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# Health Economics 3190-002 Spring 2020 Half Semester M&W

Instructor: [Dr. Anne Yeagle](#) Class time: M & W 8:35-11:35 am

Office: GC 4029 Office Hours: before and after our class, 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)

**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-13 978-981 4354-88-2pbk or ISBN-10: 981-4354-88-0
2. **Chasing the Scream** by Johann Hari (Bloomsbury) ISBN-13: 978-1620408902, ISBN-10: 1620408902
3. **FF--Fast Food Nation** by Eric Schlosser 2012(First Mariner Books) ISBN 978-0-547-75033-0
4. **Notes packet** available at the University Book Store
5. **Additional articles** *All of the required articles 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 5 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 Infections 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, Sexism, 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 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 [Professors Who See No Evil](#) before our first class

## **January 6 M Introduction, Pedagogy, and What is Health Economics?**

Go over the syllabus (will go over the group project in more detail next class)

Pick a Country

**Discuss** [Professors Who See No Evil](#).--- discuss

Fill out [Questionnaire on Expectations](#) and discuss

**Discuss** [Stressed Out? Try Being Less Competitive](#) and [Why We Can't Look Away From Our Screens](#)

**Start** documentary *Escape Fire* (100 min total) ([study guide](#) in notespacket)

You can find the documentary on reserve at the Marriot Library

For next class please:

**Read** [Mirror Mirror 2017](#) [Study guide](#) in notespacket

- **Read** [Addressing Addiction in the USA](#) (no study guide)
- **Read** [Costs Can Go Up Fast When ER is in Network But the Doctors Are Not](#) (no study guide)
- **Read** Introduction and Chapter 1 in [Chasing the Scream](#) ([study guide](#) in notes packet towards the back)
- Next class please **pick a seat** so come early if you want a particular seat.
- Remember that **if you arrive late to class, please wait until mindfulness practice is complete to enter.**
- There could be a pop quiz on the readings!
- We will decide groups and topics for Presentations next class!

## **January 8 W Problems with the Health Care System and the Opioid Epidemic**

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

4 countries

**Group work:** *Escape Fire* and *Mirror, Mirror*, *Chasing the Scream*, *Costs Go Up Fast...*

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

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

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

**Discuss** article [Mirror Mirror 2017](#)

**Establish** groups and topics for presentation and paper

For next class please:

- Get together with your group and make a plan!
- Read [Chasing the Scream](#) Chapters 2-4
- **Study for Test** on Syllabus, *Professors Who See No Evil*, *Escape Fire*, *Mirror, Mirror*, [Chasing the Scream](#) Chapters 1-4 and *Costs Can Go Up Fast When ER is in Network but the Doctors Are Not*

January 13 M **Economic Terminology, The Affordable Care Act, Economic Terms and Johann Hari**  
4 countries

Discuss Chasing the Scream Chapters 2-4

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

[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)

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](#)

Discuss Economic Terms, Elasticities, Universal Coverage vs Access

**Johann Hari TED talk**

For next class please:

- Take a look at <http://www.kff.org/health-reform/>
- **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](#)  
**Due --** [Assignment on Summary of the Affordable Care Act and Health Reform Implementation Timelines articles](#)
- Look at **Group Presentation Guidelines and Expectations**—might be a pop quiz on

January 15 W **The Affordable Care Act, Michael Friedrichs Epidemiologist Utah Dept. of Health**  
**Assignment Due** on *Summary of the Affordable Care Act and Health Reform Implementation Timelines*  
**IBIS Guest Speaker Michael Friedrichs** Utah Department of Health Epidemiologist (there will be questions from his presentation on the next test)

8 countries

**Quiz** and Discuss Group Presentation Guidelines and Expectations

Discuss [kff.org/health-reform](http://www.kff.org/health-reform)

Discuss Articles: *Health Care Spending and the Use of IT in OECD Countries*, *Who Really Pays for Health Care?*, and *Rising Health Costs and Economic Inequality may threaten your retirement-*

For next class please:

- **Study for test** on Mike Friedrichs' talk, *Health Care Spending and the Use of IT in OECD Countries*, *Who Really Pays for Health Care*, *Rising Health Costs and Economic Inequality may threaten your retirement-*, and Economic Terms
- **Read** Fuchs' *Who Shall Live? Introductions, Preface-Ch 2*—pages ix- 55 (*study guide is in the packet*)
- Be prepared to engage in **group work** on Fuchs next class
- There are optional articles on CANVAS for those interested. Not required!



## January 22 W Who Shall Live and AIDS Doc

**Test**- Mike Friedrichs' talk, *Health Care Spending and Use of IT., Who Really Pays for Health Care, Rising Health Costs and Economic Inequality may threaten your retirement-*, and Economic Terms 4 countries

Discuss and Group work Intro and Chapter 1 and Fuchs Who Shall Live? pages ix- 55

**Start AIDS doc** (questions are in packet) <http://www.pbs.org/wgbh/pages/frontline/aids/>

For next class please:

- **Read Who Shall Live. Fuchs Chapter 5**
- **Read *CMV Is a Greater Threat to Infants Than Zika, but Far Less Often Discussed* (no guide)**
- **Read Chasing the Scream Chapters 5-7.** Study guide in packet
- **Finish watching AIDS doc on your own.** <http://www.pbs.org/wgbh/pages/frontline/aids/>  
**Fill out worksheet and turn in next class**

## January 27 M Medicaid Expansion and Ebola, Zika an CMV Viruses

**AIDS doc worksheets due**

**Presentation** Medicaid Expansion

8 countries

**Discuss** Fuchs Chapter 5

**Discuss** Chasing the Scream 5-7

**Presentation** Ebola, Zika and CMV Viruses

**Discuss** *CMV Is a Greater Threat to Infants Than Zika, but Far Less Often Discussed*

**Discuss** Chasing the Scream Chapters 5-7.

For next class:

- **Read Unpacking the Executive Order on Health Care Price Transparency and Quality study guide**  
**Read pages 1-6** (through the introduction) of *The Global Syndemic of Obesity, Undernutrition, and Climate Change* study guide

- **Read** the following articles about **Doctors and Profits** (study guides in notes packet):
- *Utah Docs Reap Millions and How Medical Care is Being Corrupted*

**Study for test** Fuchs Chapters Intro 1, 2 and 5, Chasing the Scream 5-7, AIDS doc, with CMV article extra credit

## January 29 W AIDS and STDS, Pricing and Costs

4 countries

**Test** Fuchs Chapters Intro 1, 2 and 5, Chasing the Scream 5-7, AIDS doc, with CMV article extra credit

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

**Discuss** *Unpacking the Executive Order on Health Care Price Transparency and Quality*

**Discuss** pages 1-6 (through the introduction) of *The Global Syndemic of Obesity, Undernutrition, and Climate Change*

**Watch** [https://www.ted.com/talks/leanna\\_wen\\_what\\_your\\_doctor\\_won\\_t\\_disclose](https://www.ted.com/talks/leanna_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*

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

For next class please:

- **Read Chasing the Scream Chapters 8- 13** for next class. Study guide in packet
- **Read** pages 6-20 *The Global Syndemic of Obesity, Undernutrition, and Climate Change*

**Study for Test** Analysing Medical Markets, *Utah Docs Reap Millions, How Medical Care is Being Corrupted*, Leanna Wen TED, Chasing the Scream 8-13, pages 1-6 (through the introduction) of *The Global Syndemic of Obesity, Undernutrition, and Climate Change*

## February 3 **Costs of Addiction and The Demand for Health and Health Care**

7 countries

### **Discuss and group work** Chasing the Scream Chapters 8- 13

**Test** Analysing Medical Markets, Utah Docs Reap Millions, How Medical Care is Being Corrupted, Leanna Wen TED, Chasing the Scream 8-13, pages 1-6 (through the introduction) of *The Global Syndemic of Obesity, Undernutrition, and Climate Change*

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

**Discuss** pages 6-20 *The Global Syndemic of Obesity, Undernutrition, and Climate Change*

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

For next class please:

- **Read** Who Shall Live Fuchs Chapter 3 (study guide in packet)
- **Read** article *Ancient Egyptian technology may be our first line of defense from hospital infections* (study guide in packet)
- **Read** pages 20-47 *The Global Syndemic of Obesity, Undernutrition, and Climate Change*

## February 5 **W Human Impacts: Air Pollution, Mercury, Climate Change and Indigenous Peoples**

4 countries

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

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

**Discuss** Who Shall Live, Fuchs Chapter 3

**Discuss** pages 20-47 *The Global Syndemic of Obesity, Undernutrition, and Climate Change*

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)

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

For next class please:

- Finish Chasing the Scream Chapters 14-Conclusion (study guide in packet)
- **Due next class** **Complete Plotkin assignment**
- **Read** *Researchers Shed Light on Asthma's Mysteries*
- **Study for test** Demand for Health Care, Fuchs 3, *Ancient Egyptian technology* Chasing the Scream 14-Conclusion, and pages 6-47 *The Global Syndemic of Obesity, Undernutrition, and Climate Change*

## February 10 **M Environment and Choice**

**Plotkin assignment due**

4 countries

Discuss Chasing the Scream

**Test** Demand for Health Care, Fuchs 3, *Ancient Egyptian technology*, Chasing the Scream 14-Conclusion, and pages 6-47 *The Global Syndemic of Obesity, Undernutrition, and Climate Change*

Discuss Plotkin assignment

Discuss *Researchers Shed Light on Asthma's Mysteries*

**Watch** *The 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 please:

- **Read** *Under the Shadow of Tuskegee* (study guide in packet)
- **Read** Who Shall Live, Fuchs p 165-176 (study guide in packet)
- **Read** *The Effect of Patient Race and SES on Physician's Perceptions of Patients* (study guide in packet)
- **Read** *The Road* (no study guide)
- **Read** *Levels of Racism* (no study guide)
- **You may want to start reading** **Fast Food Nation**

February 12 W **Discrimination, Happiness and Food**

**Discuss** *The Road*

**Discuss** *Levels of Racism*

*A Class Divided* doc

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

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

**Discuss** *Under the Shadow of Tuskegee*

**Discuss** Fuchs p 165-176

Happiness Research [14 Habits of Highly Miserable People and A Positive Outlook Good for Health](#)

TED Robert Waldinger

[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) 13 minutes

**Discuss** *Fast Food Nation*

For next class please:

- **Read** Veblen's *Pecuniary Emulation and Conspicuous Consumption*. (study guide in packet)

**Be prepared for group work**

- **Start Fast Food Nation--** read up through Chapter 5
- **Study for Test** *The Paradox of Choice*, *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*, *Levels of Racism*, and *Fast Food Nation* through Chapter 5
- **Read** *The Tyranny of Choice*
- **Opt Read** *The 14 Habits of Highly Miserable People*
- **Opt Read** *A Positive Outlook May be Good For Your Health*

**Since Monday there is no class, I recommend that you read all of Fast Food Nation**

February 19 W Social Determinants and Mental Health

**Discuss** *Fast Food Nation -5*

**Test** – *The Paradox of Choice*, *Under the Shadow of Tuskegee*, Fuchs p 165-176, *The Effect of Patient Race and SES on Physician's Perceptions of Patients*, *Stigma*, *The Road*, *Levels of Racism* and *Fast Food Nation* through Chapter 5

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

TED The Lies our culture tells us about what matters—a better way to live David Brooks

<https://www.youtube.com/watch?v=iB4MS1hsWXU>

Practical Wisdom TED 23 minutes

[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)

**Discuss** *The Tyranny of Choice*

**Presentation** Affluenza

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

For next class please:

**Study for Test** *Veblen*, *The Tyranny of Choice*, *Fast Food Nation* Chapters 6-epilogue, *So Tired of Life*, *Attending Death With Dignity*, *Practical Wisdom*

- **Read** *Fast Food Nation 6-Epilogue*
- **Read** *So Tired of Life* (no worksheet on, summarize for yourself for studying)
- **Read** *Attending Death With Dignity* (no worksheet on, summarize for yourself for studying)

February 24 M **Obesity and Food**  
Start FED Up doc (92 minutes total)

**Presentation** Obesity—Fast Food Proximity and Food Deserts  
FED Up doc

**Discuss** Fast Food Nation

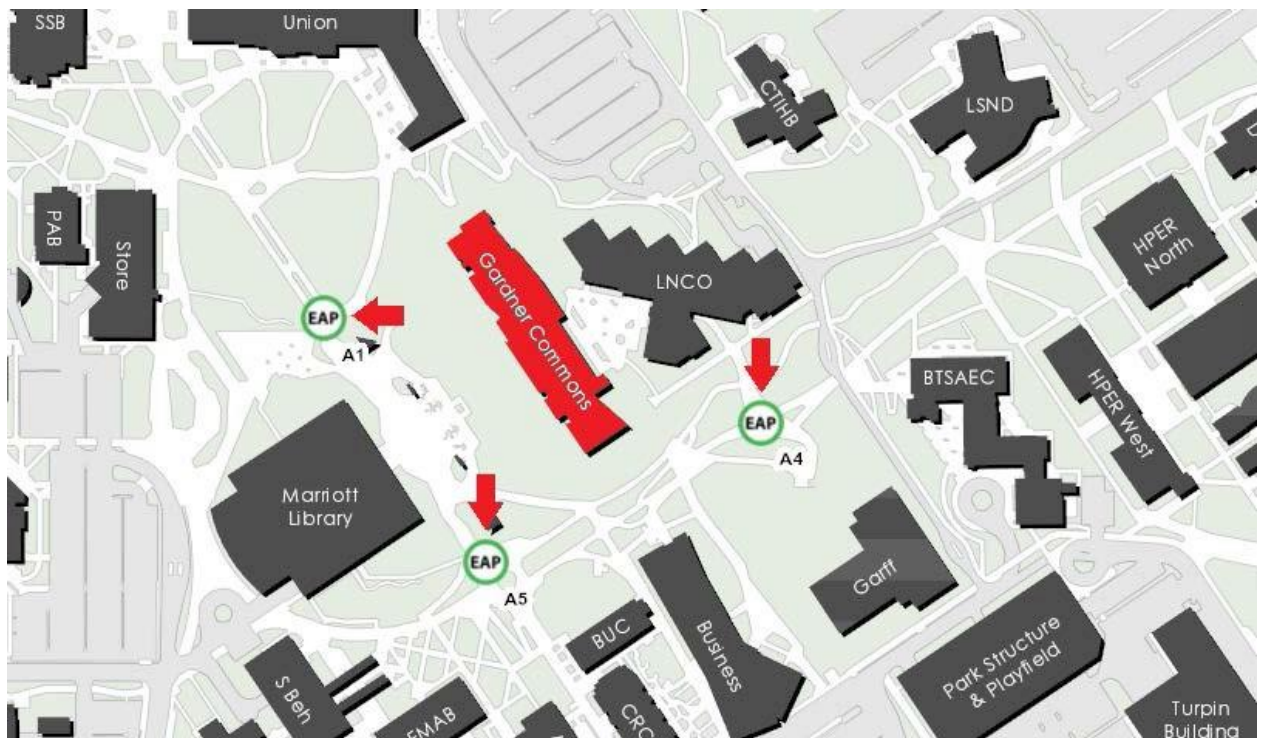
**Discuss** *So Tired of Life, Attending Death With Dignity,*

**Test** *Veblen, The Tyranny of Choice, Fast Food Nation 6-epilogue, So Tired of Life , Attending Death With Dignity, Practical Wisdom*

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.