

SOC 5341 – 004, 6341 – 003, (CRN 17659/17660)
Special Topics in Sociology:
Embodying Inequality: Biosocial Approaches to Inequality, Biology, and Health
Syllabus – Fall 2025

Delivery Method: In-person

Meeting Day and Time: Wednesdays, 9:00 am – 11:50 am

Location: Old Main, room 110

INSTRUCTOR INFORMATION

Instructor: Dr. Kyle Wiley (he/him)

Email: kwiley@utep.edu

Office Location: Old Main, room 316

Office Hours:

- Face-to-Face: 12:00 – 1:00 pm Wednesdays (tentatively)
- Or by appointment.

COURSE DESCRIPTION

This graduate seminar introduces students in Sociology and related Social Science and Health Science disciplines to biosocial research on population health and health disparities. With a focus on how inequality, inequity, and social structures become biologically embodied, the course explores the biological mechanisms that underlie these processes. We will develop a conceptual framework that integrates insights from Social Epidemiology, Sociology, and Anthropology—particularly the concepts of *Embodiment* and *Local Biologies*—to examine how aspects of the social environment shape health and act as fundamental determinants. A key emphasis will be on the biological pathways through which inequality “gets under the skin,” linking health inequalities to broader social and political determinants, including socioeconomic status, racism and discrimination, violence, and neighborhood contexts. Through interdisciplinary readings, discussions, and intensive writing, students will critically engage with biosocial perspectives to better understand the intersection of social forces and biological processes in shaping human health and biology, particularly as they contribute to patterns of health disparities and inequities.

COURSE GOALS:

By the end of this course, students should:

- Identify social and political factors that serve as fundamental causes of disease (e.g., education, income, and socioeconomic status, among others) and understand how they impact population health and well-being.
- Identify how physiological and biological systems interact with social determinants to shape health and well-being.
- Demonstrate a thorough understanding of major theories and the literature from sociology, anthropology, and social epidemiology that seek to explain health disparities, inequalities, and inequities.

REQUIRED TEXTS

- Jason Beckfield. 2018. Political Sociology and The People's Health. New York: Oxford University Press.
- João Biehl. 2013. Vita: Life in a Zone of Social Abandonment. Berkeley: University of California Press. Available online at UTEP Library.
- Charles Briggs and Clara Mantini-Briggs. 2004. Stories in the Time of Cholera: Racial Profiling during a Medical Nightmare. Berkeley: University of California Press. Available online at UTEP Library.

In this course, we will mainly survey quantitative primary source articles. However, I recognize that many of you focus on qualitative methods, and there are notable and unique contributions of ethnographic methods in this field. Thus, I have included two ethnographies in the reading list to review qualitative methods on inequality and health.

Other readings will be posted as PDFs to Blackboard.

COURSE REQUIREMENTS AND ASSESSMENT

***i.* Seminar Participation (20%)**

This is a seminar-style course, which means you will be expected to come to class fully prepared to participate in class discussions of the assigned reading. Participation is mandatory- you will be penalized if you do not speak and actively participate *in each* course meeting, even when it is not your week to lead the discussion. I will occasionally provide lectures to introduce background information or cover the biology/physiology of biological processes we will discuss in class.

Active class participation is evaluated as follows: extent to which you (i) engage, contribute to, and lead class discussion, (ii) critically evaluate required readings, and (iii) make connections with new material or material from previous weeks.

You are also expected to attend every class session, unless you have a reasonable excuse (e.g., severe illness, death in the family).

You will receive weekly discussion grades and/or comments for the first few weeks of class, or as necessary, based on the quality of class discussion. However, the overall seminar participation grade is meant to be based on your overarching participation and contributions, not just a sum of individual weekly grades.

To receive high scores for participation, you should demonstrate:

- You have read and critically engaged with the assigned reading.
 - While you may relate the readings to personal experience, your engagement should not be limited to personal anecdotes.
- You are actively listening and engaging with what others are saying to build an overarching discussion.

ii. Discussion Moderation (5%)

Each week (except week 1), one student will lead the discussion for that course meeting.

Given our smaller class size, some of you may need to sign up to lead two class sessions. If you take two weeks, I will replace one response paper grade with a second discussion moderation grade, giving you one less response paper to submit.

How you moderate the discussion is up to you. You may start with a brief presentation (no more than 15 minutes) of the overarching themes of the assigned reading, or you may choose to cover each reading individually. Here are some general tips, but feel free to get creative:

- I recommend that you provide a handout for your classmates. This handout should be no more than one sheet of paper (front and back).
- You should begin by outlining what you see as the major contributions and themes from the readings to lay the groundwork for class discussion.
- You should formulate a series of analytical and critical questions to spur class discussion.

Note that all students must come prepared to participate in the discussion. I do not expect the moderators to talk if others are not prepared. This means non-moderators should prepare their own questions or points of discussion. Use your response paper as inspiration to develop questions or outline topics you may wish to discuss in more detail.

iii. Weekly Response Papers (40%)

On weeks when you are not a discussion leader, you will turn in a 1.5 to 2-page single-spaced writing assignment (don't stress about length- it is fine if you are 5 lines under or over the page limit) about the week's readings. Please submit a **Word** document (not a pdf) in Blackboard no later than 11:59 pm on Tuesdays (the night before class).

I will only count your top 10 response paper scores toward your final grade. This means your lowest scores will be dropped, or you may choose not to submit some response papers. Use your "drop" grades wisely.

If you are consistent, you may use any reference/citational style. However, if you want specific guidelines, refer to APA style.

The specific content of your reflections is up to you, but they should demonstrate **thoughtful engagement** with the assigned readings' content that is not a simple summary of the assigned papers. You can reflect on your personal perspective (your research interests, academic expertise, program of study, etc.), but you should not only provide personal anecdotes.

I will post a rubric for writing assignments on Blackboard.

If you feel stuck, here are some potential topics. Just make sure that you build a cohesive argument or narrative.

- What are the major contributions of the author(s)- theoretical or empirical? What are the strengths/weaknesses of the overall argument? What is the broader relevance of the work?
- How does the topic of the paper, its use of theory, or its findings relate to your own research? What are the parallels? What are the differences? How can the methods inform your research, or research in your area?
- Consider applying theory to the reading in a way that the author did not; critiquing the reading; or bringing together another sociological or academic concept. The possibilities are endless.
- Follow-up questions that can be tested empirically (including the motivation for why those questions are interesting, some thoughts on how you would go about testing those questions, and your hypotheses, along with their rationale)
- What are the broader implications of the work? You may consider writing about the relationship between the results of the paper to real-world implications for policies or interventions that mitigate the effects of or address specific inequalities discussed in the reading, and a specific idea for how this relationship could be strengthened or elaborated upon.
- A couple of positive aspects of the papers (a way in which it is scientifically good, but not merely repeating a methodological strength that the authors themselves mention), and a couple of critiques of the papers (e.g., an alternative interpretation of the results, and important confound, etc.). You may also consider positive and negative critiques of the frameworks or topics of the week.

While you can include some critique, please avoid just “trashing” a paper with a ruthless critique. Every paper assigned in the class has value and can teach us something important about how inequality is embodied in human health and biology. Learning to find the “useful” is an important part of graduate education, just as learning to find the “problematic”.

iv. Research Paper (30%)

You will choose a topic to investigate in-depth and submit a 15 to 20-page research paper (double-spaced, Times New Roman 12-point font with 1-inch margins) on this topic at the end of the semester.

You should choose a topic that will help you as you begin developing ideas for and/or conducting research on your thesis or dissertation. However, you must focus on an issue that is connected to the broader themes of the course. Thus, your dissertation or thesis topic may not be completely suitable for this assignment. I am happy to discuss your ideas for term paper topics during office hours.

You have three options in terms of how to approach this paper:

Option 1: Literature Review

You may format this in one of several ways:

- A more traditional term paper or narrative review that requires using at least 25 sources to write a sociological analysis of an issue of your choice.
- A scoping or systematic review: This is like a term paper, but in a format that is more suitable for publication in a research journal. This type of review provides a synthesis of evidence from an existing topic, field, or issue to determine possible gaps in the literature.
 - Scoping reviews are formal in process and structure and require more formalized search strategies and techniques. You may wish to consult with your advisor on review topics and search terms, and a librarian on how to formally conduct the search.

Completing a true scoping or systematic review is likely unachievable within the bounds of a semester, as they are time and labor-intensive. However, you may wish to begin thinking about conducting this type of search as you dig into your thesis or dissertation topics. I will upload some resources to these types of reviews to Blackboard and am happy to discuss this option with you in more detail.

Option 2: A primary research, data-based paper

- This involves writing a paper based on a combination of primary or secondary data analysis with scholarly sources. It may be quantitative, qualitative, or used mixed methods.
- I will allow students to form small groups for this option, as it will require more effort than the paper options and will result in a stronger product.

This option is suitable if you have enough primary data from preliminary thesis or dissertation research or access to secondary data to begin developing a research article manuscript.

There is a lot of data in the world. If you wish to access secondary data, I am happy to discuss possible options with you. This option will require you to start early, as access to some secondary datasets requires a proposal that is reviewed by the coordinating body.

Option 3: A grant proposal

- You may develop a grant proposal that follows possible dissertation research grant formats.
- It must be in the style of the Wenner-Gren Foundation Dissertation Fieldwork Grant or National Science Foundation Doctoral Dissertation Research Improvement Grant. (I will consider other formats if you discuss it with me first.)

This option is only suitable for students who are nearing fieldwork, data collection, or analysis. It is not suitable for students in their first year or those who are only in the preliminary planning stages of their thesis or dissertation research.

The grant proposal and project design must be related to the broader themes of the course, not something you wrote or planned to write for an unrelated dissertation topic. To keep you on track and working on this over the semester, I have set some deadlines for achieving milestones related to the paper. I will post the details and requirements for each of these stages on Blackboard.

Due Dates:

Paper Topic: September 24

Bibliography: October 22

Outline: November 19

Rough Draft: December 3

Final Draft (via Blackboard): December 11 by midnight

v. Final Paper Presentation (5%)

In our last course meeting, you will each give a brief presentation (no more than 5-10 minutes) on your research paper, and you will each provide a peer review of another student's materials. Failure to submit a rough draft as a part of the peer-editing session on December 3 will result in a 10-point deduction from your final paper grade.

LATE POLICY

Assignments turned in late will receive a full letter-grade penalty (equivalent to 10%) for each day that they are late. There are no exceptions to the late policy without prior approval from me or a documented excuse (family or medical emergency) in the case of unforeseen circumstances.

ACCOMMODATIONS POLICY

We, as a university, are committed to providing reasonable accommodations to students with documented disabilities. Students who become pregnant may also request reasonable accommodations, in accordance with state and federal laws and regulations and University policy. Accommodations that constitute undue hardship are not reasonable. To make a request, please register with the UTEP Center for Accommodations and Support Services (CASS). Contact CASS at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating

with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

GUIDANCE ON ARTIFICIAL INTELLIGENCE

The use of AI for course assignments is prohibited.

Use of AI technologies or automated tools, particularly generative AI such as [ChatGPT](#) or [DALL-E](#), is **not allowed** for assignments in this class. Each student is expected to use critical and creative thinking skills to complete tasks and not rely on computer-generated ideas. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

TECHNOLOGY REQUIREMENTS

Some course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader (or Apple Preview). Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook, and more) for free via [UTEP's Software Library](#). Consider using a citation manager such as EndNote, too.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the [UTEP Help Desk](#).

POLICY ON CHILDREN DURING COURSE ACTIVITIES

I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status. All exclusively breastfeeding babies are welcome in class as often as is necessary. Bringing older babies and toddlers to class on occasion, in order to account for disruptions in childcare

and avoid having to miss class to stay home with the child, is perfectly acceptable. At the same time, this should not become a long-term solution.

I understand that the largest barrier to completing your coursework once you become a parent is often the tiredness many parents experience in the evening, once children have finally gone to sleep. While I maintain the same high expectations for all students in my classes regardless of their parenting status, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-parenting balance.

COURSE POLICIES AND CONTRACTS

Student Responsibilities

Classroom behavior:

To guarantee that course promises are delivered, we will champion two core principles: we immerse ourselves in the material and are open to a diversity of ideas.

I require that this class will not only be a safe space, but also an enabling space, for students of all races, genders, sexualities, religious affiliations, ethnicities, cultures, social classes, and abilities. We will all be civilized and respectful to our colleagues. Everyone is entitled to their opinions, and everyone is expected to provide pertinent arguments to explain, elaborate on, and defend those opinions. *We will use evidence-based arguments in this course.* Our intuitions often turn out to be empirically wrong, but they are how scientific investigations start. By remaining enrolled, you consent to this policy.

The standards of behavior in this course follow [UTEP's Student Conduct Code](#), outlined in Section 2, Chapter 1 of the [Handbook of Operating Procedures \(HOOP\)](#). Violations of the code of conduct may result in sanctions per the policies outlined in the HOOP.

Instructor Responsibilities

You can expect me to:

- Respect every student's identity, academic effort, and class contribution.
- Be approachable and available for discussions on class topics or student life issues.
- Start and end class on time.
- Provide 2-3 breaks during the course meeting.
- Do my best to reply to emails within 48 hours.
- Assign readings that meet the course promises and are intellectually challenging.
- Facilitate and guide the discussion to keep us on topic and engage with the reading and course themes.
- Provide introductory lectures when necessary to get us on the same page regarding the methods or physiology.
- Be cognizant of the importance of school-life balance.
- Moderate the discussion to keep the classroom a safe and enabling space.

COURSE SCHEDULE

Articles are listed in the order that I suggest you read them

Week 1 (August 27): Introductions, Syllabus, & Setting the Stage (No response paper)

- Papanicolas, Niksch, and Figueroa. 2025. Avoidable Mortality Across US States and High-Income Countries. *JAMA Internal Medicine*, 185(5): 583-590.
- Krieger. 1994. Epidemiology and the web of causation: Has anyone seen the spider? *Social Science & Medicine*: 39(7): 887-903.
- Kawachi, Subramanian, & Almeida-Filho. 2002. A glossary for health inequalities. *J Epidemiol Community Health*: 56: 647–652.
- Braveman, Arkin, Orleans, Proctor, Acker, & Plough. (2018). What is health equity? *Behavioral Science & Policy*, 4(1): 1–14.
- Jones, Jones, Perry, Barclay. & Jones. 2009. Addressing the social determinants of children's health: a cliff analogy. *Journal of Health Care for the Poor and Underserved*, 20(4): 1-12.

Week 2 (September 3): Theories and Frameworks: Biosocial Approaches: Embodiment, Structural Violence, and Local Biologies

- Krieger. 2024. Theorizing epidemiology, the stories bodies tell, and embodied truths: a status update on contending 21st c CE epidemiological theories of disease distribution. *International Journal of Social Determinants of Health and Health Services*, 54(4): 331-342.
- Kelly-Irving and Delpierre. 2021. Framework for understanding health inequalities over the life course: the embodiment dynamic and biological mechanisms of exogenous and endogenous origin. *Journal of Epidemiology & Community Health*, 75(12): 1181-1186.
- Farmer. 2004. An Anthropology of Structural Violence. *Current Anthropology*, 45(3): 305-325.
- Niewöhner and Lock. 2018. Situating local biologies: Anthropological perspectives on environment/human entanglements. *BioSocieties*, 13: 681-697.
- Leatherman and Goodman. 2020. Building on the biocultural syntheses: 20 years and still expanding. *American Journal of Human Biology*, 32(4): e23360.
- Worthman and Costello. 2009. Tracking biocultural pathways in population health: The value of biomarkers. *Annals of Human Biology*, 36(3): 281-297.

Week 3 (September 10): Theories and Frameworks: Political Sociology & Social Epi.

- Beckfield. 2018. Political Sociology (Including the Introduction).

Week 4 (September 17): Stress & Health: Measurement & Mechanisms

- Thayer, Uwizeye, and McKerracher. 2022. Toolkit article: approaches to measuring social inequities in health in human biology research. *American Journal of Human Biology*, 34(12): e23804.

- Brewis, Piperata, Dengah, Dressler, Liebert, Mattison, Negrón, Nelson, Oths, Snodgrass, and Tanner. 2021. Biocultural strategies for measuring psychosocial stress outcomes in field-based research. *Field Methods*, 33(4): 315-334.
- Snodgrass, Brewis, Dengah, Dressler, Kaiser, Kohrt, Mendenhall, Sagstetter, S., Weaver, L.J. and Zhao, K.X., 2023. Ethnographic methods for identifying cultural concepts of distress: Developing reliable and valid measures. *Field Methods*, 35(3): 175-197.
- Dressler, Balieiro, Ribeiro, and Dos Santos. 2015. Culture as a mediator of health disparities: Cultural consonance, social class, and health. *Annals of Anthropological Practice*, 38(2): pp.214-231.
- Tallman. 2016. The Index of Vulnerability: An anthropological method linking social-ecological systems to mental and physical health outcomes. *Social Science & Medicine*, 162: 68-78.
- Gruenewald, Karlamangla, Hu, Stein-Merkin, Crandall, Koretz, and Seeman. 2012. History of socioeconomic disadvantage and allostatic load in later life. *Social Science & Medicine*, 74(1): 75-83.

Week 5 (September 24): Socioeconomic Status, Position, and Inequality
Paper topic due

- Van Rossum, Shipley, van de Mheen, Grobbee and Marmot. 2000. Employment grade differences in cause specific mortality. A 25 year follow up of civil servants from the first Whitehall study. *Journal of Epidemiology & Community Health*, 54(3): 178-184.
- Curran and Mahutga. 2018. Income inequality and population health: a global gradient? *Journal of Health and Social Behavior*, 59(4): 536-553.
- Hoke and Long. 2024. Human biology and the study of precarity: How the intersection of uncertainty and inequality is taking us to new extremes. *American Journal of Human Biology*, 36(3): e24018.
- Sweet, Kuzawa, and McDade. 2018. Short-term lending: Payday loans as risk factors for anxiety, inflammation and poor health. *SSM-Population Health*, 5: 114-121.
- Levine, Crimmins, Weir, and Cole. 2017. Contemporaneous social environment and the architecture of late-life gene expression profiles. *American Journal of Epidemiology*, 186(5): 503-509.
- Thayer and Kuzawa, 2014. Early origins of health disparities: Material deprivation predicts maternal evening cortisol in pregnancy and offspring cortisol reactivity in the first few weeks of life. *American Journal of Human Biology*, 26(6): 723-730.

Week 6 (October 1): Race, Racism & Health

- Gravlee. 2009. How race becomes biology: embodiment of social inequality. *American Journal of Physical Anthropology*, 139(1): 47-57.
- Brown, Homan, and Ray. 2025. Advancing the scientific study of structural racism: concepts, measures, and methods. *Annual Review of Sociology*, 51: 24.1-24.23.

- Brown and Homan. 2024. Structural racism and health stratification: connecting theory to measurement. *Journal of Health and Social Behavior*, 65(1): 141-160.
- Metz. 2021. Health: Dying of whiteness. In D. Austin & B. Bowser (Eds.), *Impacts of Racism on White Americans in the Age of Trump*. Springer Nature: 45-54.
- Geronimus, Hicken, Keene, and Bound. 2006. "Weathering" and age patterns of allostatic load scores among blacks and whites in the United States. *American Journal of Public Health*, 96(5): 826-833.
- Sewell. 2016. The racism-race reification process: A mesolevel political economic framework for understanding racial health disparities. *Sociology of Race and Ethnicity*, 2(4): 402-432.
- Boen. 2020. Death by a thousand cuts: Stress exposure and black–white disparities in physiological functioning in late life. *The Journals of Gerontology: Series B*, 75(9): 1937-1950.

Week 7 (October 8): Syndemics

- Singer, Bulled, Ostrach, and Mendenhall. 2017. Syndemics and the biosocial conception of health. *The Lancet*, 389(10072): 941-950.
- Mendenhall. 2019. Rethinking diabetes: Ch. 1: Syndemic Diabetes. Cornell University Press: 21-28.
- Willen, Knipper, Abadía-Barrero, and Davidovitch. 2017. Syndemic vulnerability and the right to health. *The Lancet*, 389(10072): 964-977.
- Padilla, Colón-Burgos, Varas-Díaz, Matiz-Reyes, and Parker. 2018. Tourism labor, embodied suffering, and the deportation regime in the Dominican Republic. *Medical Anthropology Quarterly*, 32(4): 498-519.
- Kohrt and Carruth. 2022. Syndemic effects in complex humanitarian emergencies: A framework for understanding political violence and improving multi-morbidity health outcomes. *Social Science & Medicine*, 295: 113378.
- Sangaramoorthy and Benton. 2022. Intersectionality and syndemics: A commentary. *Social Science & Medicine*, 295: 113783.

Week 8 (October 15): Politics, Policy, & Health

- Navarro, Muntaner, Borrell, Benach, Quiroga, Rodríguez-Sanz, Vergés, and Pasarín. 2006. Politics and health outcomes. *The Lancet*, 368(9540): 1033-1037.
- McFarland, Hill, and Montez. 2023. Income inequality and population health: examining the role of social policy. *Journal of Health and Social Behavior*, 64(1): 2-20.
- Montez, Beckfield, Cooney, Grumbach, Hayward, Koytak, Woolf, and Zajacova. 2020. US state policies, politics, and life expectancy. *The Milbank Quarterly*, 98(3): 668-699.
- Shandra, Nobles, London, and Williamson. 2005. Multinational corporations, democracy and child mortality: a quantitative, cross-national analysis of developing countries. *Social Indicators Research*, 73: 267-293.

- Torche and Sirois. 2019. Restrictive immigration law and birth outcomes of immigrant women. *American Journal of Epidemiology*, 188(1): 24-33.
- Cavalcanti, Ordoñez, da Silva, Basterra, Moncayo, Chivardi, Hessel, Sironi, de Sousa, Campello, and Souza. 2025. Health effects of the Brazilian Conditional Cash Transfer programme over 20 years and projections to 2030: a retrospective analysis and modelling study. *The Lancet Public Health*, 10(7): e548-e558.

Week 9 (October 22): Mental Health
Paper bibliography due

- Biehl. 2013. *Vita: Life in a Zone of Social Abandonment*.

Week 10 (October 29): Maternal & Child Health

- van der Waal and Mayra. 2023. Obstetric violence. In P. Ali & M. Rogers (Eds.) *Gender-Based Violence: A Comprehensive Guide* (pp. 413-425). Springer International Publishing: 413–425.
- Hailu, Riddell, Bradshaw, Ahern, Carmichael, and Mujahid. 2024. Structural racism, mass incarceration, and racial and ethnic disparities in severe maternal morbidity. *JAMA Network Open*, 7(1): e2353626-e2353626.
- Novak, Geronimus, and Martinez-Cardoso. 2017. Change in birth outcomes among infants born to Latina mothers after a major immigration raid. *International Journal of Epidemiology*, 46(3): 839-849.
- Gemmill, Franks, Anjur-Dietrich, Ozinsky, Arbour, Stuart, Ben-Michael, Feller, and Bell. 2025. US abortion bans and infant mortality. *JAMA*, 333(15): 1315-1323.
- Everett, Limburg, McKetta, and Hatzenbuehler. 2022. State-level regulations regarding the protection of sexual minorities and birth outcomes: Results from a population-based cohort study. *Biopsychosocial Science and Medicine*, 84(6): 658-668.
- Oresnik, Moffat, McKerracher, and Sloboda. 2025. A syndemic perspective on food insecurity, gestational diabetes, and mental health disorders during pregnancy. *Social Science & Medicine*, 373: 117994.
- Wiley, Gouveia, Camilo, Euclides, Panter-Brick, Matijasevich, Ferraro, Fracolli, Chiesa, Miguel, and Polanczyk. 2025. A Preliminary Investigation of Associations Between Traumatic Events Experienced During Pregnancy and Salivary Diurnal Cortisol Levels of Brazilian Adolescent Mothers and Infants. *American Journal of Human Biology*, 37(2): e70004.

Week 11 (November 5): Conflict, Violence & Historical Trauma

- Pluess, Brown, and Panter-Brick. 2025. Supporting the mental health of forcibly displaced children. *Nature Reviews Psychology*:1-18.

- Kohrt, Worthman, Adhikari, Luitel, Arevalo, Ma, J., McCreath, Seeman, Crimmins, and Cole. 2016. Psychological resilience and the gene regulatory impact of posttraumatic stress in Nepali child soldiers. *Proceedings of the National Academy of Sciences*, 113(29): 8156-8161.
- Koning, Adam, Kapoor, and McDade. 2025. Echoes of conflict and displacement in maternal health: Life-course violence, timing, and maternal stress after childbirth at the northern Thailand-Myanmar border. *Psychoneuroendocrinology*, 171: 107189.
- Running Bear, Croy, Kaufman, Thayer, Manson, and AI-SUPERPFP Team. 2018. The relationship of five boarding school experiences and physical health status among Northern Plains Tribes. *Quality of Life Research*, 27: 153-157.
- Panter-Brick, Wiley, Sancilio, Dajani, and Hadfield. 2020. C-reactive protein, Epstein-Barr virus, and cortisol trajectories in refugee and non-refugee youth: Links with stress, mental health, and cognitive function during a randomized controlled trial. *Brain, behavior, and immunity*, 87: 207-217.
- Quesada. 2009. The vicissitudes of structural violence: Nicaragua at the turn of the twenty-first century. In B. Rylko-Bauer, L. Whiteford, and P Farmer (Eds.), *Global Health in Times of Violence*. School for Advanced Research: 157-180.

Week 12 (November 12): Infectious Disease

- Briggs and Mantini-Briggs. 2004. *Stories in the Time of Cholera*.

Week 13 (November 19): Heat Stress & Water Insecurity
Paper outline due

- Rosinger, Bethancourt, Young, and Schultz. 2021. The embodiment of water insecurity: Injuries and chronic stress in lowland Bolivia. *Social Science & Medicine*, 291: 114490.
- Tallman. 2019. Water insecurity and mental health in the Amazon: economic and ecological drivers of distress. *Economic Anthropology*, 6(2): 304-316.
- Thompson, Nicholas, Watson, Terán, and Bentley, 2020. Water, food, and the dual burden of disease in Galápagos, Ecuador. *American Journal of Human Biology*, 32(1): e23344.
- Coelho and Requia. 2025. Heat stress and socioeconomic inequality in Brazil. *International Journal of Disaster Risk Reduction*, 117: 105200.
- Arifwidodo and Chandrasiri. 2020. Urban heat stress and human health in Bangkok, Thailand. *Environmental Research*, 185: 109398.
- Fitch, Huang, Strickland, Newman, Kalb, Warren, Kelley, Zheng, Chang, and Darrow. 2025. Heat waves and early birth: Exploring vulnerability by individual- and area-level factors. *GeoHealth*, 9(4): e2025GH001348.

Week 14 (November 26): Environmental Health

- Calderón-Villarreal, et. al. 2022. Deported, homeless, and into the canal: Environmental structural violence in the binational Tijuana River. *Social Science & Medicine*, 305: 115044.
- Chaney, Kubica, Mansilla, and Vallengia. 2024. Infrastructural violence and resistance in Namqom: Navigating environmental injustice in Formosa, Argentina. *Geoforum*, 157: 104142.
- Quintana, et. al. 2015. Risky borders: traffic pollution and health effects at US–Mexican ports of entry. *Journal of Borderlands Studies*, 30(3): 287-307.
- Hilburn. 2025. Bounded, Surveilled, and Imperiled: Spatial Dimensions of Environmental Injustice in a city on the US-Mexico Border. *Geographical Review*: 1-23.
- Sampson and Winter. 2016. The racial ecology of lead poisoning: Toxic inequality in Chicago neighborhoods, 1995-2013. *Du Bois Review: Social Science Research on Race*, 13(2): 261-283.
- Adams, Van Hattum, and English. 2009. Chronic disaster syndrome: Displacement, disaster capitalism, and the eviction of the poor from New Orleans. *American Ethnologist*, 36(4): 615-636.

Week 15 (December 3): Student paper presentations and peer editing Paper rough draft due

COURSE RESOURCES:

UTEP provides a variety of student services and support. Please refer to the QR code below for a listing of campus resources or visit https://www.utep.edu/advising/student_resources/student-success-resource-hub.html.



Technology Resources:

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance.
 - Contact the Helpdesk via phone, email, chat, website, or in person if on campus

Academic Resources:

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help, and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A free bibliographic citation tool. Check out the RefWorks tutorial, Fact Sheet, and Quick-Start Guide.
- [The Miner Learning Center](#): Join peer-led study sessions in person or online to review content and discover study strategies in core curriculum courses.
- [UTEP Edge](#): UTEP's cross-campus framework for student success and empowerment – develops students' assets through high-impact experiences made possible by the expertise and dedication of faculty, staff, alumni, and community partners.

Individual Resources:

- [Student Success Help Desk \(SSHD\)](#): Students experiencing challenges or obstacles to academic success including registration, financial, food, housing, and transposition resources may submit a ticket to request assistance to studentsuccess@utep.edu
- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- [UTEP Food Pantry](#): Non-perishable food items are available to students who are currently enrolled in classes. Bring a Miner Gold Card to Memorial Gym, Room 105, Monday through Friday, 10 a.m. to 2 p.m.