

**POLITICAL SCIENCE 400
HEALTH POLITICS AND POLICY OF THE LATINO
COMMUNITY IN THE U.S.
Spring 2011
MWF: 2-2:50
DSH 234**

PROFESSOR: JILLIAN MEDEIROS

OFFICE HOURS: Monday, Wed. 3-4:30 or by appointment

OFFICE LOCATION: Social Sciences Bldg., Rm. 2048

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COURSE DESCRIPTION:

This course is intended as an overview of Latino Health Politics in the United States. After we gain an understanding of how health care reform politics and health policy function within the United States, we will then examine the Latino community and health care. The first section of the class explores health care within the U.S., how Latinos and Latin American immigrants are racialized in the U.S., how health research defines Latinos, the utilization of health services by the Latinos community, Latino health status and Latino access to health care, and disparities that exist in health care for the Latino community. The second half of the course focuses upon health issues for sub-populations of the Latino community (i.e., children, Latinas, the elderly) and specific health issues and concerns that arise for the Latino community in general. You will be asked to think critically and analyze the concepts discussed in class. The goal of this course is for students to analyze health politics and policy within the context of the Latino community.

REQUIRED TEXTS:

The following books are required reading for this course and are available at the University bookstore. In the spirit of saving money, I would suggest looking into Amazon.com or other resources to find these texts used.

Aguirre-Molina, Marilyn, Carlos W. Molina, and Ruth Enid Sambrana. 2001. *Health Issues in the Latino Community* San Francisco: John Wiley & Sons, Inc.

LaVeist, Thomas A. 2002. *A Public Health Reader: Race, Ethnicity and Health*. San Francisco: John Wiley & Sons, Inc.

In addition to this to this required text, there will also be other articles assigned as required reading throughout the semester. These articles will be available through WEBCT (<http://vista.unm.edu>). On the left there is a tab for students, that provides help. Please let me know if there you have any problems, because along with documents, announcements will go there. If you miss a class be sure to check WEBCT for announcements.

COURSE STRUCTURE

The course is set up to be cumulative in nature, meaning that the material that we cover early on in the session will be necessary in order for you understand the material that is covered later. Therefore, it will be critical for you to make sure that you stay on top of the readings and meet with me if you are having trouble understanding anything from the lectures or required readings. Also, the midterm and the final will be cumulative in nature, thus it is essential that you keep up with the reading.

COURSE REQUIRMENTS

3 PAGE PAPER OUTLINE: Students will write a 3 page outline of their research paper. The research paper should be on an issue of your choice related to the health politics and policy of the Latino community in the United States. The 3 page outline should include your topic, thesis statement and an annotated bibliography of 5 sources for your paper. This is due at the start of lecture on **February 21, 2011**. This assignment will count for 10% of your overall grade. Please note that this is not pre-grading: while you can do well on your paper outline this is NOT a guarantee that you will do well on your research paper. Papers turned in after the deadline will be subject to a 10 point per day late grade reduction.

MIDTERM EXAM: Students will take a closed-book, in class midterm exam on **March 11, 2011**. This exam will be cumulative (to the point we reach) worth 25% of your total grade.

RESEARCH PAPER: Students will write a 10-12 page research paper on an issue of your choice related to the health politics and policy of the Latino community. The paper should include an abstract and any policy recommendations you propose. Although

coming up with your own topic will allow you to work on an area of study of interest to you, if you are having difficulties thinking of a topic please email me or meet with me. The abstract and the bibliography are NOT included in the page length. The paper must be a minimum of 10 pages without these 2 factors.

The paper is due at the start of lecture on **April 25, 2011**. This assignment is worth 25% of your final grade. Papers turned in after the deadline will be subject to a 10 point per day late grade reduction.

You will have to read a body of literature related to your topic and synthesize that literature in your paper. You will also be expected to incorporate the material discussed in the course textbooks whenever possible. I will consider grammar and overall writing ability when grading the papers. Therefore, carefully proofread your work before turning it in to me. You should have an abstract, a clear thesis statement, a series of body paragraphs that encompass an argument, and a conclusion that summarizes the main argument you are making in the paper, and any policy recommendations you propose. Please meet with me if you are having difficulties with your paper.

I am not particularly picky about the citation style that you choose to employ in your paper. However, you must cite anything that you take either directly or indirectly from any source. You must also remain consistent with the citation style you choose throughout the paper. You must have a bibliography at the end of your paper. This should include all sources that were used in writing your paper. You must use a minimum of 12 sources; of which 7 must be books or academic journals. Yes, there remains a need to visit the library to conduct solid research.

FINAL EXAM: A closed-book, in-class final will be held on **Wednesday, May 11, 2011** from 3-5PM. The exam will be **cumulative** and worth 30% of your total grade.

Attendance and participation: I will take attendance, which will factor into your overall attendance and participation grade. You will be expected to do the reading and contribute to class discussions. If you are sick or have an emergency, please email and let me know you will not be coming to class; in these cases I might require a doctor's note, etc. Please do not come late to class, if you arrive late, please do not disturb the class session. Your attendance and participation in the class counts for 10% of your total grade.

GRADING

3 Page paper outline: 10%

Midterm: 25%

Research Paper: 25%

Final Exam: 30%

Attendance and Participation: 10%

COURSE/CLASSROOM POLICIES AND EXPECTATIONS

Make-up Exams and Assignments

Only in extraordinary cases will make-up exams be allowed. These cases must be those where circumstances beyond the control of the student prevent the student from attending on the day of the exam. These must be documented and valid events. If for some reason a student knows that there will be a conflict with the day and time of a scheduled exam, the student must make arrangements to take the exam prior to the scheduled examination period, **but not after the exam period. THERE WILL NOT BE MAKE -UP EXAMS AFTER THE EXAM DATE-THERE WILL NOT BE EXCEPTIONS FOR THIS RULE OF THE COURSE.**

Papers and other assignments are due on the day scheduled. Only under extreme cases will research papers be accepted after the due date. Papers turned in after the deadline, will have 10 points will be taken off per day the paper is late. Papers need to be turned into me at the START of lecture; I will not accept electronic copies.

Electronic Devices

Please turn your pagers, cell phones etc. off before class. Students who excessively disrupt others due to cell phone use will have points deducted from their overall course grade.

Academic Integrity

The absolute highest standard of integrity and ethical conduct is a requirement of this course. Deviations therefore on any graded activity will not be tolerated. Academic misconduct includes cheating on assignments and exams, and plagiarizing (using any work other than your own without proper acknowledgment). Academic dishonesty will result in a failing grade.

OTHER COURSE POLICIES

- **If you email me after 6PM, I will not email you back until the next day. Please plan accordingly, do not email me the night before a quiz or exam, I will not return it until the next day.**
- **Do not ask for additional extra credit; it will not be given because I feel it is unfair to the other students. Extra credit will be given during the semester; it goes toward your lowest exam grade.**
- **DO NOT email me about items that are in the syllabus; I will not respond. It is your responsibility to keep on top of the course material.**
- **Use my UNM email, not my WEBCT email to contact me.**
- **If you miss a class, it is up to you to come and meet with me or to get the notes from your classmates. I will not email notes.**

- Please check your UNM email and WEBCT regularly-I use both to give class announcements, pass out study guides, readings, etc.
- I will not change your grade after the semester ends. All grades are final. In the case that you think I have made an error for your final grade, feel free to email me.
- Finally- have fun and remember I am here to help!

Americans with Disabilities Act

Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner. Handouts are available in alternative accessible formats upon request.” If you need more information on ADA, please contact the Office of Equal Opportunity at 277-5251.

COURSE OUTLINE AND SCHEDULE

This schedule is only intended to be a guide for this course. While it is my intention to stick to the projected schedule, it is quite probable that we will encounter some factors during the semester that will alter the schedule slightly. As the professor of the course, I reserve the right to change the syllabus as I see fit. You will be notified if I decide to make any changes to the course schedule throughout the semester.

January 19: Class Introduction. Introduction to class: Go through course objective, reading expectations, class assignments, and writing expectations for the class.

January 21/24: Brief background: older health care reform and new health care reform politics

“National Health Insurance: A Brief History of Reform Efforts in the U.S”: *The Henry J. Kaiser Family Foundation*.

Balkin, Jack M. “The Constitutionality of the Individual Mandate for Health Insurance.” *The New England Journal of Medicine*

January 26/28: Health Care Reform Politics in the United States: An Institutional and Cultural Perspective

Blendon, John M., John Marttila, John M. Benson, Matthew c. Shelter, Francis J. Connolly, and Tom Kiley. 1994. "The Beliefs and Values Shaping Today's Health Reform Debate." *Health Affairs*, Spring, Volume 1.

Steimo, Sven and Watts, John. 1995. "It's the Institutions, Stupid! Why Comprehensive National Health Insurance Always Fails in America." *Journal of Health Politics, Policy and Law* 20(2), Pages 329-372.

January 31/Feb.2: Health Politics in the States-Expert from film "Sick Around America"

Paul-Shaheen, Pamela. 1998. "The States and Health Care Reform: The Road Less Traveled and Lessons Learned from Seven that Took the Lead." *Journal of Health Politics, Policy and Law* 23(2): 319-361.

February 4/7: How to Measure Health for Social Research

Feb. 4th last day to drop without grade

Barr, Donald. Chapter One: Introduction to the Social Roots of Health Disparities, in *Health Disparities in the United States: Social Class, Race, Ethnicity and Health*, 2008, The John Hopkins University Press.

Barr, Donald. Chapter Two: What is 'Health?' How Should We Define it? How Should We Measure it?" in *Health Disparities in the United States: Social Class, Race, Ethnicity and Health*, 2008, The John Hopkins University Press.

February 9/11: Latinos-How Are They Defined?: A History of Ethnic/Racial Identification

Feb. 11th last day to change grade option

Hayes-Bautista, David E. 2004. Chapter One: America Defines Latinos: (1940-1965). Pages 14-37. *La Nueva California, Latinos in the Golden State*. Berkeley and Los Angeles: University of California Press.

Hayes-Bautista, David E. 2004. Chapter Three: Washington Defines a Minority (1965-1975). Pages 58-88. *La Nueva California, Latinos in the Golden State*. Berkeley and Los Angeles: University of California Press.

February 14/16: Latinos-How Are They Defined?: How Latinos are Classified for Health Policy

Falcon, Angelo, Marilyn Aguirre-Molina and Carlos W. Molina. 2001. Chapter One: "Latino Health Policy : Beyond Demographic Determinism." Pages 3-22. In *Health Issues in the Latino Community*. Edited By: Marilyn Aguirre-Molina, Carlos W. Molina, and Ruth Enid Sambrana. San Francisco: John Wiley & Sons, Inc.

Hayes-Bautista David E. and Jorge Chapa. 2002. Chapter 9. "Latino Terminology: Conceptual Bases for Standardized Terminology." Pages 141-159. In *A Public Health Reader: Race, Ethnicity and Health*. Edited by Thomas A. LaVeist. San Francisco: John Wiley & Sons, Inc.

February 18/21/23/25: Socioeconomic Status, Health and Race

Movie: "Unnatural Causes"

**** FEB 21st OUTLINE due

Barr, Donald. Chapter 3: The Relationship between Socioeconomic Status and Health, or they call it 'Poor Health,' for a Reason" in *Health Disparities in the United States: Social Class, Race, Ethnicity and Health*, 2008, The John Hopkins University Press.

Barr, Donald. Chapter 4: Understanding how low social status leads to poor health, in *Health Disparities in the United States: Social Class, Race, Ethnicity and Health*, 2008, The John Hopkins University Press.

Barr, Donald. Chapter 6: Race, Ethnicity, Socioeconomic Status, and Health: Which is more important in affecting Health Status?" *Health Disparities in the United States: Social Class, Race, Ethnicity and Health*, 2008, The John Hopkins University Press.

February 28: Latino Health Status

Pokras-Carter, Olivia and Ruth Enid Zambrana. 2001. "Latino Health Status." In *Health Issues in the Latino Community*. Chapter 2. Pages 23-54. Edited By: Marilyn Aguirre-Molina, Carlos W. Molina, and Ruth Enid Sambrana. San Francisco: John Wiley & Sons, Inc.

Vega, William A., Hortensia Amaro. 2002. "Latino Outlook: Good Health, Uncertain Prognosis." Chapter 4. Pages 47-75. In *A Public Health Reader: Race, Ethnicity and Health*. Edited by Thomas A. LaVeist. San Francisco: John Wiley & Sons, Inc.

March 2: Latino Access to Health Care

Carrillo, Emilio J., Fernando M. Trevino, Joseph R. Betancourt, and Alberto Coustasse. 2001. "Latino Access to Health Care: The Role of Insurance, Managed Care, and Institutional Barriers." Chapter 3. Pages 55-76. In *Health Issues in the Latino Community*. Edited By: Marilyn Aguirre-Molina, Carlos W. Molina, and Ruth Enid Sambrana. San Francisco: John Wiley & Sons, Inc.

March 4: Disparities in Health Care: Comparative Disparities among Race and Ethnicity

Fiscella, Kevin, Peter Franks, Mark P. Doescher, Barry G. Saver. 2002. "Disparities in Health Care by Race, Ethnicity, and Language Among the Insured: Findings from a National Sample." Chapter 11, Pages 198-211. In *A Public Health Reader: Race, Ethnicity and Health*. Edited by Thomas A. LaVeist. San Francisco: John Wiley & Sons, Inc.

March 7: Disparities in Health Care: Issues Effecting Latinos

Franzini, John C. Ribble, Arlene M. Keddie. 2002. "Understanding the Hispanic Paradox." Chapter 16, Pages 280-310. In *A Public Health Reader: Race, Ethnicity and Health*. Edited by Thomas A. LaVeist. San Francisco: John Wiley & Sons, Inc

March 9: How Race and Ethnicity Effect Attitudes Towards Health Care

Sanchez, Gabriel R., Amy Sue Goodin, Amelia A. Rouse, Richard Santos. 2008. "The Impact of Ethnicity on Attitudes Toward Health Care Reform in New Mexico." Robert Wood Johnson Foundation Center for Health Policy at the University of New Mexico Working Paper Series. Pages 1-28.

Sanchez, Gabriel and Jillian Medeiros. 2009. RWJF Center for Health Policy at the University of New Mexico. Research Brief: "Latinos' Views on Health Care Reform in the Midst of the Historic Congressional Debates of 2009."

March 11: MIDTERM EXAM

March 14th-18th Spring Break

**March 21/23: Latino Undocumented Immigrants-A Forgotten Population
Movie: “Unnatural Causes”**

Berk, Marc L. Claudia L. Schur, Leo R. Chavez, Martin Frankel. 2000. “Health Care Use Among Undocumented Latino Immigrants: Is Free Health Care the Main Reason why Latinos Come to the United States? A Unique Look at the Facts.” *Health Affairs* 19(4):51-64.

Chavez, Leo R., Allan Hubbell, Shiraz I. Mishra and R. Burciaga Valdez. 1997. “Undocumented Latina Immigrants in Orange County, California: A Comparative Analysis.” *International Migration Review*. 31(1): 88-102.

Kullgren, Jeffrey. 2003. “Restrictions on Undocumented Immigrants. Access to Health Services: The Public Health Implications of Welfare Reform.” *American Journal of Public Health*. 93(10): 1630-1633.

March 25: Cultural Competence: How Culture Effects Treatment

Betancourt, Joseph R., Alexander R. Green, J. Emilio Carrillo, Owusu Ananeh-Firempong II. 2003. “Defining Cultural Competence: A Practical Framework for Addressing Racial/Ethnic Disparities in Health and Health Care.” *Public Health Reports*. Volume 118 _ 293. Pages 293-300.

March 30/April 1: Doctors Relating to Minority Populations/Provider/Patient Interaction

Van Ryn, Michelle, Jane Burke. 2002. “The Effect of Patient Race and Socioeconomic Status on Physicians’ Perception of Patients.” Chapter 32, pages 547-575. In *A Public Health Reader: Race, Ethnicity and Health*. Edited by Thomas A. LaVeist. San Francisco: John Wiley & Sons, Inc.

Somnath, Saha, Miriam Komaromy, Thomas D. Koepsell, Andrew B. Bindman. 2002. Chapter 36, Pages 626-643. “Patient-Physician Racial Concordance and the Perceived Quality and Use of Health Care.” In *A Public Health Reader: Race, Ethnicity and Health*. Edited by Thomas A. LaVeist. San Francisco: John Wiley & Sons, Inc.

April 4/6: Health Status of Latino Children and Adolescents

Flores, Glenn, Ruth Enid Zambrana. 2001. "The Early Years: The Health of Children and Youth." Chapter 4, Pages 77-106. In *Health Issues in the Latino Community*. Edited By: Marilyn Aguirre-Molina, Carlos W. Molina, and Ruth Enid Sambrana. San Francisco: John Wiley & Sons, Inc.

April 8: Health of Latina Women

Giachello, Aida L. 2001. "The Reproductive Years: The Health of Latinas". Chapter 5. Pages 107-156. In *Health Issues in the Latino Community*. Edited By: Marilyn Aguirre-Molina, Carlos W. Molina, and Ruth Enid Sambrana. San Francisco: John Wiley & Sons, Inc.

April 11: The Health and Care of Elder Latinos

Villa, Valentine M. and Fernando M. Torres-Gil. 2001. "The Later Years: The Health of Elderly Latinos." Chapter 6. Pages 157-178. In *Health Issues in the Latino Community*. Edited By: Marilyn Aguirre-Molina, Carlos W. Molina, and Ruth Enid Sambrana. San Francisco: John Wiley & Sons, Inc.

April 13/15: Substance Abuse By Latinos

April 15: Last day to withdraw without dean approval

Caetano, Raul, Frank Hector Galvan. 2001. "Alcohol Use and Alcohol-Related Problems Among Latinos in the United States." Chapter 14, Pages 383-412. In *Health Issues in the Latino Community*. Edited By: Marilyn Aguirre-Molina, Carlos W. Molina, and Ruth Enid Sambrana. San Francisco: John Wiley & Sons, Inc.

Marin, Gerardo. 2001. "Tabacco Use Among Latinos." Chapter 15, Pages 413-434. In *Health Issues in the Latino Community*. Edited By: Marilyn Aguirre-Molina, Carlos W. Molina, and Ruth Enid Sambrana. San Francisco: John Wiley & Sons, Inc.

April 18: Mental Health Status of Latinos.

Vega, William A., Margarita Alegria. 2001. "Latino Mental Health and Treatment in the United States." Chapter 7. Pages 179-208. In *Health Issues in the Latino Community*. Edited By: Marilyn Aguirre-Molina, Carlos W. Molina, and Ruth Enid Sambrana. San Francisco: John Wiley & Sons, Inc.

APRIL 20 AND APRIL 22ND CLASS CANCELLED

April 25: Diseases Effecting Latinos: Cancer and Cardiovascular Disease *RESEARCH PAPER DUE**

Ramirez, Amelie G. and Lucina Suarez. 2001. "The Impact of Cancer on Latino Populations." Chapter 8, Pages 211-244. In *Health Issues in the Latino Community*. Edited By: Marilyn Aguirre-Molina, Carlos W. Molina, and Ruth Enid Sambrana. San Francisco: John Wiley & Sons, Inc.

Perez-Stable, Eliseo, Teresa Juarbe, and Gina Moreno-John. 2001. "Cardiovascular Disease." Chapter 9, Pages 245-276. In *Health Issues in the Latino Community*. Edited By: Marilyn Aguirre-Molina, Carlos W. Molina, and Ruth Enid Sambrana. San Francisco: John Wiley & Sons, Inc.

April 27/29 Diseases Effecting Latinos: AIDS and HIV

Amaro, Hortensia, Rodolfo R. Vega and Dellanira Valencia. 2001. "Gender, Context, and HIV Prevention Among Latinos." Chapter 11, Pages 301-326. In *Health Issues in the Latino Community*. Edited By: Marilyn Aguirre-Molina, Carlos W. Molina, and Ruth Enid Sambrana. San Francisco: John Wiley & Sons, Inc.

May 2: Domestic Violence Among Latinos

Perilla, et al. 1994. "Culture and Domestic Violence: The Ecology of Abused Latinos." Violence and Victims, Vol 9, No. 4

May 4: Session 29: Occupational Health and the Latino Workforce

Azevedo, Kathryn and Hilda Ochoa Bogue. 2001. "Health and Occupational Risks of Latinos Living in rural America." Chapter 13, Pages 359-380. In *Health Issues in the Latino Community*. Edited By: Marilyn Aguirre-Molina, Carlos W. Molina, and Ruth Enid Sambrana. San Francisco: John Wiley & Sons, Inc.

May 6: Session 30: A New Health Agenda for Latinos and End of the year party/Catch Up Day

May 6: Last day to withdraw with dean approval

Aguirre-Molina, Marilyn, Angelo Falcon, and Carlos W. Molina. 2001. "Latino Health Policy: A Look to the Future." Chapter 17, Pages 461-466. In *6 Issues in the Latino Community*. Edited By: Marilyn Aguirre-Molina, Carlos W. Molina, and Ruth Enid Sambrana. San Francisco: John Wiley & Sons, Inc.

May 11: Final in class, 3-5PM