

PSY 303 I - Health Psychology in Socio-Cultural Context (3 credit hours)

Fall, 2009

Days/Time of Meeting: MWF 12-12:50

Office Location: Cook Rm 337

Place of Meeting: Cook 306

Office Phone: 706.236.5494

Professor: Dr. Susan Logsdon Conradsen

Email: sconradsen@berry.edu

Office hours: MWF 8:30-9 & 10:50-12; M 12:50 – 4:10; F 12:50-2:30

Course Description:

303WI. Health Psychology in Socio-Cultural Context (3-0-3). Explores the psychological processes involved in health with a particular focus on the confluence of gender, race and class. Within this context, individual experiences of a variety of health related topics will be covered including sources of stress and stress management, social support, adoption of healthy/risky behaviors, adherence to medical advice, experiences as recipients of health care, and coping with chronic illness and death. PR: PSY 101.

Textbook:

Lyons, A. C., & Chamberlain, K. (2006). *Health Psychology: A Critical Introduction*. Cambridge: Cambridge University Press.

Purpose of the Course: This course introduces students to the field of health psychology and examines the intersectionality of gender, race, class, and health in understanding health. Thus the sociocultural location of individuals is considered when exploring a variety of topics within the field. Another purpose of the course is for students to examine their health within their own socio-cultural context including lifestyle behaviors and environmental factors.

Student Learning Outcomes: By the end of the semester students will be able to:

1. Define and explain the different models of health and illness including the biomedical and biopsychosocial models.
2. Describe different definitions of health and how these notions vary across social categories.
3. Demonstrate an understanding of the complex relationship between gender, race, class, and health, describe what health disparities are, and explain how health varies across social categories.
4. Compare and contrast individual and social-collective perspectives on improving lifestyles and health and explain the importance of socio-cultural influences in understanding individual lifestyles.
5. Distinguish between primary, secondary, and tertiary prevention programs and identify factors that influence when and why people seek health care.
6. Identify factors which influence people becoming ill and the treatments they receive.
7. Describe the impact of living with a chronic illness on patients and their families as well as issues surrounding death/dying.

Assessment Measures: The student will demonstrate achievement by obtaining at least a 60% on all required assignments including class participation, quizzes, research journals, interactive assignments, and the Gender & Health film series.

Evaluation Components and Grading Scale

Class Participation	9%
Quizzes	25%
Journal 1	5%
Journal 2	12%
Journal 3	12%
Journal 4	12%
Journal 5	5%
Interactive Assignments	15%
Gender & Health Film Series	5%

Grades will be assigned on the following point scale:

A	=	(92-100%)
A-	=	(89.5-91.9%)
B+	=	(87.5-89.4%)
B	=	(81.5-87.4%)
B-	=	(79.5-81.4%)
C+	=	(77.5-79.4%)
C	=	(71.5-77.4%)
C-	=	(69.5-71.4%)
D+	=	(67.5-69.4%)
D	=	(60-67.4%)
F	=	(<60%)

Methods of Instruction: Class discussion, critical readings of the literature, class activities, lectures, group work, film analysis, interactive computer assignments, research assignments, and application journals.

Attendance Policy: Class attendance will be taken and regular attendance is expected of everyone. Attendance will be factored into the class participation grade; students missing more than 3 unexcused absences will automatically have their grade lowered. Excused absences must come through the provost office or from a doctor. No make-up work for unexcused absences is permitted.

Academic Integrity: Students are expected to be familiar with and follow the policies in the *College Catalog*. All outside of class assignments are to be completed individually. Documentation of all sources is required. Students who are determined to have violated this policy will automatically receive a zero on the assignment and, depending on the severity, may fail the class.

Late Assignments: All assignments turned in after the due date will be penalized 10% per day late. Assignments are due at the beginning of class and points will be deducted after that time. If you turn in a late assignment, you must turn it in to me directly or have the psychology department office manager date and time it. Do NOT place it under my door or in my box.

Special Requirements:

Class Participation: Given the discussion nature of this course, your preparation and involvement in each class meeting will be vital to both your own learning and the success of the course as a whole. Opportunities to earn class participation points include participation in class discussions/debates, individual/group activities, and discussion of written assignments. Attendance and punctuality will also be factored into your class participation grade. Towards the end of the semester you will complete a self-assessment of your class participation that I will consider when assigning your final participation grade.

Quizzes: Throughout the semester there will be several unannounced quizzes given at the *beginning* of class. The questions will come from both assigned readings and information discussed in previous classes including videos. Your lowest quiz grade will be dropped; if you miss a quiz then that is the grade that will be dropped.

Interactive Assignments. During the semester four interactive assignments are assigned; after completing the exercise, you will write about what you learned including what assumptions of yours were either challenged or reinforced. Details, requirements, and due dates are in the course schedule.

Research & Application Journals. Five times during the semester outside research projects will be assigned that require you to further examine and apply what we are discussing in class. Descriptions, requirements, and due dates are in the course schedule.

Gender & Health Film Series: Throughout the semester, you will attend 3 films and write up a 1 page response paper for each event. The films are all at 6:00 p.m., in Evans Auditorium. The dates are:

9/13: In Sickness & in Wealth. Unnatural Causes: Are inequities making us sick?

10/4: Food, Inc.

11/1: My Toxic Baby

Extra Credit: 1) One option is to attend extra WNS events (other than the required film series) and complete a one page write up describing your reaction to the event; each event is worth 5 points. A schedule and description of the events is located through the Women's Studies webpage at <http://www.berry.edu/academics/humanities/english/WNS/page.aspx?id=4273> Please view the calendar and plan ahead if you wish to earn EC. 2) To encourage hands on learning and service involvement, you can earn extra credit for volunteering for an organization that is relevant to this course (e.g., any psychology service like hospitality house, SAC; volunteering in a medical ward; visiting nursing homes; working with disabled individuals; environmental organizations; etc.). The volunteer work must be done during this semester and you must clear the organization with me ahead of time. At the end of the semester you will turn in one page discussing your experience and including a contact person and number for your supervisor. You can earn 2.5 points for each volunteer hour up to 10 points. Any student can earn a maximum of 15 EC points.

Accommodation Statement: Students with disabilities who believe that they may need accommodation in this course are encouraged to contact the Academic Support Center in Krannert Room 339 (ext. 4080) as soon as possible to ensure that such accommodations are implemented in a timely fashion.

Tutorial Availability: Students who believe they may need tutoring in this class should contact me as soon as possible so that arrangements may be made with the Academic Support Center to provide a tutor.

Schedule of Class Sessions:

Please note that this is a tentative schedule and is subject to change with notice. All readings should be read BEFORE the class on which they are scheduled – that is the day we will be discussing those readings.

8/23, 8/25, 8/27: Introducing Health Psychology

- 1) Chp. 1
- 2) Geiger, H.J. (2006). Health Disparities: What do we know? What do we need to know? What should we do? In A.J. Schulz & L. Mullings (Eds). *Gender, Race, Class, & Health: Intersectional Approaches* (pp. 261-288). San Francisco, CA: Jossey-Bass.
- 3) Read Backgrounders from the Unnatural Causes Health Equity Database, pages 1-20, available at <http://www.unnaturalcauses.org/assets/uploads/file/primers.pdf>

Due Dates: 8/27 Interactive Assignment #1 - YoYo Health
8/30 Journal # 1 - Social Determinants of Health Collage

8/30, 9/1: Thinking about Health & The Body

- 1) Chp. 2

Due Date: 9/3 Interactive # 2 - A Tale of Two Smokers
9/3 Be sure to start exercise and food logs for next journal

9/3, 9/8: Choosing Lifestyles

- 1) Chp. 3
- Film: License to Thrive

9/13/10: REQUIRED FILM, 6:00 EVANS AUDITORIUM: UNNATURAL CAUSES: ARE INEQUALITIES MAKING US SICK? *In Sickness & In Wealth*.

Due Date: 9/13 Journal #2 – Lifestyle Assessment

9/10, 9/13: Lifestyles: Nutrition & Exercise

- 1) Johns Hopkins University Bloomberg School of Public Health (2007, March 28). Johns Hopkins Researchers Examine Why People Eat The Foods They Do. *ScienceDaily*. Retrieval at <http://www.sciencedaily.com/releases/2007/03/070326181320.htm>
- 2) Read Food Marketing & Childhood Obesity at <http://www.commercialfreechildhood.org/factsheets/obesity.pdf>
- 3) Begley, S. (2009). Born to be Big. Retrieval at <http://www.newsweek.com/2009/09/10/born-to-be-big.html>

Due Date: 9/15 Write up of In Sickness & in Wealth

9/15, 9/17: Lifestyle: Body Image & Appearance

- 1) Grealy, L. (1994). Mirrors, in P. Foster (Ed.), *Minding The Body*, (pp. 53-75).
 - 2) If being a man means having body hair and sweating, why are the sexy guys in ads immune to both? (2006) Retrieval at http://seedmagazine.com/content/article/the_media_assault_on_male_body_image/
 - 3) Presnell, K., Bearman, S. K., & Madeley, M.C. (2007). Body dissatisfaction in adolescent females and males: Risk and resilience, *The Prevention Researcher*, 14, 3-5
- Possible Films: Absolutely Safe?; Beauty Mark; Recovering Bodies

9/20, 9/22, 9/24: Controlling the Body

- 1) Chp 4.
 - 2) DeAngelis, T. (2009). Goodbye Scale, Hello Health. Retrieval at <http://www.apa.org/monitor/2009/04/weight.aspx>
 - 3) Ellison, J. (2009). A Racial Divide. Retrieval at <http://www.newsweek.com/2009/04/11/a-racial-divide.html>
- Possible Films: Beauty Mark; Big Bucks Big Pharma

Due Date: 9/27 Journal #3 – Popular Culture Assessment

9/27, 9/29, 10/1: Becoming Ill: Stress

- 1) Chp. 5 pages 140-161
- 2) Carmichael (2009). Who Says Stress is Bad for You? Retrieval at <http://www.newsweek.com/2009/02/13/who-says-stress-is-bad-for-you.print.html>
- 3) Eliot, R. S., & Breo, D. L. (1998). Is it worth dying for? In D. Sattler, V. Shabatay, & G. Kramer (Eds.), *Abnormal Psychology in Context: Voices and Perspectives*. Boston: Houghton Mifflin.
- 4) Deangelis, T. (2007). America: A Toxic Lifestyle? *Monitor on Psychology (April 07 issue)*, 50-52.
- 5) Felitti, V, et al. (1998). Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults. Retrieval at [http://www.ajpm-online.net/article/S0749-3797\(98\)00017-8/fulltext](http://www.ajpm-online.net/article/S0749-3797(98)00017-8/fulltext)

Possible Films: Stress: Portrait of a Killer; Not Just a Paycheck

10/4/10: REQUIRED FILM, 6:00 EVANS AUDITORIUM: FOOD, INC.

Due Dates: 10/4 Interactive #3 - Accumulating Advantage
10/6 Write up of Food, Inc.
10/8 Interactive #4 - Race: The Power of Illusion

10/4, 10/6, 10/8 Becoming Ill: SES & Ethnicity

- 1) Chapter 5 pages 161-180
- 2) Sapolsky, R. (2005). Sick of Poverty, *Scientific American*.
- 3) Novotney, A. (2009, January). The price of affluence. Retrieval at <http://www.apa.org/monitor/2009/01/teens.aspx>
- 4) Scott, J. (2005). Life at the top in America isn't just better, it's longer. In *Class Matters* (pp. 27-50). New York: Times Books.
- 5) Drexler, M. (2007). How racism hurts – literally. Retrieval at http://www.boston.com/news/globe/ideas/articles/2007/07/15/how_racism_hurts_literally/

Possible Films: When The Bough Breaks; Becoming American

10/13, 10/15, 10/18 Becoming Ill: Gender

- 1) Bren, L. (2005). Does sex make a difference? Retrieval at http://findarticles.com/p/articles/mi_m1370/is_4_39/ai_n27869165/
- 2) Stewart, & Okun (2005). Healthy Living, Healthy Women. In M. Mirkin, K. Suyemoto, & B. Okun (Eds.), *Psychotherapy With Women Exploring Diverse Contexts & Identities* (pp. 313-334). Guilford Press.
- 3) Lang, J. (2002). Men, Masculinities, & Violence. Retrieval at <http://toolkit.endabuse.org/Resources/MenMasc.html>
- 4) Sabo, D. (2007). Pigskin, patriarchy, and pain. In P. Rothenburg, (Ed). *Race, Class, & Gender in the United States* (pp. 451-457). New York: Worth. (Reprinted from *Sex, Violence and Power in Sports: Rethinking Masculinity*, by M. Messner & D. Sabo (Eds.), 1994, Freedom, CA: The Crossing Press).
- 5) Sabo, D. (2008). Masculinities and Men's Health: Toward Post-Superman Era Prevention. In M. Kimmell & A. Aronson (Eds). *The Gendered Society Reader, 3rd ed.* (pp. 449-465). New York: Oxford University Press.

Possible Film: The Soldiers Heart

10/20, 10/22: Comprehending bodily experience

- 1) Chp. 6
- 2) Fears, (2007). His Last Best Cause, *Being a Black Man at the Corner of Progress and Peril* by the staff of The Washington Post (pp. 95-110). New York: Public Affairs.

10/25, 10/27: Interacting with Health Professionals

- 1) Chp. 7
- 2) Ponte, W. (2007, September-October). Cesarean birth in a culture of fear. *Mothering*, 49-63.
- 3) Griscom, J.L. (2007). The case of Sharon Kowalski and Karen Thompson: Ableism, Heterosexism, & Sexism. In P. Rothenburg, (Ed). *Race, Class, & Gender in the United States* (pp. 496-504). New York: Worth.

11/1/10: REQUIRED FILM, 6:00 EVANS AUDITORIUM: MY TOXIC BABY

Due Date: 10/29 Interactive Assignment #5 - the perfect neighborhood

10/29, 11/1: Health & Environmental Factors

- 1) Clay, R. (2007). Detoxing the built environment: Psychologists are exploring environmental links to poor health, Monitor on Psychology, 54-56.
- 2) Lyman, F. (2002). The Geography of Health, Land & People, Fall 02, 33-40.
- 3) Hileman, B. (2003). Children's Health is Declining, Says American Chemical Society at <http://www.organicconsumers.org/foodsafety/rachels042203.cfm>
- 4) Duncan, D. E. (2006). Chemicals Within Us at <http://science.nationalgeographic.com/science/health-and-human-body/human-body/chemicals-within-us.html>
- 5) Vesely, R. (2003). Study: Women bear brunt of environmental toxins retrievable at <http://www.womensenews.org/article.cfm/dyn/aid/1570/context/archive>
- 6) Environmental Working Group (2008). Teen Girls' Body Burden of Hormone-Altering Cosmetics Chemicals available at <http://www.ewg.org/book/export/html/26953>

Possible Film: Place Matters; Poisoned Waters

Due Dates: 11/3 Write up of My Toxic Baby
11/3 Journal #4 - Environmental

11/3, 11/5, 11/8: Treating Illness

- 1) Chp. 8
- 2) Consumer Reports (2007, November). Treatment traps to avoid. *Consumer Reports*, 12-17.
- 3) Tumulty, k. (2009, March 5). The Health Care Crisis Hits Home, *Time*, retrievable at <http://www.time.com/time/nation/article/0,8599,1883149,00.html>
- 4) Mulcahy, N. (2009). The Cost of Cancer Care can be ruinous – even for the insured, retrievable at <http://www.medscape.com/viewarticle/588075>

Possible Film: Medicated Child

11/10, 11/12, 11/15: Being Ill

- 1) Chp. 9
- 2) Ehrenreich, B. (2007). Welcome to Cancer Land. In V. Taylor, N. Whittier, & L. Rupp (Eds.), *Feminist Frontiers*, 7th Ed. McGraw Hill.
- 3) Dixon-Woods, M., Young, B., & Heney, D. (2005). Families' Experiences of Childhood Cancer, *Rethinking experiences of childhood cancer*. Open University Press

Possible Films: Sicko; Big Bucks Big Pharma

11/17, 11/19, 11/22: Dying

- 1) Chp. 10
- 2) Thomas, E. (2009). The Case for Killing Granny: Rethinking End-of-Life Care. Retrievable at <http://www.newsweek.com/2009/09/11/the-case-for-killing-granny.html>

Film: Letting Go

Due Dates: 11/29 Journal # 5-- Health Care Analysis
12/1 for all extra credit
12/3 for class participation forms

11/29, 12/1, 12/3 Relocating the field: critical health psychology & global issues

- 1) Chp. 11
- 2) Reid, No Country for Sick Men retrievable at <http://www.newsweek.com/2009/09/11/no-country-for-sick-men.html>

Possible Film: Sick Around the World

Selected Bibliography/Recommended Reading List

Beauty & Misogyny Harmful Cultural Practices in the West	The Beauty Myth
Being a Black Man at the Corner of Progress & Peril	Everyday Zen
Class Matters The Gendered Society Reader	The Lonely Patient
Creative Interventions with Traumatized Children	The Masculinity Reader
Stick Figure: A Diary of My Former Self	The Triple Bind
Fast Food Nation	The matrix reader
The Thinking Woman's Guide to a Better Birth	The Price of Privilege
Women's Bodies, Women's Wisdom	Nickel and Dimed
Sick: The untold story of America's Health Crisis	Food, Inc.
Rethinking Experiences of Childhood Cancer	Girls on the Edge
Feminist Perspectives on Eating Disorders	Perfect Health
Full Catastrophe Living	Gender, Race, Class, and Wealth
Getting to 50/50: How working couples can have it all by sharing it all	
You Can Beat the Odds: Surprising Factors Behind Chronic Illness & Cancer	
Healing and the Mind	
Health Psychology in Global Perspective	
Hooked: Ethics, the Medical Profession, and the Pharmaceutical Industry	
Intensive Care: Medical Ethics and the Medical Profession	
Intersecting Inequalities	
Last Child in the Woods	
Minding the Body	
Natural Alternatives to Antibiotics	
Overtreated: Way Too Much Medicine is Making Us Sicker and Poorer	
You'd be So Pretty if....Teaching our Daughters to love their bodies	
Race, Class, & Gender in the United States	
Prescription for Nutritional Healing	
Pretty is What Changes	
Pushed: The Painful Truth about Childbirth and Modern Maternity Care	
Why Zebras Don't Get Ulcers	

Research & Application Journals Requirements

These journals require students to take the information from class and conduct research in their own lives. There are several pieces for each journal and students are required to complete each component. The components have different requirements (e.g., creating something, collecting data, behavioral logs, etc.), some of which may be able to be answered in a q/a format or short answers. However, at the end of EVERY journal the student needs to pull together what they have learned and write 1-2 paragraphs analyzing and synthesizing the material. All journals must be single spaced with 1 inch margins.

Journal # 1 Due: 8/30/10: Social Determinants of Health Collage

In this assignment you will be developing your own “Influences on Health” model by making a collage using pictures, drawings, or words, i.e., you are personalizing and interpreting our discussions on social determinants of health into your own experience. To begin, brainstorm a list of all things that affect your health. Then identify which items on the list are social determinants of health (the economic and social factors that influence the health of individuals and communities such as education, housing, employment, income, racism, etc) and which are biological or individual health behaviors or factors (e.g., smoking, unhealthy/fast food, exercise). Then using the diagram handed out in class. The Landscape of Influences on Health Disparities, fill out the different layers in a format of your choice (words, images, sentences). To finish, summarize what you learned through this assignment.

Journal # 2 Due: 9/13/10: Lifestyle Assessment *requires behavior logs*

For this journal you will be examining your personal health behaviors, focusing on the areas of nutrition and exercise with an honest self assessment. To begin, calculate your body mass index at <http://www.cdc.gov/healthyweight/assessing/bmi/> and report what your BMI is and what range it falls within. If it is not in the recommended range, what would you need to do to get it there (how much weight to gain or lose)? Next, after keeping a log of your actual exercise routine (date, time, duration, description (weight training, cardio, aerobic endurance, stretching) for a week, compare it to the recommended physical activity guidelines at <http://www.cdc.gov/physicalactivity/everyone/guidelines/adults.html> . Be sure to record/analyze for all the types of exercise. What are socio-cultural factors in your life that either help you be physically active or would make it easier if you started? What factors hinder you? I.e., what are obstacles and assets in your environment?

To examine your eating habits, after keeping a log of EVERYTHING you ate or drink (date, time, exact amount), analyze your food log using the following sites (or similar ones), and discuss what you learned:

- portion sizes at http://www.checkyourhealth.org/articles/newsletters/portions_newsletter.pdf and <http://www.bcm.edu/cnrc/consumer/archives/portioncues.htm>
- check healthy eating guidelines at <http://www.mypyramid.gov/pyramid/index.html> and be sure to click on the learn more for each piece in the pyramid
- color/nutritional value at <http://www.ag.ndsu.edu/pubs/yf/foods/fn595.pdf>
- dietary fiber at <http://www.mayoclinic.com/health/fiber/NU00033>

Choose 3 of your frequently used or favorite foods and analyze them. First discuss the nutritional value of them (Fat, transfat, sugar, calories, etc.) using the How to Read a Nutrition Facts Label at <http://www.fda.gov/Food/LabelingNutrition/ConsumerInformation/ucm078889.htm>. Next, examine the ingredients. Do you know what all the ingredients are? After reading about additives to avoid at <http://consumerist.com/2008/06/10-food-additives-you-should-try-to-avoid.html> and <http://www.cspinet.org/reports/chemcuisine.htm#Alphabetical> (looking at the safety summary chart too), how did your foods compare? What ingredients were on the “to avoid” list? The “caution” list? What did you learn from this? Overall, what are socio-cultural factors that help you eat healthy? Hinder you? I.e., what are obstacles and assets in your environment?

In your analysis and synthesis section be sure to discuss what things you would need in order to be able to exercise and eat healthy.

Journal # 3 Due 9/27/10: Popular Culture Assessment

The emphasis on the individualistic approach to promoting health has been discussed in various chapters, and we have discussed factors involved in choosing lifestyle behaviors. This journal is designed to further investigate how the popular culture contributes to the cultural imperative for beauty, exercise, and nutrition with a focus on how beauty and health are often intertwined, and how they are portrayed differently based on gender.

Sports Store: go to a large sports store and walk around. Document what you find, but some of the things to look for include: what images are there around the store (of athletes? What gender? Doing what sport?)? how is the store organized (e.g., what sports in front, which more prominent) ? What sports are portrayed more with male images? Look at sports products (e.g., for basketball, soccer, home exercise, etc.). What do you notice about how they market sports items differently to girls? Boys? What images are on boxes (e.g., male/female, ethnicity? Facial expressions?) Look at clothing for different sports. What differences are there in clothing geared towards women and men (e.g., fit, cost, design)? Describe what you find and what direct and indirect messages these send.

Fitness Magazines: You will need to compare and contrast two popular fitness magazines, one geared toward men and one toward women. You will need to look through the whole magazine, including ads at the end, so consider working with a classmate and sharing the cost of the magazines. For each of the following – describe what you find in both magazines and note differences and similarities. First examine the covers of the magazines. What images are on it? What are the headlines? What do they emphasize? Next look through the articles of the magazine. What types of articles are they? What are the “goals”/outcomes that are emphasized, e.g., focus on appearance, being sexy, thin, muscular, health outcomes such as blood pressure or cardio improvement, etc. Are there messages about the “other” gender? Next, focus on advertisements including those at the very end of the magazine. What types of products are advertised? How do they differ based on the target gender of the magazine? What are the predominant visual images of the models (e.g., mostly male, mostly female, body type, etc)? What claims, both direct and indirect, are used to sell products? What examples are there of the “moral aspect” (discussed in chapter 4) of lifestyle behaviors (e.g., “go ahead and be bad...”, show your “willpower”, etc.). ATTACH examples of ads to illustrate your findings.

Journal # 4 Due 10/29: Environmental Assessment *requires log*

In this journal you will be looking at various aspects of environmental issues and consider how they may impact health.

Part One: Begin by brainstorming a list of things about your hometown that affect health and then complete the Health Indicator Grading Table (handed out), including in some additional features from your list. Then investigate further the “invisible” environmental factors in your hometown; go to <http://www.epa.gov/epahome/commsearch.htm> and using your zip code go to the My Environment option and find out about as many environmental issues as you can for your town (air quality, water quality, superfund sites, cancer/mortality risks, toxic releases, etc). Then click on the ToxMap option and explore that (you re-enter your zip) and look at the distribution of income and health data for your hometown. After noting this information, summarize and discuss what you learned. Are there any risks you were not aware of in your town? Synthesize all the information and discuss how it may be interconnected and how it could impact your health.

Part Two: Next you are going to investigate potential toxins within your personal health routine. For 24 hours (of a typical routine for you) write down every personal care product you use (shampoo, soap, deodorant, toothpaste, sunscreen, contact solution, nails, etc.). From this list choose several items to investigate using the EWG tool -- Skin Deep Cosmetic Database:

<http://www.cosmeticsdatabase.com/>. What did you learn about your products? What will you do with this information?

In your summary paragraph be sure to discuss how what you learned in this assignment relates to the various required readings for this section.

Journal # 5 Due 11/29: Health Care Analysis

Think about your previous health care experiences. How satisfied are you with your doctor? Access to health care? Have you ever been hospitalized? If so what was that experience like? Do you have health insurance? Have you ever had any problems with insurance (e.g., preapproval, certain medications not covered, pre-existing conditions, limitations, etc.)? Have you, or anyone in your family, ever been without health insurance? After reflecting and writing about your experiences, the next part of this assignment is to thoroughly analyze the details of your current health insurance plan. Describe what services are covered (e.g., medical, dental, catastrophic, maternity, etc.), the limits (e.g. maximum annual and lifetime benefits, maximum days inpatient and outpatient), co-pays, premiums, exclusions, etc. Be sure to cover mental health benefits as well and to read all the fine print of things NOT covered. If you are not insured, find a policy and do the same exercise. Afterwards, discuss the strengths and weaknesses of your plan.

Interactive Assignment Requirements

After completing these assignments, you will answer the individual questions for each assignment as indicated below. At the end of each you should write about a) what you learned, and b) what assumptions of yours were either challenged or reinforced and why. These should be single spaced, 1 inch margins, of approximately one page. Each is worth 15 points. All of these are accessible through the unnaturalcauses.org website.

Interactive Assignment #1 - YoYo Health at http://www.unnaturalcauses.org/interactivities_04.php

What are your thoughts after completing this? What did you learn about health care in the US? What do the countries with better health ratings have in common? Compare the life expectancy and GDP charts – what do they tell you in combination? Where does the US fall compared to other developed countries regarding child poverty? What were some of the surprising statistics about smoking and death? After looking at the chart on infant mortality (IM), go to <http://www.statehealthfacts.org/comparetable.jsp?cat=2&ind=48> and discuss what you learned about how IM varies within the US as well as between countries. Were you aware of these disparities? What do you think about the various solutions suggested in the conclusion (of the YoYo piece of the exercise)? Which appeal to you the most?

Interactive # 2 - A Tale of Two Smokers at http://www.unnaturalcauses.org/interactivities_02.php

After completing this exercise, explain how the choices of Jane and Joe to follow the recommended health guidelines were constrained by the conditions in which they lived. Discuss how these examples show that “it takes more than will power and discipline to change unhealthy habits and behaviors”. What are some other examples that you can think of to illustrate this statement? Have you experienced ways in which your “social conditions” were obstacles in your ability to follow a recommended health behavior?

Interactive #3 - Accumulating Advantage at http://www.unnaturalcauses.org/interactivities_08.php.

Discuss what you learned about how health is impacted by race and class. Next go to <http://www.whatsrace.org/images/privwalk-long.pdf> and complete the exercise yourself. Draw out your steps forwards and backwards in some visual manner (you will turn this in but do not need to identify the specific statements). Tally up how many steps forward you took, and how many backwards. Where did you end up? Have you considered some of the “invisible” advantages you may have had before? Have you been aware of when others have had such advantages and you didn’t? How did this exercise make you feel? What were your thoughts as you did this exercise? What have you learned, and what can you do with this information?

Interactive Assignment # 4 Race: The Power of An Illusion

Do the sorting activity at http://www.pbs.org/race/002_SortingPeople/002_00-home.htm. Answer the following: 1) How many people were you able to correctly sort overall? How many across each category? Once you finish sorting, go deeper into the activity to learn a) how the US government would classify these people, b) how each person self-identifies, and c) each person’s ancestry. Then answer the following: what did you learn from doing this activity? were you surprised by the activity? If so why? did it challenge any assumptions you had? If so, in what ways? what does this activity tell us about race in the US?

Name: _____

As you know, class participation is an important component in this class. I would like you to reflect upon your participation over the ENTIRE course and come up with a grade and rationale for why you think you deserve this grade. I will consider this information in assigning your grade. It is very important that you are honest in your self assessment. I have kept track of your contributions but am interested in your own perceptions. Remember, honesty is important!!

When assigning yourself a grade rate yourself on the following components using the guidelines:

Attendance: "A" students should have attended all classes or missed only once, students who missed several (more than 3) earn a "C", "D/F" students would have missed 4 or more.

GRADE = _____

Promptness: "A" students would be on time for almost all classes, "C" students would have been late for several (more than 4), "D" or "F" students would be consistently late.

GRADE = _____

Readings: "A" students would have read all assigned readings by the due date (whether a quiz or not), "B" students would have read almost all, "C" students would have read most, "D" students would have read about half. GRADE = _____

Oral Participation (e.g., relevant comments and questions): "A" students made comments approximately 1-2 times a week (total of 15-30 times over semester), "B" students made comments roughly once a week (total of 15), "C" students made comments once every couple of weeks (total of 7), "D" students made 1-2 comments whole semester, "F" students did not make any comments.

GRADE = _____

Group Participation: "A" students were active in group participation, often the leaders/presenters, "B" students were active and displayed interest, "C" students displayed interest but were less verbally active, "D/F" students were off topic (e.g., talking about other plans), or did not participate. GRADE = _____

Other: Did you bring in any current events to discuss in class?

What is the numerical average of your participation grades above? _____

What participation grade do you think you earned? Percentage = _____

Rationale: