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Health Economics 3190-090 Online Fall 2019 Half Semester

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Health Economics 3190 is a 3 credit course.

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, called The Affordable Care Act (with the nickname ObamaCare) 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, abstract and paper on time and in the manner specified is required. It is also extremely important to keep up on course reading. **All tests count.**

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. 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. You will have opportunities to chat and work collaboratively with other students during the course and I suggest you take the time to appreciate and learn from the experiences and differences in each person.

Texts Required-- *There is one copy of each at the reserve desk*

1. **Who Shall Live 2nd Expanded Edition** 2011 by Victor R. Fuchs, (World Scientific) ISBN 13-978-4354-88-2 or ISBN-10: 981-4354-88-0
3. **Chasing the Scream** by Johann Hari (Bloomsbury) ISBN-13: 978-1620408902, ISBN-10: 1620408902
4. **FF--Fast Food Nation** by Eric Schlosser 2012(First Mariner Books) ISBN 978-0-547-75033-0
5. **Notes packet** available on CANVAS
6. **Readings** *All of the required readings are on CANVAS or hyperlinked on the syllabus.*

The books are available at the bookstore <https://www.campusstore.utah.edu/utah/home>

“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-- 3 | 60 points each |
| 2. Country Presentations | 5 points possible |
| 3. Review of Country Presentations | 3 points each day |
| 4. Documentaries,assignments,TED talks and worksheets | 5- 10 points each possible |
| 5. Abstract and virtual meeting for Research Paper | 5 points possible each student |
| 6. Research Paper | 20 points possible each student |
| 7. Research Presentation and Power Point Posted | 10 points possible each student |
| 8. Review of Presentations | 3 points each Presentation |
| 9. Evaluation of you by your group | 5 points possible |

1. **Tests** will vary in the amount of points possible due to different lengths and difficulty. Points will range from 50 to 70 points per test. You make arrangements through <https://testingcenter.utah.edu/>

2. **Country Presentations** Each person will pick a country of their choice to report on. Summarize the [info in the worksheet](#) for the class [and post this](#) on CANVAS on your assigned date.

3. **Review of Country Presentations** Fill out the [review sheet](#) for each of the 6 days.

4. **Documentaries,assignments,TED talks and worksheets** We will be watching several documentaries and TED talks as well as having assignments. Please, upload the worksheets.

5, 6 and 7. For the **Abstract, Virtual Meeting, Research Paper** and **Research Presentation and Power Point Posted**, please look at those guidelines in the notespacket. The abstract and virtual meeting is worth 5 points and is due 1 week before your presentation is scheduled. Your paper is due the day of your presentation being uploaded to CANVAS. The paper is worth 20 points for each student. The presentation and posting of your research is worth 10 points for each student.

7. **Review of Presentations** On the days that the Research presentations are due, you are required to watch the video presentation that the group posts on CANVAS and fill out the review. This is worth 3 points for each of the 12 presentations.

8. After your group has turned in your paper and presentation, fill out the **group evaluation form**.

Class structure

1. First of all, I will be offering a mindfulness exercise for each class. This is optional as I want to offer these exercises in this online course just as I do in my face-to-face classes. Many students find that by practicing these mindfulness exercises that they increase their capacity to concentrate and gain better control over their thoughts.
2. I suggest that you view this class as a Monday/Wednesday class. I have set up the dates in the syllabus as such. Of course, you do not need to follow the dates strictly. However, I think it could help you keep on track, take things one step at time, and enjoy the process of learning.
3. Contacting me. Email is best at yeagle@economics.utah.edu You can also email through CANVAS but it usually takes about 1 day for me to get the notification.
4. I have created a "notes packet" that is available in "files" and "assignments". The notes packet has all of the worksheets for the documentaries, articles and books. If you fill out these worksheets as you are reading the material then you are all set to go for review before a test. Occasionally, I ask you to turn these worksheets in for credit.
5. We will be starting and ending the class with two great movies that I know you will love, Escape Fire and Fed Up.
6. For each "Module" I have outline in the syllabus and in "Modules" you have reading assignments and activities to complete. Sometimes you will be turning things in to me on CANVAS, other times you will keep your worksheets to review when you study for a test.

7. There are several activities to facilitate getting everyone involved and meeting a few new people in the course. One is a 3 minute audio/visual presentation on the Health Status of a Country that you will pick. Another is a group research project (4 people per group) with a paper and another audio/visual presentation. I would also like everyone to post a picture of themselves
8. There are a variety of ways to earn points in the course that range from 3 tests, documentaries, presentations, paper and reviews of others work online.
9. The three online tests need to be scheduled.
10. I will be meeting online with each group of 4 people when your abstract is due.
11. It is really important that you check announcements regularly for an online class. You want to keep up on those since we are online only.
12. You will notice that this course requires a lot of reading. Some of you may not read much and many teachers have moved away from assigning readings. However, I have done the research and reading is the best way to learn. Reading is one of the best ways that our brain grows and changes because it has to work.
Work is the way we transform anything: construct a building, write a book, make dinner, get ourselves dressed, build muscles or get smarter.
13. I have chosen to not have a TA for this course, therefore I alone will be reading all of your assignments and grading. Do your own work or you are cheating yourself out of an opportunity to enhance your life.

Academic Honesty: Please note the definitions of cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information from the University Utah Student Handbook, available here: <https://regulations.utah.edu/academics/6-400.php>

“Plagiarism’ means the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one’s own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.”

There are many types of plagiarism, all are serious offenses and will be treated according to the University of Utah rules and procedures for student academic conduct outlined in Student Code - Policy 6-400: Code of Student Rights and Responsibilities.

Any incidents of cheating, misrepresentation, or plagiarism will result in a grade of zero for the assignment. All essays and assignments must be written in your own words with proper citations.

Absence on test days: If you miss the timeframe for a test you will need to contact me and if I allow you an extension, you will need to contact the testing center.

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 -

BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below.

Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap>. U Heads Up App: There's an app for that. Download the app on your smartphone at alert.utah.edu/headsup to access the following resources:

Emergency Response Guide: Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.

See Something, Say Something: Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

Safety Escorts:

For students who are on campus at night or past business hours and would like an escort to your car, please call **801-585-2677. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.**

You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

- 1. *The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.
- 2. *University Safety Statement.*** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.
- 3. *Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Research Paper--- Abstract Guidelines

The Abstract of your group's Paper/ Presentation is [due one week before your paper is due.](#) You are welcome to complete your abstract earlier than one week if you wish to have more time.

****When you have your abstract completed, set up a [Zoom meeting](#) with me that all of the group participants can attend. We will discuss the abstract and your presentation at this virtual meeting.

Abstract should be under 300 words and fit on one page.

Abstract should include:

Title

Authors

And most, if not all of the following:

Learning objectives

Background/ History

State the Objective/ The problem

Conclusion/ Policy Recommendation

References

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

The abstract and virtual meeting is [worth 5 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

Research Paper Guidelines

There will be 12 groups with approximately 5 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 that your group presentation is scheduled to be posted. Late papers will incur point penalties.

Since there are 5 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.

The following is a list of the topics to be covered. You will have the opportunity to sign up for a topic online. 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.

Medicaid Expansion

AIDS and Sexually Transmitted Diseases in Utah, U.S. and worldwide

Ebola, Zika, and CMV Viruses

Costs of Air Pollution

Mercury Poisoning

Climate Change in Utah, U.S and worldwide

The Relationship between Racism, Sexism, Classism and Health (Utah and/or U.S and/or World)

Costs of Addiction—Smoking, Meth, Heroin and Pain Killers

Affluenza

Loneliness and Suicide in Utah, U.S. and Worldwide

Depression and Antidepressants in Utah, U.S. and worldwide

Obesity—Fast Food Proximity and Food Deserts in Utah, U.S. and worldwide

Presentation Guidelines

Each group of students will be assigned to [construct a presentation on the assigned topic that will be given to the class as scheduled on the syllabus.](#)

You are required to prepare a **Power Point or Prezi** presentation.
(Your presentation will be judged on content, organization, and clarity.)

The total Presentation should be 25-30 minutes. This gives 5 minutes per person to speak and then 5 minutes to conduct your student audience assignment or quiz. You will lose points if you go over your speaking time of 5 minutes per person. **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.

You will be posting your presentation to the class on Canvas on the day scheduled along with turning in your paper to me.

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 great!

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 the most important part of public speaking.

Grading

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	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.
You need to check announcements regularly!

Module 1

August 19 M Introduction, Pedagogy, and What is Health Economics?

1. Mindfulness Meditation for the day found in Lectures on Module 1 in Canvas
2. Read over the syllabus and check off in Canvas that you did indeed read it.
3. Fill out *Questionnaire on Expectations* and turn in- (due August 21)
4. Pick a Country (due August 20)
5. Please read the following articles:

Stressed Out? Try Being Less Competitive,

Why We Can't Look Away From Our Screens,

Professors Who See No Evil

6. **You could start watching the** documentary *Escape Fire* (100 min total) (study guide in notespacket) (due August 26) Hint! You may want to watch the documentary with the person you will interview in next week.

You can also find the documentary on reserve for our class at the Marriot Library

Module 2

August 21 W Problems with the Health Care System and the Opioid Epidemic

1. Mindfulness Meditation for the day.
2. 10 countries due today. Check out the My Media instructions for creating and posting.
3. So that means you have 10 countries to review and fill out the CANVAS form on.
4. **Please read the following articles:**
Mirror Mirror 2017 Study guide in notespacket
Costs Can Go Up Fast When ER is in Network But the Doctors Are Not (no study guide)
Addressing Addiction in the USA (no study guide.)
and *Chasing the Scream* Introduction and Chapter 1 in Chasing the Scream (study guide in notes packet towards the end).
5. **Finish** *Escape Fire* (study guide in notespacket)—keep the worksheets to review for the test. Hint again! You may want to watch the documentary with the person you will interview in next week.
6. **Sign up for a research/presentation topic on CANVAS**
7. **Contact your** group and make a plan!

Module 3

August 26 M Interview/ Reflections, Johann Hari, and Economic Terminology

1. Mindfulness Meditation for the day
2. **10 countries** due today--- so that means you have 10 countries to review and fill out the CANVAS form on
3. **Please read** Chasing the Scream Chapters 2-4
4. Watch:https://www.ted.com/talks/johann_hari_everything_you_think_you_know_about_addiction_is_wrong
5. **Complete Interview/Reflection Assignment and turn in (due August 28)**
6. Read over Lecture notes in Notepacket on “Economic Terms, Elasticities, Universal Coverage vs Access”

Module 4

August 28 W The Affordable Care Act, IT, Impacts of Costs, and Michael Friedrichs Epidemiologist

Utah Dept of Health

1. Mindfulness Meditation for the day
2. **Assignment due** Interview/Reflection Assignment and turn in
3. **Read** (study guides for the following are in packet)
Health Care Spending and the Use of IT in OECD Countries study guide
Who Really Pays for Health Care? Study guide
Rising Health Costs and Economic Inequality may threaten your retirement study guide
4. Take a look at <http://www.kff.org/health-reform/>
5. **Assignment** on articles *Summary of the Affordable Care Act* and *Health Reform Implementation Timelines* due September 4
6. **Watch** Video of IBIS **Guest Speaker Michael Friedrichs** Utah Department of Health Epidemiologist (there will be questions from his presentation on the next test)
7. **Virtual Meeting** on Zoom with Medicaid Expansion Group Due today
Virtual Meeting on Zoom with Ebola, Zika and CMV Viruses Group Due today
8. **10 countries** due today--- so that means you have 10 countries to review and fill out the CANVAS form on

Module 5

September 4 W Test and Who Shall Live

1. Mindfulness Meditation for the day
2. **Assignment Due** -- Assignment on Summary of the Affordable Care Act and Health Reform Implementation Timelines articles
3. **Test Due September 7** on Professors Who See No Evil, Escape Fire, Mirror Mirror, Chasing the Scream Intro-Ch4, Costs Go Up Fast..., Mike Friedrichs' talk, *Health Care Spending.., Who Really Pays for Health Care Rising Health Costs and Economics Inequality, and Economic Terms, Elasticities, Universal coverage..*
4. **Read:** Fuchs Who Shall Live? *Introductions, Preface-Ch 2* pages ix- 55
5. **Virtual Meeting** on Zoom with Aids and STD Group Due today

Module 6

September 9 M Medicaid Expansion and Ebola, Zika and CMV Viruses Presentations, and AIDS

Documentary

1. Mindfulness Meditation for the day
2. **Presentation and Paper due** Medicaid Expansion
Presentation and Paper due Ebola, Zika and CMV Viruses
3. Group Evaluation Sheet- If you presented your research today please complete the form.
4. **Reviews** on Presentations are due Sept 11
5. **Read:**
Who Shall Live. *Fuchs Chapter 5* Study guide in packet
Chasing the Scream *Chapters 5-7.* Study guide in packet
6. **Start AIDs doc** (questions are in packet) <http://www.pbs.org/wgbh/pages/frontline/aids/>
7. **10 countries due today**--- so that means you have 10 countries to review and fill out the CANVAS form on
8. **Virtual Meeting** on Zoom with Costs of Addiction Group Due today

Module 7

September 11 W AIDS and STDS, Pricing and Costs, Doctors' and Hospitals' Profits

1. Mindfulness Meditation for the day
2. **Look over Lecture Notes on Analysing Medical Markets** (notes are in your notes packet)
3. **Finish watching AIDS doc** <http://www.pbs.org/wgbh/pages/frontline/aids/> **Fill out worksheet and turn in by Sept 16**
4. **Presentation and Papers due AIDS and Sexually Transmitted Diseases in Utah**
5. Group Evaluation Sheet- Turn in after your presentation
6. **Reviews** on the Presentation are due Sept 13
7. **Read:** (study guides in notes packet):
 - o *Utah Docs Reap Millions*
 - o *How Medical Care is Being Corrupted*
 - o *Unpacking the Executive Order on Health Care Price Transparency and Quality*
8. **Watch** https://www.ted.com/talks/leana_wen_what_your_doctor_won_t_disclose 16 min
9. 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
10. **Read pages 1-6** (through the introduction) of *The Global Syndemic of Obesity, Undernutrition, and Climate Change*
11. **Read Chasing the Scream Chapters 8- 13** for next class. Study guide in packet
12. **Virtual Meeting** on Zoom with **Costs of Air Pollution** Group Due today
Virtual Meeting on Zoom with **Mercury Poisoning in Utah and U.S** Group Due today
Virtual Meeting on Zoom with **Climate Change and Human Health** Group Due today
13. **10 countries due today**--- so that means you have 10 countries to review and fill out the CANVAS form on

Module 8

September 16 M Costs of Addiction, The Demand for Health and Health Care and Practical Wisdom

1. Mindfulness Meditation for the day
2. AIDS doc worksheets due today
3. **Read Lecture** The Demand for Health and Health Care (notes are in notes packet)
4. **Presentation and Papers due today Costs of Addiction—Smoking, Meth, Heroin and Pain Killers**
5. **Reviews** on the Presentation are due Sept 15
6. Group Evaluation Sheet- If you presented your research today please complete the form.
7. **Watch Ted Talk Practical Wisdom by Barry Schwartz – study guide in notespacket**
https://www.ted.com/talks/barry_schwartz_using_our_practical_wisdom?language=en
8. **10 countries due today**--- so that means you have 10 countries to review and fill out the CANVAS form on

Module 9

September 18 W Test, Human Impacts: Air Pollution, Mercury, Climate Change and Indigenous Peoples

1. Mindfulness Meditation for the day
2. **Presentation and Papers due** Costs of Air Pollution
Presentation and Papers due Mercury Poisoning in Utah and U.S
Presentation and Papers due Climate Change and Human Health
3. Reviews on the Presentations **due September 20**
4. Group Evaluation Sheet- Turn in after your presentation
5. Read Who Shall Live, Fuchs Chapter 3
6. Read article *Ancient Egyptian technology may be our first line of defense from hospital infections*
7. Watch **Mark Plotkin's TED talk** 17 minutes. Assignment in packet. **Due Sept 20**
https://www.ted.com/talks/mark_plotkin_what_the_people_of_the_amazon_know_that_you_don_t?language=en
8. Read pages 6-20 (through the introduction) of *The Global Syndemic of Obesity, Undernutrition, and Climate Change (study guide)*
9. **Virtual Meeting** on Zoom with Racism, Classism and Sexism and How They Affect Health Group
Due today
10. **Test Due by Sept 21** Fuchs Chapters Intro 1, 2, 3 and 5, Chasing the Scream 5-13, AIDS doc, Analysing Medical Markets, Utah Docs Reap Millions, How Medical Care is Being Corrupted, *Unpacking the Executive Order on Health Care Price Transparency and Quality*, Leanna Wen TED, pages 1-20 (through the introduction) of *The Global Syndemic of Obesity, Undernutrition, and Climate Change*, Demand for Health and Health Care, Practical Wisdom, *Ancient Egyptian technology*

Module 10

September 23 M The Global Syndemic and Peace

1. Mindfulness Meditation for the day
2. Read 21-47 *The Global Syndemic of Obesity, Undernutrition, and Climate Change*
3. Read Chasing the Scream 14-Conclusion
4. Read *Researchers Shed Light on Asthma's Mysteries*
5. **Virtual Meeting** on Zoom with Affluenza Group Due today
Virtual Meeting on Zoom with Loneliness and Suicide Group Due today
Virtual Meeting on Zoom with Depression and Antidepressants Due today

Module 11

September 25 W **Discrimination, Happiness Research and Fast Food Nation**

1. Mindfulness Meditation for the day
2. **Watch** *A Class Divided* documentary https://www.youtube.com/watch?v=1mcCLm_LwpE
3. **Read**
 - a. *Levels of Racism* (no study guide)
 - b. *Under the Shadow of Tuskegee* (study guide in packet)
 - c. *The Effect of Patient Race and SES on Physician's Perceptions of Patients* (study guide in packet)
 - d. *The Road* (no study guide)
 - e. *Who Shall Live*, Fuchs p 165-176 (study guide in packet)
4. **Presentation and Paper due Racism, Classism and Sexism and How They Affect Health**
5. Reviews on the Presentation **due September 27**
6. Group Evaluation Sheet- Turn in after your presentation
7. Please Take the **Happiness Index Quiz**. Go to www.happycounts.org. (click on to get the link) Please go to this site and take 10 minutes to fill out the questionnaire for the Gross National Happiness Index.
8. Then, Type up 10 policies that would help you the most to increase your lowest scores and submit on CANVAS
9. **Watch** TED talk Robert Waldinger
https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness 13 minutes
10. Look over if you wish—optional articles *Happiness Research 14 Habits of Highly Miserable People* and *A Positive Outlook is Good for Your Health*
11. *Optional TED talk—The lies our culture tells us about what matters—a better way to live/ David Brooks
<https://www.youtube.com/watch?v=iB4MS1hsWXU>
12. **You may also want to start reading Fast Food Nation** (study guide)
13. **Virtual Meeting** on Zoom with **Obesity—Fast Food Proximity and Food Deserts** Due today

Module 12

September 30 M **Mental Health, Choice and Fast Food Nation**

1. Mindfulness Meditation for the day
2. **Read:**
 - a. Veblen's *Pecuniary Emulation and Conspicuous Consumption*. (study guide in packet)
 - b. *The Tyranny of Choice*
3. **Watch** The Paradox of Choice TED Talk Barry Schwartz –study guide in packet
https://www.ted.com/talks/barry_schwartz_on_the_paradox_of_choice
4. **Presentation and Paper due Affluenza**
Presentation and Paper due Loneliness and Suicide
Presentation and Paper due Depression and Antidepressants
5. **Reviews** on the Presentations are due October 2
6. Group Evaluation Sheet- Turn in after your presentation
7. Continue reading *Fast Food Nation*—or start, if you haven't started already! (study guide)

Module 13

October 2 W End of Life, Food Policy, Food Quality and Obesity

1. Mindfulness Meditation for the day
2. Read *So Tired of Life* (no worksheet on, summarize for yourself for studying)
3. Read *Attending Death With Dignity* (no worksheet on, summarize for yourself for studying)
4. **Presentation and Paper due Obesity—Fast Food Proximity and Food Deserts**
5. **Reviews on the presentation due October 5**
6. Group Evaluation Sheet- Turn in after your presentation
7. **Finish reading** Fast Food Nation
8. **Watch** FED Up documentary (92 minutes total) take a few notes on the main points to review for the test

Module 14

October 2 W The Summing Up and Test 3

1. Mindfulness Meditation for the day
2. **Review of the course**
3. **Test Due by October 9th—** Chasing the Scream 14-conclusion, The Global Syndemic of Obesity, Undernutrition, and Climate Change pgs. 21-47, *Researchers Shed Light on Asthma's Mysteries*, , *Under the Shadow of Tuskegee*, Fuchs p 165-176 ,*The Effect of Patient Race and SES on Physician's Perceptions of Patients*, *The Road* , *Levels of Racism*, Robert Waldinger Ted, Veblen *Conspicuous Consumption*, *The Tyranny of Choice*, The Paradox of Choice , *So Tired of Life* , *Attending Death With Dignity*, Fed Up documentary and Fast Food Nation

- A few more things if you are interesting. Totally optional!

- For a great talk on Life Advice
<https://www.youtube.com/watch?v=RLTgnOuYb6o>
- Keep on pursuing your goals. Take risks and don't be afraid of failure!
Please watch TED talk— Denzel Washington
<https://www.youtube.com/watch?v=tbnzAVRZ9Xc>

Thank you for taking Health Economics 3190! I wish you all a happy life. 😊