

For next class:

- **Study for test** Chasing the Scream Chapters 8-10, *The Global Syndemic of Obesity, Undernutrition, and Climate Change* pages 1-6, The Demand for Health and Health Care, *Why We Can't Look Away from Our Screens*

Spring Break Yippee!!!!

Optional ***Extra Credit!!!** Watch: [The Health Care Divide](#) [The Health Care Divide questions](#).

There will be a few extra credit questions on the next test.

Mar 13, 2022 - **Daylight Saving Time Starts**. When local standard time is about to reach Sunday, March 13, 2022, 2:00:00 am clocks are turned forward 1 hour to Sunday, March 13, 2022,

March 15 T Test, Plotkin on Environment, Health and Indigenous People

- **Test 4** Chasing the Scream Chapters 8-10, *The Global Syndemic of Obesity, Undernutrition, and Climate Change* pages 1-6, The Demand for Health and Health Care, *Why We Can't Look Away from Our Screens*
- **Watch** Mark Plotkin's TED talk 17 minutes [Assignment in packet and on Canvas](#)
https://www.ted.com/talks/mark_plotkin_what_the_people_of_the_amazon_know_that_you_don_t?language=en

For next class:

- Due by next class **Complete Plotkin assignment – submit on Canvas**
- **Read** Fuchs Chapter 3 ([study guide in packet and Canvas](#))
- **Read** article [Ancient Egyptian technology may be our first line of defence from hospital infections](#)
[Study questions in packet and Canvas](#)
- Optional read [Dragon's Blood](#)

March 17 H The Physician, Ancient and New Technology

- [Plotkin assignment due – submit on Canvas](#)
- 5 countries
- **Discuss** Fuchs' Who Shall Live Chapter 3—group work
- **Discuss** article *Ancient Egyptian technology may be our first line of defence from hospital infections*

For next class:

- **Read**
 - Chasing the Scream Chapters 11-16 ([study guide](#))
 - [The Effect of Patient Race and SES on Physician's Perceptions of Patients \(study guide\)](#)
- **Be prepared for group work**

March 22 T Discrimination and Physicians, Chasing the Scream, A Class Divided

- **Discuss** *The Effect of Patient Race and SES on Physician's Perceptions of Patients*
- **Discuss and group work** Hari's Chasing the Scream Chapters 11-16
- [A Class Divided doc](#)

For next class:

- **Read** [Under the Shadow of Tuskegee \(study guide in packet and Canvas\)](#)
- Read [Fuchs, Who Shall Live p 165-176 \(study guide in packet and Canvas\)](#)

March 24 H Discrimination and Health Outcomes

- 4 countries
- **Discuss and group work** *Under the Shadow of Tuskegee*, Fuchs p 165-176
- **Presentation Racism, Classism, Sexism, Sexual Orientation and Health**

For next class:

- **Read** [The Road](#), and [Levels of Racism](#) (no worksheets on, summarize for yourself for studying)
- **Read** Chasing the Scream Chapters 17-18 for next class ([study guide](#))
- **Study for Test** – Who Shall Live Ch3 and p 165-176, Chasing the Scream Chs11-18, *Under the Shadow of Tuskegee*, *The Effect of Patient Race and SES on Physician's Perceptions of Patients*, *The Road*, *Levels of Racism*, *Ancient Egyptian technology* with extra credit for The Health Care Divide

March 29 T The Road and Levels of Racism, Chasing the Scream, Test, Paradox of Choice

- **Discuss** [The Road](#), and [Levels of Racism](#)
- **Discuss** Hari's Chasing the Scream Chapters 17-18
- **Test 5** – Who Shall Live Ch3 and p 165-176, Chasing the Scream Chs11-18, *Under the Shadow of Tuskegee*, *The Effect of Patient Race and SES on Physician's Perceptions of Patients*, *The Road*, *Levels of Racism*, *Ancient Egyptian technology* with extra credit for The Health Care Divide
- **Paradox of Choice** TED Talk Barry Schwartz 20 min [study guide](#)

For next class:

- **Read** [The Tyranny of Choice \(study guide\)](#)
- **Read** [Veblen's Pecuniary Emulation and Conspicuous Consumption. \(study guide\)](#)
- **Be prepared for group work**

March 31 H Veblen's Conspicuous Consumption, Tyranny of Choice, Affluenza and Hedonic Reset Choice

- 3 countries
- **Discuss and group work** Veblen's *Pecuniary Emulation and Conspicuous Consumption*
- **Discuss** *The Tyranny of Choice*
- **Presentation Affluenza and Hedonic Reset**

For next class:

- **Study for Test** Veblen's *Conspicuous Consumption, The Tyranny of Choice* Barry Schwartz TED talk Paradox of Choice, Chasing the Scream conclusion
- **Read** Chasing the Scream **Conclusion** ([study guide](#))
- **Read** [How 15 Minutes in Nature Can Make You Happier](#)
- **Optional Reading** [The 14 Habits of Highly Miserable People](#)

April 5 T Test, Robert Waldinger's TED on Happiness, Fast Food Nation

- **Test 6** Veblen's *Conspicuous Consumption, The Tyranny of Choice*, Barry Schwartz TED talk Paradox of Choice, Chasing the Scream Conclusion
- **TED Talk by Robert Waldinger** 13 min
- **Discuss** [Fast Food Nation](#)—you could start reading! 😊
- **Optional** [HappyCounts Online Personal Evaluation](#)

For next class:

- **Read** pages 6-10 [The Global Syndemic of Obesity, Undernutrition, and Climate Change](#) (study guide)
- **Read** [So Tired of Life](#) (no worksheet on, summarize for yourself for studying)
- **Read** [Ageism: a social determinant of health](#) (study guide)
- Optional article [Stop Force Feeding the Elderly](#)
- Optional article [Australia Passes Euthanasia Law](#)
- Optional Article [I'm A Doctor With End-Stage Cancer. I Support Medical Aid In Dying](#)

April 7 H The Global Syndemic, Ageism and Euthanasia, Loneliness, Depression, Suicide and Mental Health

- 3 countries
- **Discuss** pages 6-10 *The Global Syndemic of Obesity, Undernutrition, and Climate Change*
- **Discuss** *So Tired of Life* and *Ageism: a social determinant of health*
- **Presentation Loneliness, Depression, Suicide and Mental Health**

For next class:

- **Read** up through chapter 8 [Fast Food Nation](#) (study guide in packet and canvas)
- **Read** pages 11-20 [The Global Syndemic of Obesity, Undernutrition, and Climate Change](#) study guide
- ***Optional TED talk**—[The lies our culture tells us about what matters—a better way to live/ David Brooks](#)
- Optional Article [How income, health, religion and lifestyle impact our happiness — and how that's changed over the years](#)

April 12 T The Global Syndemic, Fast Food Nation, Costs of Air. Light and Noise Pollution/ Climate Change and Health Consequences

- Discuss pages 11-20 *The Global Syndemic of Obesity, Undernutrition, and Climate Change*
- Discuss Schlosser's Fast Food Nation
- **Presentation Costs of Air. Light and Noise Pollution/ Climate Change and Health Consequences**

For next class:

- **Read** *Researchers Shed Light on Asthma's Mysteries*
- **Read** Schlosser's *Fast Food Nation Chapters 9-epilogue*

April 14 H Asthma, Fast Food Nation, Fed Up

- 2 countries
- **Discuss** *Researchers Shed Light on Asthma's Mysteries*
- **Discuss** Fast Food Nation
- **Start** [Fed Up doc](#)

For next class:

- **Study for Test** *The Global Syndemic* pages 6-20, Fast Food Nation, *So Tired of Life, Ageism: a social determinant of health* *Researchers Shed Light on Asthma's Mysteries*
- **Keep reading** pages 21-47 *The Global Syndemic of Obesity, Undernutrition, and Climate Change*

April 19 T Test and Fed Up

- **Test 7** *The Global Syndemic* pages 6-20, Fast Food Nation, *So Tired of Life, Ageism: a social determinant of health* *Researchers Shed Light on Asthma's Mysteries*
- **Continue** [FED Up doc](#)

For next class:

- **Read** pages 21-47 *The Global Syndemic of Obesity, Undernutrition, and Climate Change*
- **Optional Read** *Mortality and Morbidity in the 21st century* Anne Case, Princeton University Angus Deaton, Princeton University

April 21 H Fast Food Proximity, Food Deserts, Obesity and Undernutrition in Utah and Fed Up

- **Presentation Fast Food Proximity, Food Deserts, Obesity and Undernutrition in Utah**
- **Finish** [FED UP doc](#)

For next class:

- **Study for test** *The Global Syndemic* pages 21-47 and Fed Up

April 26 T The Global Syndemic, Test

- **Discuss** 20- 47 *The Global Syndemic of Obesity, Undernutrition, and Climate Change*
- **Test 8** *The Global Syndemic* pages 21-47 and Fed Up
- This will be our last class. Remember there is no final and all tests count.