

## HSERV 482 The Health of Populations: Spring 2009

### COURSE LEARNING OBJECTIVES

At the end of the course, students will be able to

- Define concepts of population health and distinguish them from the health of individuals
- List determinants of population health
- Describe biological and sociological mechanisms through which the determinants of population health operate
- Analyze the role of medical care in producing population health
- Discuss current concepts of globalization and their impact on global health
- Disseminate concepts learned in the course to others

### MECHANICS

General Description

What makes a population healthy or unhealthy? Why is the USA less healthy than all the other rich countries, despite being one of the healthiest fifty years ago? We explore these questions and get students to think for themselves and attempt to make these ideas better known amongst the public through various activist elements. There are no prerequisites. The course is for two credits.

Sessions are held Monday and Friday in K-069 from 10:30 to 11:20

Instructor

- Stephen Bezruchka: 932-4928, sabez@u.washington.edu, UW Box 357660, office hours by arrangement

Teaching assistant

- A couple of MPH students have volunteered to TA the course. They will be responsible for reading the submitted materials, returning them with comments, and holding office hours if there is a demand. One will attend the Monday class, as the Friday one conflicts with their schedule. You may contact Jon Huang at jonhuang@u.washington.edu if you want to schedule a meeting about the course content or other issues regarding population health.

#### Textbooks

- Wilkinson, R. G. (2005). *The Impact of Inequality: how to make sick societies healthier*. New York, New Press.
- Wilkinson, R. and K. E. Pickett (2009). *The Spirit Level: why more equal societies almost always do better*. London, Penguin.
  - this book is not yet available in the United States but is very informative for the course. It can be ordered from Amazon.co.uk including airmail postage for less than \$30. Students are strongly encouraged to obtain it. Readings from it are given below for those who acquire it. My personal copy will be put on Reserve in the HSL.

Course Rental Fee

- There is a course rental deposit fee of \$10 to borrow a copy of the Unnatural Causes series used for the dissemination exercise. The DVD must be returned at the end of the course and your deposit will be returned.

Course web site

- <http://courses.washington.edu/hserv482/>
- Slides for the lecture sessions for the previous year will be put up on the course website. Some content may be different this year.

Credit

- Course is for 2 credits, with the grade either Credit, No Credit.
- To get credit for HSERV 482, in Spring 2009 you must
  - **Obtain** the Impact of Inequality textbook, to use as a source for many of the readings.
  - **Hand in the Population Health Web Ramble Response**
    - Begin with the Population Health Forum's website (<http://depts.washington.edu/eqhlth/>) and explore it. Then go to the Unnatural Causes website which can be linked from the left side of the PHF home page. There take the Health Equity Quiz (Take Our Quiz) and remember your score. Download the full 22 questions and explore them. Leave this site, you'll get to know it later on. Back at the PHF site, go on to the Resources page and Links on the left (or scroll down). Go to Gapminder and explore Gaps within China, India, EU and the USA. Look around elsewhere on this dynamic website. Back on the PHF home page, explore the Equality Trust link on the left. Then if not totally fatigued go to <http://dataranking.com/default.htm> and explore life expectancy tables and their trends over the last half century. Spend an hour at this exercise. Then write your reflections in one page. It is due at the beginning of the second class. Submit a paper copy.
  - **Attend** 17 out of 19 classes and engage in discussion. The last class is required for all.
  - View the Great Leveller a 55 minute documentary on reserve for the course at the Health Sciences Library T 344 (reserve is upstairs, and there are convenient rooms for watching). If copies are in use, you could check the course reserves for Global Health 514 where there may be copy to view. Turn in a one-page, single-spaced, response paper by April 6. In your paper, describe in one brief paragraph the main ideas of the documentary, and for the rest of the page, describe whether you agree or disagree with the main ideas and why.
  - Write a one page **response** about **one** of the readings for **one of the two class sessions** so listed in the syllabus below and on the class schedule **EACH WEEK**. Readings pertain to either the text or other sources. You can choose from a reading different from the textbook or manuscript one if listed for each session depending on your interest in the topic. A variety of readings from various perspectives pertain to the subject. Many of these readings are the results of research studies and contain much technical language that you may be unfamiliar with. Do not dwell on those aspects, but on the introduction and discussion in those papers. Students with economics backgrounds may find some reports more readable while others with biology and science backgrounds will prefer others. In summary, submit one page every week, which pertains to a reading from one of the two class sessions that week.
  - Note that although there are many readings for each of the two classes that week, you are only required to submit a page on **one** of the readings for **one** of the classes. This is repeated here as students are often confused. You are of course encouraged to do more reading and if you want to respond to more than one reading, you may, although there is a maximum of one page to be submitted. **A printed copy is to be handed in, no electronic submissions are accepted.**
  - For the required readings that are not in Wilkinson, many are available from the UW libraries electronic journals website (<http://www.lib.washington.edu.offcampus.lib.washington.edu/types/ejournals/> after you have securely logged on) or a URL is given for access on the web. For others the URL is given. Please use the electronic version of this syllabus and copy the url before writing that the url doesn't work. Other readings, those indicated by \* in front of the author's name, are on the Global Health 514 library course e-reserves which you can access by

going to the UW Library website, then the course reserves, and then putting in the instructor's last name, and going to GH 514, after the agreement assignment. You can then open all the folders and look for the reading. The folder will be listed as follows \*(session n in GH 514 library e-reserves) where n is the number of the folder (01 to 19).

- Give **your responses** to the reading, do you agree, disagree, why? Reflect on your personal life and the ideas in the reading. Do not summarize the reading. Your written response (a printed copy) is due at the beginning of the subsequent class, emailed copies are not acceptable. **In the heading, give the full citation for the reading, your name and the session number to which it refers as well as the date. Give a one line title to your response which gives the sense of you felt about this reading.**
- The response should be **at most** a single-spaced page in length, **NOT LONGER**. You can double space if you like, what the instructor wants is your response to the reading, rather than a recapitulation and that may be brief but it must indicate that you have read the material and thought critically about it.
- The reading for each class listed below is due at the beginning of Monday class following the week of sessions. In other words, do the reading for one of the two class sessions during the week and on the following Monday turn in the one page of response. There are other responses due as above along with the first one for the readings, both of which are due April 7. The last one for session 18 is due June 5 at the final class where attendance is mandatory. It is your responsibility to complete the assigned readings and if this is not done on time, you will not receive reminders, but will receive a grade of NC (no credit).
- **Do two dissemination projects** (last day's session will be devoted to sharing these experiences). Any submission should be a printed copy including materials as below. The first is due May 1 and the last is due June 5. Doing this represents a considerable amount of work, and is intended as a prelude to getting our country healthier.
  - Students are required to do two different projects. One will be the same format for all, namely a screening a segment of the PBS documentary, *Unnatural Causes: Is Inequality Making Us Sick?*
  - Submit a one page proposal of your plans for the first project by April 13. Include the audience you intend to devote the effort to, how you plan to publicize it, the date, site and how you plan to evaluate your efforts.
  - **EVERYONE WILL DO A SCREENING OF UNNATURAL CAUSES AS ONE DISSEMINATION EXERCISE**
  - Unnatural Causes screening
    - There are 6 half hour segments as well as the lead hour. Expertise in the content of the material is not required to have an effective discussion if the ORID (Objective, Reactive, Interpretive, Decision) schema is used as described below. This method is easily learned. Students will obtain and preview the DVD, select a segment, schedule a time for an audience to which they have access to, advertise and promote the session, carry out the screening and discussion and evaluate it. Provide materials to those who attend on further information. The Unnatural Causes website is a great resource for materials to carry out this screening. The discussion guide at [http://www.unnaturalcauses.org/discussion\\_guides.php](http://www.unnaturalcauses.org/discussion_guides.php) is also recommended. If that seems overwhelming consider the ORID schema below.
    - Students are encouraged to organize a screening for an audience that is more than a few of their friends who gather for a casual event. In the past students have done screening for co-workers, for organizations they are a part of, and other groups in which they have an interest. Gail Greenwood, who directs the extended degree MPH program in the School of Public Health has access to various groups around Puget Sound who want to have a segment of Unnatural Causes screened with a facilitated discussion by a student in this course. Students who want to do such can contact her at [gail1@u.washington.edu](mailto:gail1@u.washington.edu) (616-2942), other email is [uwedpdm@u.washington.edu](mailto:uwedpdm@u.washington.edu).
    - Leading a focused conversation of a segment of Unnatural Causes
      - Setting: make sure the details of the screening work well beforehand, that everyone can see and hear, that the projection and sound equipment work. Test it beforehand.
      - Invite the group to take their places, sit down at the "chair" position at the front of the room and wait for the group to get settled
      - Get the group's attention ("Let's get started." and make your opening remarks, saying why the group is gathered, what the topic is, and other contexts, give them a sense of what the Unnatural Causes segment to be screened is about in general terms, and that afterwards you will lead a discussion.
      - At the end of the screening, begin with one objective question as above (and ONLY ONE), and remind the participants, if necessary, that speakers need to use their public voice so everyone in the room can hear.
      - Address subsequent questions to the whole group, that anybody can answer. Choose only one question from each of the Objective, Reflective, Interpretive, Decisional questions. Don't try to go through a list. Try to adapt to the group's level and engagement. You might not be able to cover the various topic areas in a given session.
      - Affirm or acknowledge answers, "OK," "Good," "Yes." but don't make a fetish of this.
      - Dealing with getting off topic: acknowledge the person and say it is an important question, but recapitulate briefly what the group has said so far, repeat the question, or move on to the next.
      - Dealing with long or abstract answers: "Nancy could you give a specific example of that?"
      - Dealing with an argument: remind the group that all perspectives need to be honored, that everyone has wisdom, and everyone has a piece of the puzzle, then ask if there are other viewpoints.
      - Enabling the group to answer the question asked: consider saying something like: "I understand your response, but I'm not clear how it answers the question..."
      - Closing the conversation: Ideally, use the close to honor the group's participation, or state the resolution or the next steps, and if notes have been made, let the group know how the notes will be used and tell them you will make sure they get copies
  - ORID focused conversation schema for leading a discussion with a community after screening a segment of Unnatural Causes. The questions below are examples only, students are to develop their own to fit their styles.
    - + Objective Questions
      - What were some key images or ideas or facts in the Unnatural Causes segment you just saw?
      - What scenes were real grabbers?
    - + Reflective Questions
      - What was a high point of the presentation for you?
      - Where did you get pulled in?
    - + Interpretive questions
      - What are some deeper questions we could ask of the producers of this Unnatural Causes segment
      - What came through to you as very important?
      - What did you learn that you didn't know before?
    - + Decisional Questions
      - What can we do here about these issues? What actions can you take?
      - What would be your first step?
      - Where you would like to have seen more detail?
- **THE SECOND DISSEMINATION EXERCISE YOU CARRY OUT IS YOUR CHOICE.**
- **Choose ONE** of the following.
  - Develop a talking points script about US health in relation to other rich countries with the reasons therefore and then talk to five strangers in

- person about the course concepts, (examples would be customer service worker at Nordstroms, the cashier at a 7-11, at a health club, or waiting room or on the bus). Other students have used myspace.com to reach hundreds, which can be a great deal of work.
- Begin practicing this script with phone solicitors that reach you to sell something.
  - Examples of the types of discussion you could have
    - You could compare the US with Japan, and point out the high smoking rates for men in Japan in contrast to men in the US.
      - [http://www.who.int/tobacco/global\\_data/country\\_profiles/en/](http://www.who.int/tobacco/global_data/country_profiles/en/) is a source for the cigarette consumption data.
    - Another perspective would be to compare Washington State's health outcomes with British Columbia to the north. Use as a possible stimulus for discussion, the map at [http://sightline.org/maps/maps/health\\_lifespan\\_cs05m](http://sightline.org/maps/maps/health_lifespan_cs05m) which demonstrates the 49th parallel of latitude as a huge health divide. Another useful graphical stimulus for discussion would be the trends depicted in <http://sightline.org/maps/charts/Health-LifeBCNW-CS06>.
    - The impact of early life on adult health.
  - You must present a written evaluation of your experience doing this. The write up, limited to 4 pages, should include:
    - physical set up (time, place, conditions, etc.) for each person contacted
    - outline of what you said
    - what reactions you had
    - what questions or comments were made by others
    - how you responded
    - was there any follow-up
    - how you felt doing this
  - Develop a talking points script about medical care being one of the leading causes of death whenever it has been studied. Talk to five strangers in person about the course concepts, (examples would be customer service worker at Nordstroms, the cashier at a 7-11, at a health club, or waiting room or on the bus). Other students have used myspace.com to reach hundreds, which can be a great deal of work.
    - Begin practicing this script with phone solicitors that reach you to sell something.
    - This is a much more difficult endeavour than talking about US health in relation to other rich countries. But those who may have encountered medical harm among friends and family might take on this challenge.
    - You must present a written evaluation of your experience doing this. The write up, limited to 4 pages, should include:
      - physical set up (time, place, conditions, etc.) for each person contacted
      - outline of what you said
      - what reactions you had
      - what questions or comments were made by others
      - how you responded
      - was there any follow-up
      - how you felt doing this
  - Carry out a survey of beliefs regarding the production of health. The Blaxter reading for Session 17 is useful and you are encouraged to read it before you attempt this survey. Students are encouraged to develop a semi-structured qualitative format that asks questions such as (with suggested prompts in brackets):
    - Possible field guide for the survey
      - What do you do to be healthy and how do you know it is effective?
        - (tell me more)
      - How would you know whether the actions taken to be healthy work?
        - (any thing else)
      - How much of your health is under your control or choice?
        - (please go on)
      - Tell me about the health of the United States in comparison to other countries?
        - (repeat the last words they say to get them to go on)
    - Administer your survey to a few friends and write down their responses, then modify the survey so it works better. Then try it on some strangers, at a line for an event such as a movie, or at a sporting event, music concert, church gathering, study hall, snack bar, library, or other such venue. Your work should include at least five strangers' responses.
    - Write up your findings, summarizing the key responses and what you learned in a maximum of four pages.
  - Carry out a discussion with people, including friends, parents, friends of parents, about inequality in America. Harvard Magazine has an article in the July-August 2008 titled "Unequal America: The Growing Gap," together with letters in September-October and November-December issues that can be accessed in the archives at <http://www.harvardmagazine.com/>. Consider the responses of the letters to the concept of inequality. Your output will be a discussion of what you learned from talking to people. While a face-to-face format is best, a Web 2.0 effort might also be attempted. What did you tell them about inequality and what kind of people did you speak to and what were their responses. Present a discussion of what you learned.
  - Lay out a billboard depicting population health concepts and demonstrate that you have made a serious effort to get Clear Channel's attention to place it somewhere around Seattle. If interested ask Stephen for an example of one of Clear Channel's he photographed in Bothel that had important concepts displayed.
  - Draft a high school curriculum module on population health and test it at your high school. Some examples from a local organization are at <http://www.justhealthaction.org/about.html>. Submit a report and documentation of your school experience in no more than five pages.
  - Get involved in activities with the undergraduate Students for Equal Health group. Information is at <http://students.washington.edu/seh1/content/committees/>. Attend meetings, get onto a Committee and work on one of their projects. Submit a log of your work, what you learned and an evaluation of this student group in no more than four pages..
  - Use YouTube to present course concepts.
    - One UW student example (on medical harm, but your effort should stress population health concepts) is at: <http://www.youtube.com/watch?v=SP9Ly7xOMn8>
    - another that looks at greed, but doesn't include health aspects (and is much beyond what a student in this class might be expected to produce) is at <http://www.youtube.com/watch?v=BuPXuG5HHPU>
  - On the basis of what you are learning in this course, evaluate the Washington Health Foundation's strategy to make Washington State the healthiest state in the US. Go to <http://www.whf.org/> where the campaign is described. Join as an individual and track miles, weight and other issues presented there.

- Look at their report card: <http://www.whf.org/Documents/2008-Report-Card.pdf>
- Discuss their concepts in relation to the ideas presented in the course.
- Go to the America's Health Rankings material at <http://www.americashealthrankings.org/2008/index.html> and look at how the rankings are made. Consider whether it makes sense to look at US states outside of the world context, and not consider the Canadian provinces or other health parts of the world in evaluation how well we are doing. Nevertheless in their 2008 report look at Table 6 and the material on page 14.
- Look at the trends for Washington State over the last few years and reflect on the meaning of their statistic.
- In your efforts, discuss with friends, family and others, the finding of where Washington stands in the rankings used. Gauge their reactions and whether they are aware of population health ideas.
- Your output will be your evaluation of the campaign and the reactions of at least 5 people that you discussed it with. The write up is limited to a maximum of 4 pages.
- Direct a group of people to the Healthiest Nation Alliance Website materials and engage in a discussion of the concepts presented there. <http://www.healthiestnation.org/>
  - Begin by exploring the website itself on your own. Consider the organizations that make up the Healthiest Nation Alliance. Look at their fact sheet under Know More. Who does it speak to? On the same page look at the member organizations and what they stand for. How many of them present ideas that might be effective in improving US health compared to other nations? Develop your own sense of what this organization is about.
  - Then explore the issues with fellow students, co-workers, members of an organization you belong to and gauge their responses.
  - Write no more than five pages about your experience in a critically reflective way. How else might the three major US health organizations have developed an information and action campaign?
- Convene a group of students and play THE LAST STRAW, a board game on the Social Determinants of Health. Details are at <http://www.thelaststraw.ca/> You are directed to the two videos on the support part of the page. Stephen has a copy of the game that you can borrow to play.
- One of the dissemination efforts can be done by pairs of students taking the course. This would be appropriate for screening a segment of Unnatural Causes for a substantial audience that would require considerable advance publicity, organizing logistics and such.
- An audiovisual recording of your efforts may be attempted if you have access to the equipment (an audio or a video recorder) and requisite skills but is not required. Similarly you can photograph aspects of your work and submit evidence of the place, audience and activity. Do this at a low resolution digital camera session, so that large photographic files are not sent electronically. If you do not have a digital camera or other recorder for this, nor the requisite skills, that is fine. Everyone must document the event and your evaluation of it in written form. This documentation will help students taking the course in future years. Your output will be an outline of your objective, steps you took, the results you had and a critique, submitted as both a hard paper copy limited to not more than five pages (and electronically) as well as any recording and picture files, the latter submitted electronically. I'm interested in your documenting how you did this exercise. Complete the first by May 1, and the last by the last day of the course. The last class session will be devoted to sharing student experiences

#### **Extensive BIBLIOGRAPHY**

The extended syllabus for the graduate course with innumerable readings, GH 514 is available at <http://courses.washington.edu/gh/514/> and there are many readings there for topics that are similar to those in this course.

#### **Subscribe to the Population Health Forum's list.**

Students are strongly encouraged to subscribe to the Population Health Forum's list.

The Population Health Forum, an organization of health activists originally launched at the University of Washington, raises awareness of, promotes dialogue about, and explores how political, economic and social inequalities interact to reduce the overall health status of our society. We host forums, sponsor discussions, develop curriculum, teach courses, sponsor workshops, and provide speakers to promote knowledge and to advocate for action in service of a healthier society.

To subscribe to the list go to the PHF website home page (URL in bibliography) at the lower left. You will then be directed to where you can subscribe. There are few postings, mostly about future meetings and their minutes, as well as occasional new research findings that relate to population health.

## Session Syllabus

### 1. Orientation to Population Health

#### • Learning Objectives:

- participate in a personal introduction regarding your background and what is the most significant thing you have learned in your lifetime about producing health
- review syllabus and expectations for output
- list the difficulties getting poorer people to accept that their health status has much to do with factors beyond their control

#### • Assignment

- complete **Population Health Web Ramble Response** to hand in next class.

#### • Readings

- Wilkinson, [Impact of Inequality](#): Ch 1

### 2. Determinants of Health in Rich Countries

#### • Learning Objectives:

- describe the various studies that associate hierarchy and health among rich countries
- describe associations between measures of income and various health-related outcomes in the United States

#### • Assignment

- One page response to Great Leveller documentary on reserve in Health Sciences Library due next class.

#### • Readings

- Wilkinson, [Impact of Inequality](#): pg 33-39, 43-47
- SPIRIT LEVEL Chapter 2
- \* (session 01 in GH 514 library e-reserves) Bezruchka, S. (2006). Chapter 1: Epidemiological Approaches. [Staying Alive: Critical Perspectives on Health, Illness and Health Care](#). D. Raphael, T. Bryant and M. Rioux. Toronto, Canadian Scholars' Press: 13-33.
- \* (session 02 in GH 514 library e-reserves) Lantz, P. M., J. S. House, et al. (1998). "Socioeconomic factors, health behaviors, and mortality: results from a nationally representative prospective study of US adults." [JAMA](#) 279(21): 1703-8.

### 3. Population Health from the paleolithic on

#### • Learning Objectives

- list the stages of human development with corresponding trends in population health
- discuss the ways in which a human population is different than simply a collection of individuals
- describe possible biologic mechanisms that underlie the association of hierarchy and health in humans and in non-human primates

#### • Response to reading for class 1 and 2 due at beginning of class

#### • Readings

- Wilkinson, [Impact of Inequality](#): pg. 101-110, pg. 235-47
- Dorling, D. (2006). "Commentary: The fading of the dream: widening inequalities in life expectancy in America." [Int. J. Epidemiol.](#) 35(4): 979-980.
- \* (session 14 in GH 514 library e-reserves) Szreter, S. (2003). "The Population Health Approach in Historical Perspective." [Am J Public Health](#) 93(3): 421-431.

### 4. Health, happiness, inequality, and hierarchy

#### • Learning Objectives:

- discuss social capital as a potential pathway through which hierarchy exerts its health effects
- describe possible paths to producing happiness as a population health concept

#### • Readings

- Wilkinson, [Impact of Inequality](#) Ch. 3 except pg 81-6, Ch 5, pg 171-4, pg 294-298
- SPIRIT LEVEL pages 215-218
- \* (session 08 in GH 514 library e-reserves) Alesina, A. and Edward L. Glaeser.(2004): [Fighting poverty in the US and Europe : a world of difference](#). Oxford, Oxford U Pr, 1-13, 217-221.
- Kahneman, D., A. B. Krueger, et al. (2006). "Would You Be Happier If You Were Richer? A Focusing Illusion." [Science](#) 312(5782): 1908-1910.
- Myers, D. G. (2000). "The Funds, Friends, and Faith of Happy People." [American Psychologist](#) 55(1): 56-67.
- \* (session 04 in GH 514 library e-reserves) Stevenson, B. and J. Wolfers (2007). [The Paradox of Declining Female Happiness](#). Philadelphia, Wharton School University of Pennsylvania.
- Vohs, K. D., N. L. Mead, et al. (2006). "The Psychological Consequences of Money." [Science](#) 314(5802): 1154-1156.

### 5. Early Life Lasts a Lifetime

#### • Learning Objectives

- Describe three latent factors from birth to age 7 that affect adult health
- List three domains of development of children that have profound affects in later life
- Relate aspects of family, neighborhood and society to health impacts

#### • Readings

- Wilkinson, [Impact of Inequality](#) Ch. 3 Stress in Early Life pg 81-6, Ch. 8 Social Development and Early Experience pg 265-72
- SPIRIT LEVEL Ch 14: pages 207-209
- Barker, D. J. (2006). "Adult consequences of fetal growth restriction." [Clin Obstet Gynecol](#) 49(2): 270-83.
- \* (session 03 in GH 514 library e-reserves) Emerson, E. (2009). "Relative Child Poverty, Income Inequality, Wealth, and Health." [JAMA](#) 301(4): 425-426.
- \* (session 03 in GH 514 library e-reserves) Gluckman, P. D., M. A. Hanson, et al. (2008). "Effect of In Utero and Early-Life Conditions on Adult Health and Disease." [N Engl J Med](#) 359(1): 61-73.
- \* (session 03 in GH 514 library e-reserves) Hertzman, C. and C. Power (2006). [A life course approach to health and human development. Healthier Societies: From Analysis to Action](#). J. Heymann, C. Hertzman, M. L. Barer and R. G. Evans. New York, Oxford University Press: 83-106.

- Heymann, J., A. Earle, et al. (2004). *The Work, Family and Equity Index: Where does the United States stand globally?* Boston, Harvard School of Public Health.
- <http://www.hsph.harvard.edu/globalworkingfamilies/images/report.pdf>
- Nemeroff, C. B. (2004). "Neurobiological consequences of childhood trauma." *J Clin Psychiatry* 65 Suppl 1: 18-28.
- Pickett, K. E. and R. G. Wilkinson (2007). "Child wellbeing and income inequality in rich societies: ecological cross sectional study." *BMJ*: 1080-1085.
- Science of Early Childhood Development numbered pages 6 to 9 (in pdf pages 16-19), and Appendix I (numbered 34 to 39) (in pdf pages 44-49)
- available at <http://www.metrokc.gov/health/reports/neurons-booklet.pdf>
- Spence, D. (2007). "Britney tears." *BMJ* 334(7591): 478-.
- UK (2007). *The Children's Plan: Building brighter futures* London, Department of Children, Schools and Families. pg 1-4
- [http://www.dfes.gov.uk/publications/childrensplan/downloads/Childrens\\_Plan\\_Executive\\_Summary.pdf](http://www.dfes.gov.uk/publications/childrensplan/downloads/Childrens_Plan_Executive_Summary.pdf)
- UNICEF Innocenti Research Centre (2007). *Innocenti Report Card No.7, February 2007. 'An overview of child well-being in rich nations'*. Florence, UNICEF.
- download from <http://www.unicef-icdc.org/publications/>

- **Response to reading for class 3 and 4 due at beginning of class**

## 6. Medical Care and its impact on health

- **Learning Objectives**

- discuss studies that show an impact of preventive and curative health services on population health
- describe the studies on medical harm, and their limitations

- **Readings**

- Wilkinson, *Impact of Inequality*: 145-162
- SPIRIT LEVEL pages 79-81
- Blendon, R. J., C. M. DesRoches, et al. (2002). "Views of Practicing Physicians and the Public on Medical Errors." *N Engl J Med* 347(24): 1933-1940.
- \* (session 05 in GH 514 library e-reserves) Davis, P. (2004). "Health care as a risk factor." *Canadian Medical Association Journal* 170(11): 1688-1689.
- \* (session 05 in GH 514 library e-reserves) Roos, N. P., M. Brownell, et al. (2006). *Universal medical care and health inequalities: right objectives, insufficient tools, Healthier Societies: From Analysis to Action*. J. Heymann, C. Hertzman, M. L. Barer and R. G. Evans. New York, Oxford University Press: 107-131.
- \* (session 05 in GH 514 library e-reserves) Starfield, B., J. Hyde, et al. (2008). "The concept of prevention: a good idea gone astray?" *J Epidemiol Community Health* 62(7): 580-583.
- Welch, H. G. (2008). *Campaign Myth: Prevention as Cure-All*. New York Times. New York. October 7, 2008
- [http://www.nytimes.com/2008/10/07/health/views/07essa.html?\\_r=1&scp=1&sq=Welch%20Prevention%20October%207,%202008&st=cse](http://www.nytimes.com/2008/10/07/health/views/07essa.html?_r=1&scp=1&sq=Welch%20Prevention%20October%207,%202008&st=cse)
- Woolhandler, S. and D. U. Himmelstein (2002). "Paying for national health insurance--and not getting it." *Health Aff* 21(4): 88-98.

## 7. Population Health Perspective on Mental Illness

- **Learning Objectives**

- describe the studies demonstrating a relationship between hierarchy and health among countries and within the USA
- consider reasons for the high rates of significant mental illness in the US compared to other studied countries
- critique the concept of relative poverty being a risk factor for psychopathology from an evolutionary perspective

- **Readings**

- Heim, C., D. J. Newport, et al. (2000). "Pituitary-Adrenal and Autonomic Responses to Stress in Women After Sexual and Physical Abuse in Childhood." *JAMA* 284(5): 592-597.
- \* (session 12 in GH 514 library e-reserves) Bowlby, J. (1988). "Developmental Psychiatry Comes of Age." *The American Journal of Psychiatry* 145(1): 1.
- \* (session 12 in GH 514 library e-reserves) Carter, K. N., T. Blakely, et al. (2009). "What is the association between wealth and mental health?" *J Epidemiol Community Health* 63(3): 221-226.
- \* (session 12 in GH 514 library e-reserves) Cifuentes, M., G. Sembajwe, et al. (2008). "The association of major depressive episodes with income inequality and the human development index." *Social Science & Medicine* 67(4): 529-539.
- Kuhar, M. J. (2002). "Social rank and vulnerability to drug abuse." *Nature Neuroscience* 5(2): 88-90.
- Morgan, D., K. A. Grant, et al. (2002). "Social dominance in monkeys: dopamine D-2 receptors and cocaine self-administration." *Nature Neuroscience* 5(2): 169-174.
- Pickett, K. E., O. W. James, et al. (2006). "Income inequality and the prevalence of mental illness: a preliminary international analysis." *J Epidemiol Community Health* 60(7): 646-647.
- Wilkinson, *Impact of Inequality*: pg 86-93, pg 162-67
- \* (session 12 in GH 514 library e-reserves) WHO World Mental Health Survey Consortium, T. (2004). "Prevalence, Severity, and Unmet Need for Treatment of Mental Disorders in the World Health Organization World Mental Health Surveys." *JAMA* 291(21): 2581-2590.

- **Response to reading for class 5 and 6 due at beginning of class**

## 8. Western Europe

- **Learning Objectives:**

- describe the population health status of Norway
- evaluate the health system performance there
- identify disadvantaged groups in Norway

- **Readings**

- \* (session 08 in GH 514 library e-reserves) Alesina, A. and Edward L. Glaeser. (2004): *Fighting poverty in the US and Europe: a world of difference*. Oxford, Oxford U Pr. 1-13, 217-221. Connect to this title online at UW libraries by putting in the title. You can then electronically access the required pages.
- Brooks, N. and T. Hwong (2006). *The Social Benefits and Economic Costs of Taxation: A Comparison of High and Low-Tax Countries*. Ottawa, Canadian Centre for Policy Alternatives

- [http://www.policyalternatives.ca/documents/National\\_Office\\_Pubs/2006/Benefits\\_and\\_Costs\\_of\\_Taxation.pdf](http://www.policyalternatives.ca/documents/National_Office_Pubs/2006/Benefits_and_Costs_of_Taxation.pdf)
- Miller, J. (2005). Taxing Wealth Swedish Style. Dollars & Sense. September/October pages 12-3.
  - available at: <http://www.dollarsandsense.org/archives/2005/0905miller.html>
- Smith, K. E. (2007). "Health inequalities in Scotland and England: the contrasting journeys of ideas from research into policy." *Social Science & Medicine* 64(7): 1438-1449.
- \* (session 08 in GH 514 library e-reserves) Mackenbach, J. P., I. Stirbu, et al. (2008). "Socioeconomic Inequalities in Health in 22 European Countries." *N Engl J Med* 358(23): 2468-2481.
- Wilkinson, R. G. and K. E. Pickett (2007). "The problems of relative deprivation: Why some societies do better than others." *Social Science & Medicine* 65(9): 1965-1978.
- Wilkinson, *Impact of Inequality*: 57-81
- Weitoft, G. R., A. Hjern, et al. (2003). "Mortality, severe morbidity, and injury in children living with single parents in Sweden: a population-based study." *Lancet* 361: 289-95.

## 9. Japan

### • Learning Objectives

- state the past achievements of Japan's health and relate this to reconstruction after World War II
- list some features of Japan's health care system
- discuss why a great disparity in health exists between the Japanese and the American populations in terms of health achievement

### • Readings

- Wilkinson, *Impact of Inequality* Ch. 2, pg 39-40, Ch. 6, pg 200-214, Ch. 7, pg 231-4
- \* (session 07 in GH 514 library e-reserves) Bezruchka, S., T. Namekata, et al. (2008). "Improving Economic Equality and Health: the Case of Postwar Japan." *American Journal of Public Health* 98(4): 589-594.
- Nakaji, S., Y. Yoshioka, et al. (2003). "Explanations for the smoking paradox in Japan." *European journal of epidemiology* 18(5): 381-3.
- Nakaya, T. and D. Dorling (2005). "Geographical inequalities of mortality by income in two developed island countries: a cross-national comparison of Britain and Japan." *Social Science & Medicine* 60(12): 2865-2875.
- \* (session 07 in GH 514 library e-reserves) Kawachi, I., Y. Fujiwasa, et al. (2007). "The health of Japanese - what can we learn from America? ." *Journal of National Institute of Public Health* 56(2): 114-121.
- \* (session 07 in GH 514 library e-reserves) Kondo, N., S. V. Subramanian, et al. (2008). "Economic recession and health inequalities in Japan: analysis with a national sample, 1986-2001." *J Epidemiol Community Health* 62(10): 869-875.
- Siddiqi, A. and C. Hertzman (2001). "Economic growth, income equality, and population health among the Asian tigers." *International Journal of Health Services* 31(2): 323-333.

### • Response to reading for class 7 and 8 due at beginning of class

## 10. Canada

### • Learning Objectives

- Describe plausible reasons for Canada's good standing in the Health Olympics

### • Readings

- Wilkinson, *Impact of Inequality* Ch. 2 pg 47-56, Ch. 4 pg 105-110,
- \* (session 09 in GH 514 library e-reserves) Siddiqi, A. and C. Hertzman (2007). "Towards an epidemiological understanding of the effects of long-term institutional changes on population health: A case study of Canada versus the USA." *Social Science & Medicine* 64(3): 589-603.
- Toronto Charter resulted from a conference in 2002. You are asked to download it and read it and respond.
  - [http://www.centretownchc.org/Toronto\\_charter.htm](http://www.centretownchc.org/Toronto_charter.htm)
- \* (session 09 in GH 514 library e-reserves) Willson, A. E. (2009). "'Fundamental Causes' of Health Disparities: A Comparative Analysis of Canada and the United States." *International Sociology* 24(1): 93-113.

### • First dissemination exercise report due

## 11. Former Soviet Union Countries

### • Learning Objectives

- describe the health achievements of countries of the Soviet Union from its origins to its demise
- discuss reasons for the decline of health in countries of the former Soviet Union

### • Readings

- \* (session 15 in GH 514 library e-reserves) Bobak, M. and M. Marmot (2009). "Societal transition and health." *The Lancet* 373(9661): 360-362.
- \* (session 15 in GH 514 library e-reserves) Stuckler, D., L. King, et al. (2009). "Mass privatisation and the post-communist mortality crisis: a cross-national analysis." *The Lancet* 373(9661): 399-407.
- Brainerd, E. and D. M. Cutler (2005). "Autopsy on an Empire: Understanding Mortality in Russia and the Former Soviet Union." *Journal of Economic Perspectives* 19(1): 107-130.
- Murphy, M., M. Bobak, et al. (2006). "The Widening Gap in Mortality by Educational Level in the Russian Federation, 1980-2001." *Am J Public Health* 96(7): 1293-1299.
- Stillman, S. (2006). "Health and nutrition in Eastern Europe and the former Soviet Union during the decade of transition: A review of the literature." *Economics & Human Biology* 4(1): 104-146.
- Walberg, P., M. McKee, et al. (1998). "Economic change, crime, and mortality crisis in Russia: regional analysis." *BMJ* 317(7154): 312-8.
- Wilkinson, *Impact of Inequality* Ch. 4 Communism and the Postcommunist Transition pg 112-9

### • Response to reading for class 9 and 10 due at beginning of class

## 12. Biology of Population Health

### • Learning Objectives

- describe possible biologic mechanisms that underlie the association of hierarchy and health in human and in non-human primate populations

### • Readings

- Wilkinson, *Impact of Inequality* Ch. 5 pg 162-7, Ch. 8 pg 247-65, 272-82
- SPIRIT LEVEL Chapter 3: pages 37-39
- \* (session 11 in GH 514 library e-reserves) Hegewald, M. J. and R. O. Crapo (2007). "Socioeconomic Status and Lung Function." *Chest* 132(5):

1608-1614.

- \* (session 11 in GH 514 library e-reserves) Hertzman, C. and J. Franke (2006). Biological pathways linking the social environment, development and health. Healthier Societies: From Analysis to Action. J. Heymann, C. Hertzman, M. L. Barer and R. G. Evans. New York, Oxford University Press: 35-57.
- Epel, E. S., E. H. Blackburn, et al. (2004). "Accelerated telomere shortening in response to life stress." Proc Natl Acad Sci U S A **101**(49): 17312-5.
- Epel, E. S., J. Lin, et al. (2006). "Cell aging in relation to stress arousal and cardiovascular disease risk factors." Psychoneuroendocrinology **31**(3): 277-87.
- Sapolsky, R. M. (2004). "Social Status and Health in Humans and Other Animals." Annual Review of Anthropology **33**(1): 393-418.
- Sapolsky, R. M. (2004). "Organismal stress and telomeric aging: an unexpected connection." Proc Natl Acad Sci U S A **101**(50): 17323-4.

### 13. India and China

#### • Learning Objectives

- analyze the different health outcomes in India and China emerging over the last half century
- relate health outcomes to country policies in force during this period
- predict ways in which the current forces at work may change future population health indicators in China
- describe possible reasons for Kerala's remarkably different health outcomes from the rest of India

#### • Readings

- Wilkinson, Impact of Inequality Ch. 7 pg 231-4
- Mohindra, K. S., S. Haddad, et al. (2006). "Women's health in a rural community in Kerala, India: do caste and socioeconomic position matter?" J Epidemiol Community Health **60**(12): 1020-1026.
- Pei, X. and E. Rodriguez (2006). "Provincial income inequality and self-reported health status in China during 1991-7." J Epidemiol Community Health **60**(12): 1065-1069.
- \* (session 16 in GH 514 library e-reserves) Pogge, T. (2008). "Growth and Inequality." Dissent **55**(1): 66-75.
- \* (session 16 in GH 514 library e-reserves) Dummer, T. J. B. and I. G. Cook (2008). "Health in China and India: A cross-country comparison in a context of rapid globalisation." Social Science & Medicine **67**(4): 590-605.
- \* (session 16 in GH 514 library e-reserves) Tang, S., Q. Meng, et al. (2008). "Tackling the challenges to health equity in China." The Lancet **372**(9648): 1493-1501.
- \* (session 16 in GH 514 library e-reserves) Walker, R. and D. Buck (2007). "The Chinese Road." New Left review.(46): 39-68.
- \* (session 16 in GH 514 library e-reserves) Subramanian, S. V., S. Nandy, et al. (2006). "The mortality divide in India: the differential contributions of gender, caste, and standard of living across the life course." Am J Public Health **96**(5): 818-25.

#### • Response to reading for class 11 and 12 due at beginning of class

### 14. Health and Development in Poorer Countries

#### • Learning Objectives

- identify factors known to be associated with health outcomes in poor countries
- analyze the equity health association in terms of Nepal's situation
- list the various stakeholders in the development industry and comment upon their effectiveness for improving human welfare

#### • Readings

- Wilkinson, Impact of Inequality: Pg 93-100, 110-112
- Angeles, L. (2007). "Income inequality and colonialism." European Economic Review **51**(5): 1155-1176.
- Bezruchka, S. (2004). "Population health issues relevant to neuroscience in Nepal." J Neuroscience **1**(1): 4-9. available at <http://www.neuroscienceforum.org.np/fulltexts/3.pdf>
- \* (session 17 in GH 514 library e-reserves) Briceno-Leon, R., A. Villaveces, et al. (2008). "Understanding the uneven distribution of the incidence of homicide in Latin America." Int. J. Epidemiol. **37**(4): 751-757.
- \* (session 17 in GH 514 library e-reserves) Cooper, R. S., J. F. Kennelly, et al. (2006). "Health in Cuba." Int. J. Epidemiol. **35**(4): 817-824.
- Diven, P. (2006). "A Coincidence of Interests: The Hyperpluralism of U.S. Food Aid Policy." Foreign Policy Analysis **2**(4): 361-384.
- Shah, S. (2002). From evil state to civil society. State of Nepal. K. M. Dixit and S. Ramachandaran. Lalitpur, Himal Books: 137-160. Copy will be sent via email to those who want to read this..
- \* (session 17 in GH 514 library e-reserves) Spiegel, J. M. (2006). "Commentary: Daring to learn from a good example and break the 'Cuba taboo'." Int. J. Epidemiol. **35**(4): 825-826.

### 15. Africa

#### • Learning Objectives

- contrast the colonial history of African countries with the current situation
- present the health situation in Ghana today compared to a rich African country such as Botswana
- explain the impact of structural adjustment policies and political instability on health and development of Nigerians

#### • Readings

- Wilkinson, Impact of Inequality: 169-200
- Collier, P. (2006). "African Growth: Why a 'Big Push'?" J Afr Econ **15**(suppl\_2): 188-211.
- Garrett, L. (2007). "The Challenge of Global Health." Foreign Affairs **86**( 1): 14-38.
- \* (session 18 in GH 514 library e-reserves) Hollar, J. (2007). Bono, I Presume? Covering Africa Through Celebrities. Extra! **20** (5): 21-25.
- Ncayiyana, D. J. (2004). "Is democracy good for people's health? A South African perspective." BMJ **329**(7480): 1425-6.
- Nunn, N. (2007). "Historical legacies: A model linking Africa's past to its current underdevelopment." Journal of Development Economics **83**: 157-175.
- Øyen, E. (2005). THE POLYSCOPIC LANDSCAPE OF POVERTY RESEARCH "State of the art" in International Poverty Research. An overview and 6 in-depth studies. Bergen, Comparative Research Programme on Poverty. Ch. V (5) on South Africa
- available at: [http://www.forskningradet.no/CSStorage/Flex\\_attachment/stateoftheart.pdf](http://www.forskningradet.no/CSStorage/Flex_attachment/stateoftheart.pdf)
- Thielke, T. and J. Shikwati (2005). Spiegel Interview with African Economics Expert "For God's Sake, Please Stop the Aid!" Der Spiegel.
- <http://service.spiegel.de/cache/international/spiegel/0,1518,363663,00.html>
- \* (session 18 in GH 514 library e-reserves) Klein, N. (2007). Democracy Born in Chains: South Africa's Constricted Freedom. The Shock Doctrine:

The rise of disaster capitalism. New York, Metropolitan Books: 194-217.

- \* (session 18 in GH 514 library e-reserves) Hong, R. (2007). "Effect of economic inequality on chronic childhood undernutrition in Ghana." Public Health Nutrition 10(4): 371-378.
  - \* (session 18 in GH 514 library e-reserves) Moyo, D. (2009). Dead aid : why aid is not working and how there is another way for Africa. London; New York, Allen Lane. xviii-xx, 26-47.
  - \* (session 18 in GH 514 library e-reserves) Ngowu, R., J. S. Larson, et al. (2008). "Reducing child mortality in Nigeria: A case study of immunization and systemic factors." Social Science & Medicine 67(1): 161-164.
- **Response to reading for class 13 and 14 due at beginning of class**

## 16. Physical Environment and Population health

### • Learning Objectives

- Explain the link between the environment and population health
- Define environmental justice and cite three examples
- Discuss problems of separating environmental contaminant exposure and health from poverty/SES and health.

### • Readings

- Wilkinson, Impact of Inequality: 119-143, 215-231
- Spirit Level Chapter 15
- \* (session 13 in GH 514 library e-reserves) Boyce, J. K., A. R. Klermer, et al. (1999). "Power distribution, the environment, and public health: A state-level analysis." Ecological Economics 29(1): 127-140.
- \* (session 13 in GH 514 library e-reserves) Friel, S., M. Marmot, et al. (2008). "Global health equity and climate stabilisation: a common agenda." The Lancet 372(9650): 1677-1683.
- \* (session 13 in GH 514 library e-reserves) Hartig, T. (2008). "Green space, psychological restoration, and health inequality." The Lancet 372(9650): 1614-1615.
- Boyce, J. K. (2001). Is Inequality Bad for the Environment and Bad for Your Health? Different Takes.  
- [http://popdev.hampshire.edu/projects/dt/pdfs/DifferenTakes\\_08.pdf](http://popdev.hampshire.edu/projects/dt/pdfs/DifferenTakes_08.pdf)
- Brulle, R. J. and D. N. Pellow (2006). "Environmental justice: human health and environmental inequalities." Annu Rev Public Health 27: 103-24.
- Hynes, H. P. and R. Lopez (2007). "Cumulative Risk and a Call for Action in Environmental Justice Communities." Journal of Health Disparities Research and Practice 1(2).
- Sicotte, D. and S. Swanson (2007). "Whose Risk in Philadelphia? Proximity to Unequally Hazardous Industrial Facilities." Social Science Quarterly 88(2): 515-534.

## 17. Values and Beliefs about inequality and how they are shaped

### • Learning Objectives

- describe different belief and value systems in populations and their relevance for hierarchy
- discuss the American Dream and how it is produced
- comment on the role of propaganda in a failed state democracy

### • Readings

- Wilkinson, Impact of Inequality: Ch. 6 pg 169-200
- SPIRIT LEVEL Ch 3: 31-37, 40-45
- Albrecht, D. E. and S. G. Albrecht (2007). "The Benefits and Costs of Inequality for the Advantaged and Disadvantaged." Social Science Quarterly 88(2): 382-403.
- \* (session 06 in GH 514 library e-reserves) Blaxter, M. (1997). "Whose fault is it? People's own conceptions of the reasons for health inequalities." Social Science & Medicine 44(6): 747-756.
- \* (session 13 in GH 514 library e-reserves) Boykoff, M. T. and J. M. Boykoff (2004). "Balance as bias: global warming and the US prestige press." Global Environmental Change Part A 14(2): 125-136.
- \* (session 06 in GH 514 library e-reserves) Chandra, A., S. C. Martino, et al. (2008). "Does Watching Sex on Television Predict Teen Pregnancy? Findings From a National Longitudinal Survey of Youth." Pediatrics 122(5): 1047-1054.
- Cooper, C. P. and D. L. Roter (2000). "If it bleeds it leads"? Attributes of TV health news stories that drive viewer attention." Public Health Rep 115(4): 331-8.
- deMause, N. and S. Rendall (2007). The Poor Will Always Be With Us--Just Not on the TV News Fiar Study. Extra! 20(5): 9-13.
- Kwate, N. O. A. (2007). "Take one down, pass it around, 98 alcohol ads on the wall: outdoor advertising in New York City's Black neighbourhoods." Int. J. Epidemiol. 36(5): 988-990.
- Madrick, J. (2007). Goodbye, Horatio Alger. The Nation. 284: February 5, 20-24, .
- McIntosh, P. (1988). White Privilege: Unpacking the Invisible Knapsack. Working Paper 189. Wellesley, MA, Wellesley College Center for Research on Women.  
- <http://www.case.edu/president/aaction/UnpackingTheKnapsack.pdf>
- Øyen, E. (2005). THE POLYSCOPIC LANDSCAPE OF POVERTY RESEARCH "State of the art" in International Poverty Research. An overview and 6 in-depth studies. Bergen, Comparative Research Programme on Poverty. Ch. IX (9) on Poverty and the Rights of Citizenship  
- available at: [http://www.forskningradet.no/CSStorage/Flex\\_attachment/stateoftheart.pdf](http://www.forskningradet.no/CSStorage/Flex_attachment/stateoftheart.pdf)
- Robinson, T. N., M. N. Saphir, et al. (2001). "Effects of Reducing Television Viewing on Children's Requests for Toys: A Randomized Controlled Trial. " Journal of Developmental & Behavioral Pediatrics 22(3): 179-184.
- \* (session 06 GH 514 library e-reserves) Strasburger, V. C. M. D. (2001). "Children and TV Advertising: Nowhere to Run, Nowhere to Hide. [Editorial]." Journal of Developmental & Behavioral Pediatrics 22(3): 185-187.
- Valkenburg, P. M. (2000). "Media and youth consumerism." Journal of Adolescent Health 27(2, Supplement 1): 52-56.
- Wallack, L. and R. Lawrence (2005). "Talking About Public Health: Developing America's "Second Language"." Am J Public Health 95(4): 567-570.

### • Response to reading for class 15 and 16 due at beginning of class

## 18. Population Medicine / Where to go from here

### • Learning Objectives

- describe ways of changing hierarchical structures in various countries and populations
- analyze and discuss the effects of globalization on health, poverty, human rights, and the environment.

### • Readings

- Wilkinson, Impact of Inequality: Ch. 9, & 247-265
- SPIRIT LEVEL Ch 16
- \* (session 10 in GH 514 library e-reserves) Catalano, R. and B. Bellows (2005). "Commentary: If economic expansion threatens public health, should epidemiologists recommend recession?" Int. J. Epidemiol. 34(6): 1212-1213.
- \* (session 10 in GH 514 library e-reserves) Gerdtham, U. G. and C. J. Ruhm (2006). "Deaths rise in good economic times: Evidence from the OECD." Economics & Human Biology 4(3): 298-316.
- \* (session 10 in GH 514 library e-reserves) Mackenbach, J. P. (2009). "Politics is nothing but medicine at a larger scale: reflections on public health's biggest idea." J Epidemiol Community Health 63(3): 181-184.
- \* (session 10 in GH 514 library e-reserves) Niederdeppe, J., Q. L. Bu, et al. (2008). "Message Design Strategies to Raise Public Awareness of Social Determinants of Health and Population Health Disparities." Milbank Quarterly 86(3): 481-513.
- \* (session 10 in GH 514 library e-reserves) Tabb, W. K. (2006). "The Power of the Rich." Monthly Review: An Independent Socialist Magazine 58(3): 6-17.
- \* (session 10 in GH 514 library e-reserves) Money as Debt video
  - <http://video.google.com/googleplayer.swf?docId=-9050474362583451279>
- Bickford, D. M. and N. Reynolds (2002). "Activism and Service-Learning: Reframing Volunteerism As Acts of Dissent." Pedagogy 2(2): 229-252.
- Braveman, P. A. (2007). "We also need bold experiments: A response to Starfield's "Commentary: Pathways of influence on equity in health"." Social Science & Medicine 64(7): 1363-1366.
- Christensen, J. (2006). Follow the money: How tax havens facilitate dirty money flows and distort global markets. Geographies of Corruption, ECONOMIC GEOGRAPHY RESEARCH GROUP.
  - [http://www.taxjustice.net/cms/upload/pdf/Follow\\_the\\_Money\\_-\\_RGS-IBG\\_\\_final\\_31-AUG-2006.pdf](http://www.taxjustice.net/cms/upload/pdf/Follow_the_Money_-_RGS-IBG__final_31-AUG-2006.pdf)
- \* (session 19 in GH 514 library e-reserves) So you're a scholar who wants to make things happen, Alice Dreger
  - <http://www.bioethicsforum.org/dreger-activism-and-academia.asp>
- Evans, R. G. (2006). "From World War to Class War: The Rebound of the Rich." Healthcare Policy / Politiques de Santé 2(1): 14-24.
- Gardner, H. (2007). "An Embarrassment Of Riches. ." Foreign Policy(160): 39-39.
- Health Equity Gauge, (2004). Health Equity - Research To Action: COURSE READER: Bellville, South Africa, School of Public Health, University of the Western Cape. 2004. You are asked to download this document at the URL below and glance at it briefly to see strategies considered in poorer countries. Indicate you have done this in your response.
  - <http://www.gega.org.za/download/ResearchtoAction04.pdf>
- Ramsay, M. (2005). "A modest proposal: the case for a maximum wage." Contemporary Politics 11(4): 201-215.
- Sapolsky, R. M. (2006). "A Natural History of Peace." Foreign Affairs 85(1): 104.
- Smith, K. E. (2007). "Health inequalities in Scotland and England: the contrasting journeys of ideas from research into policy." Social Science & Medicine 64(7): 1438-1449.
- St Leger, L. (2001). "Schools, health literacy and public health: possibilities and challenges." Health Promotion International 16(2): 197-205.
- \* (session 19 in GH 514 library e-reserves) GlobalHealthWatch2008 section on US Aid pg 307-331 People's Health Movement, Medact, et al. (2008). Global health watch 2 : an alternative world health report. Cairo; London; Durban; London; New York, People's Health Movement ; Medact ; Global Equity Gauge Alliance ; Zed Books ; Distributed in the USA by Palgrave Macmillan.
- \* (session 19 in GH 514 library e-reserves) Gates Foundation pg 240-259 People's Health Movement, Medact, et al. (2008). Global health watch 2 : an alternative world health report. Cairo; London; Durban; London; New York, People's Health Movement ; Medact ; Global Equity Gauge Alliance ; Zed Books ; Distributed in the USA by Palgrave Macmillan.
- \* (session 19 in GH 514 library e-reserves) Petras, J. (1999). "NGOs: In the service of imperialism." Journal of Contemporary Asia 29(4): 429 - 440.
- \* (session 19 in GH 514 library e-reserves) Stuckler, D. and M. McKee (2008). "Five metaphors about global-health policy." The Lancet 372(9633): 95-97.
- Portland, OR lecture and discussion at <http://www.processwork.org/media.htm>
  - "The Social and Health Impact of Inequality" (downloadable Windows Media Audio file) for Public Lecture by Pierre Morin, Ph.D. February 11, 2006 together with downloadable powerpoint slide presentation. Give a response to listening to this and looking at the slides.

## 19. Population Medicine II: Sharing Dissemination Experiences

- **Learning Objectives**
  - assess one's abilities, interests and skills in terms of improving the health of whole populations
- **Responses to reading for class 17, & 18 due at beginning of class**
- **Second dissemination exercise report due**