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# Health Economics 3190-01 TH Spring 2019

Instructor: [Dr. Anne Yeagle](#) **Class time: T H 2-3:20 Room GC 3680** Office Hours: T&Th 10:40-11:40 am and by appointment **Phone# : 801-581-7481**(Econ office at U) 801-581-7435 my office.  
Email [yeagle@economics.utah.edu](mailto:yeagle@economics.utah.edu) **Office: Room GC4029**

**Course Objectives** After initial familiarization with basic economic principles we will analyze the U.S. health care system and the problems associated with it. We will then become familiar with the new Health Reform Law. We will explore the mechanisms of health care delivery, the changing nature of health and medical care, medical technology, and analyze public policy concerning medical care delivery. Special emphasis will be placed on addiction and policies regarding drugs. Caring versus curing will be explored. We will also study costs of: the elderly, racism, sexism and socioeconomic status in relation to health care, as well as lifestyles choices. Mental health and obesity will round out our survey of health economics.

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

**Regular attendance** is also of the utmost importance. The purpose of this requirement is to facilitate exposure to the course material through discussion and lectures. If you miss a class, please refer to the syllabus. If you take responsibility, it will affect your class performance positively. If you have reason to believe you will be unable to attend class regularly, I suggest you not take this class. **You are required to remain in the classroom during tests. Please use the restroom prior to class. There will be a break every hour.**

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

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

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

1. **Who Shall Live 2<sup>nd</sup> 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 at the University Book Store
6. **Readings** *All of the required readings are on CANVAS or hyperlinked on the syllabus.*

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

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

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

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

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

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

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

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

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

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

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

Grading There is no curve.

A 100%-93

A- 92-90

B+ 89-87

B 86-83

B- 82-80

C+ 79-77

C 76-73

C- 72-70

D+ 69-67

D 66-63

D- 62-60

F 59 -

## Health Economics Paper Guidelines

There will be approximately 9 groups with 4-5 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 of your group presentation. Late papers will incur point penalties.

Since there are 4-5 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. 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

### Ebola, Zika, and CMV Viruses

### Costs of Air Pollution, Mercury Poisoning and Climate Change in Utah and U.S

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

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

### Affluenza

### Diseases of Despair: Loneliness, Suicide, Depression and Antidepressants in Utah vs. U.S.

### Obesity—Fast Food Proximity and Food Deserts

## Health Economics Abstract Guidelines

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

### One abstract per group.

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

Abstract should include:

Title

Authors

And most, if not all of the following:

Background/ History

State the Objective/ The problem

Conclusion/ Policy Recommendation

References

Learning objectives

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

The abstract, revised if necessary, is worth 2 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](http://campusguides.lib.utah.edu/course_reserves_guide)

**American With Disabilities Act Statement** 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 the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

## Health Economics 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 need to give me a time sheet that outlines when each person is speaking and for how long.

You are expected **to start on time**. Thus, you will necessarily have to make sure your computer works with our particular classroom **in advance**.

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. 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 assignment/quiz	0	1	2	

Total (10 possible) \_\_\_\_\_

## Health Economics Presentation Guidelines

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

You are required to prepare a **Power Point or Prezi** presentation.  
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You are expected **to start on time**. Thus, you will necessarily have to make sure your computer works with our particular classroom *in advance*.

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

### Classmate quiz

Either during or after your presentation, please prepare a participation exercise or written quiz for your audience. It is up to the discretion of the presenters as to what this requirement entails. It should be worth 2 points for the student audience. I encourage creativity here ☺. It is also worth 2 points for you as well so please put some effort into engaging your audience. **This 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		
7. Policy or learning objective clearly stated.	0	1		
8. Visual presentation of information/ neatness/ effectiveness	0	1		
9. Your individual participation	0	1	2	3
10. Keeping within the time limit and starting on time	0	1		
7. (Preparing/conducting) Student audience assignment/quiz	0	1	2	

Total (10 possible) \_\_\_\_\_

# Health Economics Syllabus/ Schedule of Events

Students are responsible to keep updated if this schedule changes

- Please read the articles [Stressed Out? Try Being Less Competitive](#), [Why We can't Look Away From Our Screens](#), and (optional) [Facebook Under Fire](#) before our first class

## Jan 8 T Introduction, Pedagogy, and What is Health Economics?

Go over the syllabus

Pick a Country

Fill out Questionnaire and discuss

**Discuss** [Why We can't Look Away From Our Screens](#)

**Discuss** [Stressed Out? Try Being Less Competitive](#)

*For next class:*

- **Read** handout [Professors Who See No Evil](#)
- **Optional Read** [Turning Negative Thinkers Into Positive Ones](#)

## Jan 10 H

**Start** documentary *Escape Fire* (100 min total) (study guide in notespacket) You can find the documentary at the Marriot Library

**Discuss** [Professors Who See No Evil and Turning Negative Thinkers Into Positive Ones](#)

4 countries

*For next class:*

- **Read** [Mirror, Mirror on the Wall](#) (CANVAS) for next class. Study guide in notespacket
- **Read** [Addressing Addiction in the USA](#) ( no study guide)
- Next class please pick a seat

## Jan 15 T Problems with Health Care and the Opioid Epidemic

**Seating chart**----pick a seat

4 countries

**Continue** *Escape Fire* (study guide in notespacket)

**Discuss** article *Mirror, Mirror on the Wall*

**Discuss** [Addressing Addiction in the USA](#)

*For next class:*

- **Read** Introduction and Chapter 1 in [Chasing the Scream](#) (study guide in notes packet)
- **Read** [Costs Can Go Up Fast When ER is in Network But the Doctors Are Not](#) ( no study guide)
- **We will be signing up for research and presentation topics next class**

## Jan 17 H

3 countries

**Finish** *Escape Fire*

**Discuss** [Chasing the Scream](#)

**Discuss** [Costs Can Go Up Fast When ER is in Network But the Doctors Are Not](#)

**Group work:** *Escape Fire* and *Mirror, Mirror on the Wall*, [Chasing the Scream](#), [Costs Go Up Fast...](#)

**Assign** groups and topics

*For next class:*

- Get together with your group and make a plan!
- Read [Chasing the Scream](#) Chapters 2-4

Jan 22 T

4 countries

**Lecture** Economic Terms, Elasticities, Universal Coverage vs Access (notes are in your notes packet)

**Discuss** **Chasing the Scream** 2-4

*For next class:*

- **Study for Test** *Professors Who See No Evil, Economic Terms, Escape Fire, Mirror, Mirror on the Wall, Chasing the Scream Chapters 1-4 and Costs Can Go Up Fast When ER is in Network but the Doctors Are Not (extra credit for article How the ACA affects Disabled)*

Jan 24 H

**Test** *Professors Who See No Evil, Economic Terms..., Escape Fire and Mirror, Mirror on the Wall, Chasing the Scream Chapters 1-4 and Costs Can Go Up Fast When ER is in Network but the Doctors Are Not*

**Discuss** [Health Article Summary of Affordable Care Act.pdf](#) and [Health Article Health Reform Implementation](#)

[Timelines.pdf](#)

**The assignment for ACA are** in the notespacket [Health Article Summary of the Affordable Care Act and Timelines Questions.pdf](#)

**The assignment for ACA are** in the notespacket

*For next class:*

- **Due** next class-- [Assignment on Summary of the Affordable Care Act and Health Reform Implementation Timelines](#) articles
- Take a look at <http://www.kff.org/health-reform/>
- **Read** [Health Article Immigrants, the Poor and Minorities Gain Sharply Under Obama Health Act.pdf](#)  (no study guide)

Jan 29 T

**Assignment** on *Summary of the Affordable Care Act and Health Reform Implementation Timelines* due IBIS **Guest Speaker Michael Friedrichs** Utah Department of Health Epidemiologist (there will be questions from his presentation on the next test)

4 countries

*For next class:*

- [Health Care Spending and the Use of IT in OECD Countries](#) study guide
- [Who Really Pays for Health Care?](#) Study guide
- [Income Inequality and Rising Health Care Costs](#) study guide
- Be prepared to engage in **group work** on the above articles next class

Jan 31 H

**Discuss and Group Work** *Health Care Spending and the Use of IT in OECD Countries, Who Really Pays for Health Care?, and Income Inequality and Rising Health Care Costs*

4 countries

Johann Hari TED – author of Chasing the Scream 15 minutes

[https://www.ted.com/talks/johann\\_hari\\_everything\\_you\\_think\\_you\\_know\\_about\\_addiction\\_is\\_wrong](https://www.ted.com/talks/johann_hari_everything_you_think_you_know_about_addiction_is_wrong)

*For next class:*

- **Read** (study guide is in the packet) Be prepared for group interaction Fuchs [Who Shall Live? Introductions, Preface-Ch 2](#)—pages ix- 55

Feb 5 T

4 countries

**Discuss and Group work--** Fuchs Who Shall Live? *Introductions, Preface-Ch 2* pages ix- 55

**For next class:**

- **Study for test** on Mr Friedrich's talk, articles *Health Care Spending IT, Who Really Pays for Health Care?, Income Inequality and Rising Health Care Costs, Minorities and Poor Immigrants Gain Sharply Under Health Act* and Fuchs *Introductions, Preface-Ch2*

Feb 7 H

**Test** Mr Friedrich's talk, articles *Health Care Spending IT, Who Really Pays for Health Care?, Income Inequality and Rising Health Care Costs, Minorities and Poor Immigrants Gain Sharply* and Fuchs *Pref-Ch2*  
**Start AIDS doc** (questions are in packet at end) <http://www.pbs.org/wgbh/pages/frontline/aids/>

**For next class:**

- **Read Fuchs Chapter 5**
- **Be prepared for class interaction**

Feb 12 T

**Presentation Medicaid Expansion**

**Discuss Fuchs Chapter 5**

Continue AIDS doc

**For next class:**

- **Finish watching AIDS doc on your own.** <http://www.pbs.org/wgbh/pages/frontline/aids/>
- Read *CMV Is a Greater Threat to Infants Than Zika, but Far Less Often Discussed*

Feb 14 H

**Presentation Ebola, Zika and CMV Viruses**

**Lecture on Analysing Medical Markets** (notes are in your notes packet)

**For next class:**

- **AIDS doc worksheets due next class. Finish watching AIDS doc on your own.**  
<http://www.pbs.org/wgbh/pages/frontline/aids/> **Fill out worksheet and turn in next class**
- **Read Chasing the Scream Chapters 5-7.** Study guide in packet
- **Be prepared for group work on Chasing the Scream**

Feb 19 T AIDS and STDS

**Presentation AIDS and Sexually Transmitted Diseases in Utah**

AIDS doc worksheets due

3 countries

Discuss and Group Work *Chasing the Scream Chapters 5-7.*

**For next class:**

- **Study for Test** Analysing Medical Markets, Fuchs Chapter 5 and *Chasing the Scream Chapters 5-7*, with CMV article as extra credit
- **Read** the following articles about **Doctors and Profits** (study guides in notes packet):
  - *Utah Docs Reap Millions*
  - *Detailing Financial Links of Doctors and Drug Makers*
  - *How Medical Care is Being Corrupted*

Feb 21 H Financial Incentives to Doctors

**Test** Analysing Medical Markets, Fuchs Ch5, **Chasing the Scream** Chs 5-7, with CMV article as extra credit

**Watch** [https://www.ted.com/talks/leana\\_wen\\_what\\_your\\_doctor\\_won\\_t\\_disclose](https://www.ted.com/talks/leana_wen_what_your_doctor_won_t_disclose) 16 min

Look at [https://www.cms.gov/openpayments/?utm\\_source=STAT+Newsletters&utm\\_campaign=6a19eb9d3f-EMAIL\\_CAMPAIGN\\_2017\\_10\\_16&utm\\_medium=email&utm\\_term=0\\_8cab1d7961-6a19eb9d3f-149626981](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)

Discuss articles

- *Utah Docs Reap Millions*
- *How Medical Care is Being Corrupted*
- *Detailing Financial Links of Doctors and Drug Makers*

**For next class**

- **Read** *What Are a Hospital's Costs?* (no study guide, just read)

Feb 26 T Costs and Pricing of Hospital Services

2 countries

**Discuss** *What Are a Hospital's Costs?*

**Discuss** *The Pricing of U.S. Hospital Services*—you don't have to read this article, just fill out worksheet during lecture and the notes are on CANVAS.

**Lecture** *The Demand for Health and Health Care* (notes are in notes packet)

**For next class:**

- **Read** **Chasing the Scream** Chapters 8- 10 for next class. Study guide in packet
- **Be Prepared for group work**

Feb 28 H Addiction

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

**Discuss and group work** **Chasing the Scream** Chapters 8- 10

**Finish** *The Demand for Health and Health Care*

**For next class:**

- **Study for test** *Docs Reap Millions, How Medical Care is Being Corrupted, Detailing Financial Links of Doctors and Drug Makers, The Pricing of U.S. Hospital Services, What Are a Hospital's Costs?, Chasing the Scream Chapters 8- 10, The Demand for Health and Health Care*

March 5 T Environment, Health and Indigenous People

**Test** *Docs Reap Millions, How Medical Care is Being Corrupted, Detailing Financial Links of Doctors and Drug Makers, The Pricing of U.S. Hospital Services, What Are a Hospital's Costs?, Chasing the Scream Chapters 8- 10, The Demand for Health and Health Care*

**Watch** **Mark Plotkin's TED talk** 17 minutes Assignment in packet

[https://www.ted.com/talks/mark\\_plotkin\\_what\\_the\\_people\\_of\\_the\\_amazon\\_know\\_that\\_you\\_don\\_t?language=en](https://www.ted.com/talks/mark_plotkin_what_the_people_of_the_amazon_know_that_you_don_t?language=en)

**For next class:**

- **Due next class** **Complete Plotkin assignment**
- **Read** Fuchs Chapter 3 (study guide in packet)
- **Read** article *Ancient Egyptian technology may be our first line of defense from hospital infections*  
Study questions in packet
- Optional read *Dragon's Blood*

March 7 H The Physician

**Plotkin assignment due**

5 countries

**Discuss** Fuchs Chapter 3—group work

**Discuss** article *Ancient Egyptian technology may be our first line of defense from hospital infections*

*For next class:*

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

***Spring Break Yippee!!!!***

March 19 T Discrimination and Physicians

**Discuss and group work** **Chasing the Scream** Chapters 11-16

4 countries

Discuss *The Effect of Patient Race and SES on Physician's Perceptions of Patients*

*A Class Divided* doc

*For next class:*

- **Read** *Under the Shadow of Tuskegee* (study guide in packet)
- Fuchs p 165-176 (study guide in packet)
- *Stigma* for next class (study guide in packet)

March 21 H Discrimination and Health Outcomes

**Presentation** **Racism, Classism and Sexism and How They Affect Health**

**Discuss and group work** *Under the Shadow of Tuskegee*, Fuchs p 165-176, and *Stigma*

3 countries

*For next class:*

- **Read** *The Road*, and *Levels of Racism* (no worksheets on, summarize for yourself for studying)
- **Read** **Chasing the Scream** Chapters 17-18 for next class
- **Study for Test** – Fuchs Chapter 3, *Chasing the Scream 11-18*, *Under the Shadow of Tuskegee*, Fuchs p 165-176 *The Effect of Patient Race and SES on Physician's Perceptions of Patients* and *Stigma*, *The Road*, and *Levels of Racism*, *Ancient Egyptian technology may be our first line of defense from hospital infections*

March 26 T Choice

**Discuss and group work** **Chasing the Scream** Chapters 17-18

**Discuss** *The Road*, and *Levels of Racism*

**Test** – Fuchs Chapter 3, *Chasing the Scream* 11-18, *Under the Shadow of Tuskegee*, Fuchs p 165-176, *The Effect of Patient Race and SES on Physician's Perceptions of Patients and Stigma*, *The Road*, and *Levels of Racism*, Ancient Egyptian technology may be our first line of defense from hospital infections

**Paradox of Choice** TED Talk Barry Schwartz

[https://www.ted.com/talks/barry\\_schwartz\\_on\\_the\\_paradox\\_of\\_choice](https://www.ted.com/talks/barry_schwartz_on_the_paradox_of_choice)

*For next class:*

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

March 28 H

**Presentation** **Affluenza**

4 countries

**Discuss and group work** Veblen *Conspicuous Consumption*

**Discuss** *The Tyranny of Choice*

*For next class:*

- **Study for Test** Veblen, *The Tyranny of Choice* Barry Schwartz TED talk Paradox of Choice, . Chasing the Scream conclusion
- **Read** **Chasing the Scream** Conclusion

April 2 T

**Test** Veblen, Barry Schwartz TED talk Paradox of Choice, *The Tyranny of Choice*, *Chasing the Scream* Conclusion

**Happiness Research**

**Discuss** *Fast Food Nation*

*For next class:*

- **Read** *So Tired of Life* (no worksheet on, summarize for yourself for studying)
- *Attending Death With Dignity* (no worksheet on, summarize for yourself for studying)
- *Start reading Fast Food Nation this week (study guide in packet)*

April 4 H Diseases of Despair and a Happiness Study

**Presentation** **Diseases of Despair: Loneliness, Suicide/ Depression and Antidepressants**

[https://www.ted.com/talks/robert\\_waldinger\\_what\\_makes\\_a\\_good\\_life\\_lessons\\_from\\_the\\_longest\\_study\\_on\\_happiness](https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness)

4 countries

*For next class:*

- **Read** *The Lancet Countdown: tracking progress on health and climate change*
- **Read** up through chapter 8 *Fast Food Nation* (study guide in packet)

April 9 T Pollution and Climate Change

**Presentation** Air Pollution and Mercury in Utah and U.S and Climate Change and Human Health

**Discuss** *The Lancet Countdown: tracking progress on health and climate change*

**Discuss** Fast Food Nation

*For next class:*

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

April 11 H Food and Nutrition

3 countries

Discuss *Researchers Shed Light on Asthma's Mysteries*

Discuss Fast Food Nation and next test

Start Fed Up doc

*For next class:*

- **Study for Test** Fast Food Nation, *So Tired of Life, Attending Death With Dignity, The Lancet Countdown: tracking progress on health and climate change, Asthma Article*

April 16 T

**Test** Fast Food Nation, *So Tired of Life, Attending Death With Dignity, The Lancet Countdown: tracking progress on health and climate change, Asthma Article*

Continue FED Up doc

*For next class:*

- **Read** book review *Lethal but lawful: holding corporations to account*
- Article *Big and Deadly Foodborne Outbreaks*
- Article *Study Tied to Food Industry Tries to Discredit Sugar Guidelines*

April 18 H

**Presentation** Obesity--Fast Food Proximity and Food Deserts

Finish FED UP doc

*For next class:*

- **Study for test** *Lethal but lawful: holding corporations to account, Fed Up, Big and Deadly Foodborne Outbreaks and Study Tied to Food Industry Tries to Discredit Sugar Guidelines*

April 23 T

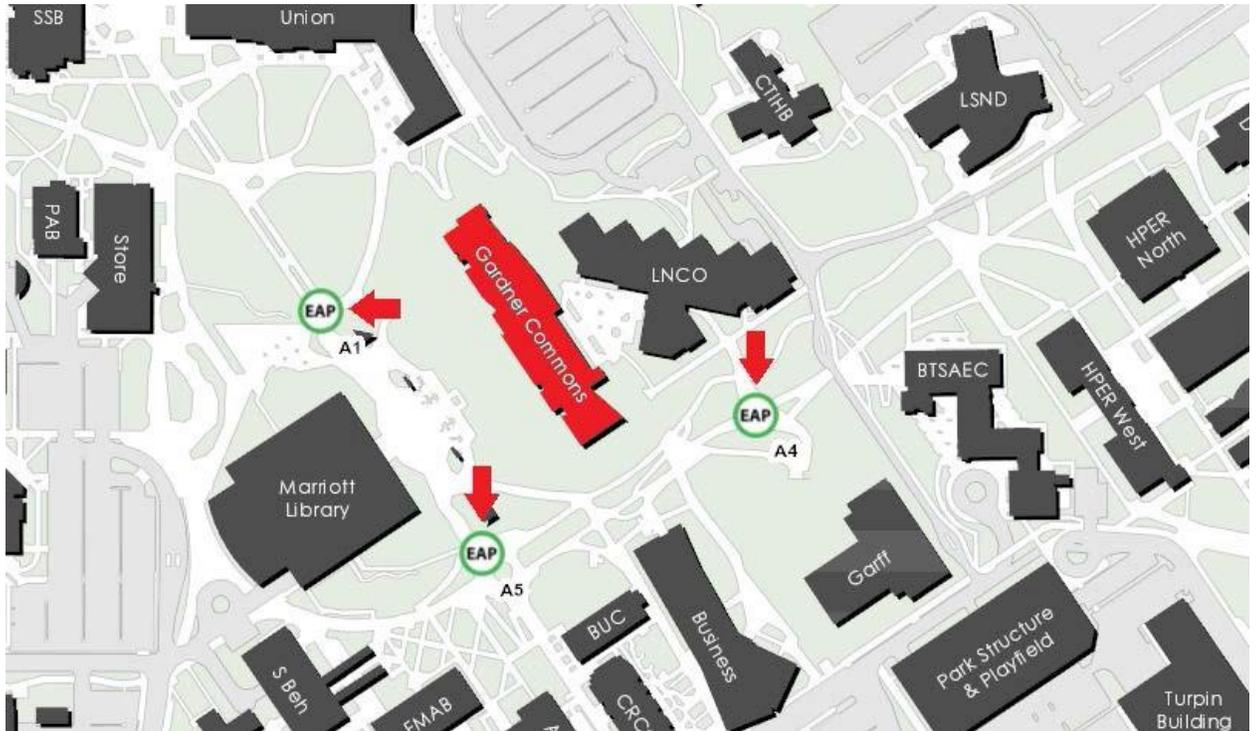
[https://www.ted.com/talks/barry\\_schwartz\\_using\\_our\\_practical\\_wisdom?language=en](https://www.ted.com/talks/barry_schwartz_using_our_practical_wisdom?language=en)

**Test** *Lethal but lawful: holding corporations to account, and Fed Up, Big and Deadly Foodborne Outbreaks and Study Tied to Food Industry Tries to Discredit Sugar Guidelines*

This will be our last class. Remember there is no final and all tests count.

## 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>.



## CAMPUS RESOURCES

**U Heads Up App:** There's an app for that. Download the app on your smartphone at [alert.utah.edu/headsup](http://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