

## UNIVERSITY STUDIES

### UNST 209: Disparities in Public Health Care: The Effects on Race, Gender and Class

**Instructor:**

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**Office Hours: W & F 3:00-5:00 PM, TH 10:00-12:00 Noon, and by appointment**

**Required Texts:**

LaVeist, Thomas A., *Minority Populations and Health: An Introduction to Health Disparities in the United States*, (San Francisco, CA: Josey Bass), 2005.

**Suggested Text:**

Graves, J.L., *The Race Myth: Why We Pretend Race Exists in America*, (New York: Dutton Books), 2005...Available at Amazon.com (used copies run as little as \$1.99.)

**Readings: Additional readings as assigned.**

**Course Organization and Evaluation:** The course periods will consist of lecture, discussion, and active learning (individual and group exercises.) Time may be given in sessions for students to spend time in the library, at the computer center, or for working on problems. *Students should bring a scientific calculator to every class.* Formative evaluations will be given consistently through the term, and may consist of things such as one minute papers, muddiest points, pro & con grids, and concept maps. Also, formative assessments will be conducted throughout the course using the Turning Point Classroom response system. The summative evaluation will consist of one test, two in class examinations, weekly homework assignments, and one research term paper.

**Prerequisites:** The prerequisites for this class are completion of the UNST foundation courses (100, 110, 120, 130, & 140.) The other prerequisite is an inquisitive mind. Students should be warned that this class will build on the analytical reasoning skills you developed in UNST 130 and therefore does require use of mathematical and statistical tools. I will review all the mathematics required to comprehend the topics addressed in the course.

**Readings:** These will be assigned weekly from the required texts and also from additional journal and magazine articles as they become relevant. Whenever additional readings are assigned, there will be a 1 page typed summary and critique of them due at the next class. Finally, all lecture notes will be made available on black board, after the lecture is given in class.

**Grading:** The final grade will consist of one in-class test [0.20], quizzes (clicker and paper) [0.20], midterm examination [0.20], final examination [0.20], and homework [0.20].

**Clickers:** We will be using the Turning Point Classroom response system, all students should have their TP clickers from last year, if not you can purchase one at the bookstore. Students should have their clicker at each class.

**Turnitin**

All written materials in this class will be turned in electronically via Turnitin.com. Access to this web site will be given to you by the instructor. Turnitin compares your writing with virtually every reference that exists on the internet as well as a bank of student papers that have been submitted from all over the world. Its purpose is to help students learn the difference between proper citation and quotation of other authors' work and plagiarism (copying others writing without citation.)

The URL for turnitin.com is: <http://www.turnitin.org/static/home.html>

You will go there and create a user profile using the following information:

<b>class ID:</b>	2562746
<b>password</b>	disparity

**Enrollment:**

All students must be officially enrolled in the course by the end of the first week of the semester. No requests to add the course will be approved by the professor. Enrolling officially and on time is solely the responsibility of each student.

**Attendance/Participation:**

University Studies strives to professionalize its students; therefore, regular attendance and punctuality are mandatory in all UNST courses. Attendance will be taken at the beginning of each class. Tardiness will not be tolerated. Absent or tardy students are responsible for any missed class work, including any changes to the syllabus or assignments announced in class. In short, absences and tardiness can/will diminish your grade. If you suffer prolonged illness or misfortune, you should consider dropping the course. Persistent tardiness and failure to observe established classroom etiquette will lead to failure of the course. Student athletes must submit a schedule of days they will be absent within the first week of classes.

Students will automatically receive an “F” for missing the equivalent of two weeks of class (six absences for a M, W, F schedule; four absences for a T, R schedule). At half the allotted absences (three absences for a M, W, F schedule; two absences for a T, R schedule), students are required to meet with instructor for a mandatory one-on-one conference concerning their performance in class. Students are responsible for checking her/his email for instructor communication. If the instructor does not receive a response regarding an attendance conference, the opportunity is revoked.

Absence or tardiness is **only** excused for emergency situations. Students are responsible for submitting acceptable documentation for the excused absence within one week of the absence. Examples of acceptable documentation include:

- Written doctor’s note specifically requesting an excused absence (with the specific time and date on the notification)
- Obituary or service
- An official written summons to court

Persistent tardiness and failure to observe established classroom etiquette will not be tolerated. ***All cell phones and personal pagers must be tuned off for the duration of the class period.***

**Timely Submission of Work**

All assignments are due on the dates indicated in the schedule. Late work will not be accepted. Exceptions will be made only in cases of emergencies involving family, medical, or religious reasons and must be arranged *before* the assignment is due. You can reach either professor by e-mail or by leaving a phone message. Employment or other academic pressures do not constitute an excuse. Please note all due dates on the syllabus and plan ahead. There is no provision in this course for additional papers for extra credit or to substitute for requirements.

**Academic Integrity:**

Academic honesty is absolutely essential. Cheating, plagiarism or other academic misconduct will not be tolerated. If you are caught cheating, you will not pass this course and will be subject to any and all penalties specified in the student honor code.

**Students with a disability are responsible for making their needs known to the instructor and seeking necessary assistance in a timely manner.**

## Learning Objectives

This course is interdisciplinary. It will utilize subject matter from a variety of academic disciplines, through the range of organization that exists within them (molecular to societal). Students will read and discuss the established principles of health disparities along with new material as it arises from the primary literature. The pedagogy of this course introduces students to how to think critically about the origin and maintenance of health disparities in American society. This course will specifically address the following University Studies General Education learning goals: 5. use analytical thinking skills to evaluate information critically; 7. apply scientific reasoning skills to model natural, physical, social, and aesthetic phenomena using multiple modes of inquiry; 8. use a wide range of disparate information and knowledge to draw inferences, test hypotheses, and make decisions; 14. understand and apply ethical reasoning principles to resolve moral, social, and professional issues; 16. Understand and promote principles of wellness that include nutrition, exercise, avoidance of mind-altering chemicals, development of healthy relationships and personal growth; 17. Recognize behaviors that place individuals, families and communities at risk.

This course will address a variety of more specific learning objectives. Here are examples of how some of these can be scored along Bloom's Taxonomy of Learning. Levels 1 – 6 represent more sophisticated understanding of a topic.

<b>Competency</b>	<b>Blooms 1</b>	<b>Blooms 2</b>	<b>Blooms 3</b>
Hypothetical reasoning as it is applied to health disparity.	Remember the scientific method and be able to define each component step in the context of health disparity.	Understand how hypothetical reasoning differs from other ways of knowing about health disparity (e.g. superstition.)	Apply hypothetical reasoning to health disparity.
Health, disease, and aging.	Remember the definitions of health, disease, and aging and these apply to health disparity.	Understand how health is influenced by disease and aging.	Apply your understanding of health, disease, and aging to health disparities.
Social construction of race.	Remember the biological and social definitions of race.	Understand how biological and social definitions of race impact health disparity.	Apply biological and social concepts of race to health disparities.

## **Higher Level Taxonomies**

<b>Competency</b>	<b>Bloom4</b>	<b>Bloom5</b>	<b>Bloom6</b>
Hypothetical reasoning as it is applied to health disparity.	Analyze hypothetical reasoning and explain how each constituent part contributes to resolving health disparities.	Evaluate specific hypotheses with regard to health disparities.	Create and test new hypotheses to examine health disparity.
Health, disease, and aging	Analyze arguments concerning disease and aging and explain how these contribute to health disparity.	Evaluate specific arguments that relate to disease and aging to health disparity.	Create new arguments concerning disease and aging and be able to determine their validity in health disparity.
Social definitions of race.	Analyze biological and social explanations and explain how their constituent parts contribute to health disparity.	Evaluate specific causal arguments concerning biological and social definitions of race in health disparity.	Create new causal arguments concerning biological and social concepts of race and their impact on health disparity.

## **Projected Topics Schedule:**

### **Part I. Understanding the Meaning of Health in Biological Context**

Weeks 1 - 2. Tu – Th: Definition of health, disease, and aging.

#### **Readings:**

1. Graves, J. L., General Theories of Aging: Unification and Synthesis, in *Principles of Neural Aging*, pp. 35-55, Eds. Sergio F. Dani, MD., Akira Hori, MD., and Gerhard F. Walter, MD, Ph.D, (Amsterdam: Elsevier Press), 1997.
2. Nesse, R., How is Darwinian medicine useful? *Western J. Med.*, v.174 (5); May 2001.
3. Dvm, E, et al., Viruses use stealth technology to escape from the host immune system, *Molecular Medicine Today* vol. (3):3, pp. 116-123, 1997.

(In course documents – Blackboard.)

### **Part II. Critical Thinking About Race and Health Disparity**

Weeks 3 - 4

**First In-class Test: February 6<sup>th</sup>, 2009**

**Term Paper Thesis Due**

#### **Readings**

1. LaVeist, Chapters 1-3
2. Graves, J. L., What we know and what we don't know: Human Genetic Variation and the social construction of race, for *Is Race Real?*, a collection of essays solicited by The Social Science Research Council, edited by Craig Calhoun, President Social Science Research Council, April 6<sup>th</sup> 2005 (link in Blackboard.) <http://raceandgenomics.ssrc.org/>

### **Part III. Morbidity, Mortality and Racial/Ethnic Disparities**

Weeks 5 - 7

#### **Readings**

1. LaVeist, Chapters 4 - 6.

**Midterm Examination: Friday February 27th, 2009**

**Term Paper Outline Due**

### **Part IV. Critical Thinking About Causes of Health Disparity**

Weeks 8 - 11

**First Draft Term Paper Due: Friday March 27th**

#### **Readings**

1. LaVeist, Chapters 7-9
2. Graves, J.L. and Rose, M.R. (2006) Against Racial Medicine, *Patterns of Prejudice* vol. 40 (4-5): 481-493, Sander Gilman editor.
3. Bullard, R.D. et al, Toxic Waste and Race at Twenty: A Report Prepared for the United Church of Christ Justice and Witness Ministries, United Church of Christ, 2007.

4. Wilkinson R. and Marmot, M., *The Social Determinants of Health: The Solid Facts*, 2<sup>nd</sup> Ed, World Health Organization, 2001.

(In course documents.)

### **Part V. Health Disparity by Ethnic Minority Group**

Weeks 12 – 14

#### Readings

1. LaVeist, Chapters 10-13

### **Part VI. Recapitulation and Conclusion: Ethical and Moral Concerns of Health Disparity**

#### Readings

1. LaVeist, Chapter 14
2. Daniels, N., Justice, Health, and Healthcare, *J. Bioethics*, Vol. 1(2): 2-16, 2001. (In Course Documents)

**Final Draft Term Paper Due: Friday May 1st, 2009**

**Final Examination: Wednesday May 6<sup>th</sup>, 2009 at 8:00 to 10:00 AM**