

HMP 626: Race, Ethnicity, Culture, and Health Policy

Meeting Time:	Thursdays, 1:00pm-4:00pm
Location:	M3024, HMP North Conference Room
Professor:	Melissa Creary, PhD, MPH mcreary@umich.edu SPH II, Room 3126
Office Hours:	By Appointment Only via CANVAS Wednesdays, 2:00pm-4:00pm Thursdays, 4:00-5:00pm

Course Description: This course will critically examine aspects of health and health policy from the state and federal perspective, along the axes of race, ethnicity, culture, and place. Though the class is taught primarily from a U.S. - based perspective, we will cover some topics from an international lens in order to both explore domestic policy within a global context and to consider the international implications of policies and the structures that they create. Through an interdisciplinary and in-depth engagement with case studies, theoretical tools, anthropological, and public health literature, we will explore social constructions of health, reproductive justice, the social determinants of health and health disparities; environmental inequalities; development and the governance of disease; and the role of states and social movements in the development of health policy. Incorporating text, media, and guest lectures into our course material, we will question the normative values assigned to concepts of race, culture, and disease, which subsequently shape the social beliefs that influence health status and the production of policy. Students are expected to develop valuable skills that will assist in future participation in research and policy processes. This course is writing intensive and will culminate in a grant proposal and mini-colloquia.

Course Materials: The following texts should be purchased:

Rattansi, Ali. Racism: A very short introduction. Vol. 161. Oxford University Press, 2007.

Bellamy, Richard. Citizenship: A very short introduction. Vol. 192. Oxford University Press, 2008.

All other readings are available online on Canvas

Course Goals:

By the end of the semester, students will be able to:

1. Illustrate how the contexts of race, ethnicity, and culture contribute to the formation, implementation, and interpretation of health policy.
2. Specifically analyze selected issues related to race and health policy through assimilation of the literature on various topics, including issues of ethnicity, culture, class, gender, sexuality, and specific health and disease outcomes.
3. Understand how policies and the services and programs they inform impact health, and how this varies within and across groups
4. Recognize and produce the basic structure and framework of a grant proposal

Competencies:

Competencies for the course are from Domains A (Measurement and Analysis), B (Communication), C (Leadership), and E (Professional Development)

A.2 Appraise literature and data critically

A.6 Policy Analysis—Understand the policy-making process and the role of politics; assess a problem and identify and compare potential policy solutions; and understand and critically assess methods to evaluate policy impact.

B.1 Convey—Speak and write in a clear, logical, and grammatical manner in formal and informal situations; prepare cogent business presentations; facilitate an effective group process

B.2 Listen—Receive, process, and respond appropriately to information conveyed by others.

B.3 Interact—Perceive and respond appropriately to the spoken, unspoken or partly expressed thoughts, feelings, and concerns of others.

C.5 Collaboration—Work collaboratively with others as part of a team or group, demonstrating commitment to the team’s goal and encouraging individuals to put forth their best effort

E.1 Self-Awareness—Actively seek feedback from others, reflecting and learning from successes and failures

Classroom Expectations/Etiquette:

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities.

Electronics: Laptops are permissible and will be required during some classes. **Please put all phones away during class.** They are permissible during breaks.

Guidelines for Engagement

- We commit to creating a functional group dynamic over the course of the semester. In making this commitment, we understand that our regular presence is crucial to this dynamic, and that our unexplained absence may impair it.
- We value each member's experiences and the presence of multiple viewpoints in pursuit of productivity, personal goals, dignity and self-respect.
- We respect people's ideas and positions even when we disagree with them.
- We will attempt to hear each other's intentions in the message, even if gaffes are made.
- We will critique ideas, but not the person who expresses them.
- We hold space in our conversations for times of privacy and stillness.
- We commit to asking questions about and working through a group process that may, at times, seem difficult to us. We commit to remaining active in the group through difficult moments and consulting the instructor when we can't work through something by ourselves or in the class.
- We have compassion for each and meet each other as best we can.
- This means, we respect each other's opinions and agree to disagree respectfully.
- We consider some of our conversations as confidential. Our classroom is safe space and information from the discussion should not be used elsewhere.
- We add to the discussion and not just repeat what has already been said. We refer to concrete examples from readings, experiences, and media.
- We avoid being tangential in our ideas and try to remain focused on the discussion point of the moment.
- We are aware when we are taking too much or too little space in the conversation and adjust accordingly.
- We explore new ideas, take risks, are constructive, flexible, and open.

Office Hours and Communication

Office hours are Wednesdays between 2-4pm and Thursdays after class from 4-5pm. These times are blocked off in 20 minute increments, but by appointment only. To sign up for an appointment, log in to Canvas, then click the **Calendar** link in the Global Navigation. Select the calendar for the course you want to view and click the **Scheduler** button. The Scheduler page displays any appointments available in the calendars you selected to view. To sign up for an appointment, click the **sign up** link, then click the **Reserve** link.

Email: I will make every attempt to return your email within 48 hours. This is the best way to communicate with me.

Academic Integrity:

The faculty and staff of the School of Public Health believe that the conduct of a student registered or taking courses in the School should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, community partners, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and

opinions and striving to help them achieve maximum benefits from their experience in the School.

Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), and aiding and abetting the perpetration of such acts. Please visit <http://sph.umich.edu/student-resources/mph-mhsa.html> for the full Policy on Student Academic Conduct Standards and Procedures.

Student Well-Being:

SPH faculty and staff believe it is important to support the physical and emotional well-being of our students. If you have a physical or mental health issue that is affecting your performance or participation in any course, and/or if you need help connecting with University services, please contact the instructor or the Office of Academic Affairs.

Please visit <http://sph.umich.edu/student-life/wellness.html> for information on wellness resources available to you.

Student Accommodations:

Students should speak with their instructors before or during the first week of classes regarding any special needs. Students can also visit the Office of Academic Affairs for assistance in coordinating communications around accommodations.

Students seeking academic accommodations should register with Services for Students with Disabilities (SSD). SSD arranges reasonable and appropriate academic accommodations for students with disabilities. Please visit <https://ssd.umich.edu/topic/our-services> for more information on student accommodations.

Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Please visit http://www.provost.umich.edu/calendar/religious_holidays.html#conflicts for the complete University policy.

Course Requirements: We will meet Thursdays, from 1:00pm – 4:00pm and will have a brief break in the middle of class. The class will consist primarily of brief lecture, student-led (small group and large group) discussion, and in-class individual and small group work activities. Each week you will contribute to a CANVAS-based discussion board as a way to reflect upon the course readings and to provide a starting point for class discussions of the readings. The course uses the notion of the classroom as a “community of learners” as its foundation. As such, each class member is expected to participate in both learning and leading discussion as the semester unfolds. This not only assumes preparation, but also active engagement. Students will know in advance when they will lead a discussion.

Unless otherwise instructed, readings and assignments listed in the syllabus should be completed by the class for which they are assigned. As in-class assignments will sometimes be graded, attendance is critical. There is no way to make up a missed class.

Attendance and Participation	15%	including in-class discussions & assignments
Weekly Response Statements	20%	one page synthesizing statement
Grant Proposal Draft	15%	10 pages
Grant Proposal Final	25%	20 pages
Final Presentation	25%	

Participation and Attendance

It is expected that students will attend each class session, and come fully prepared to discuss the assigned texts. Attendance will be taken every class session, and will count towards your participation grade. You are expected to attend all class sessions on time. Attendance will be tracked; if you are unable to attend class, you need to notify the instructor ahead of time. Unexcused absences will affect your final grade, as will more than two excused absences. After three unexcused absences, a ½ letter grade will be deducted for each absence thereafter. All late work not approved by the instructor in advance will be deducted ½ letter grade per day past the deadline.

Each participant will lead the class in pairs or in threes once during the course of the semester. Seminar leaders will begin with a 10 - 15 minute formal presentation that should analyze the major themes of the week from various perspectives. Afterwards, class leaders will guide the discussion. This will contribute to your participation grade.

Weekly Response Statements

To facilitate discussion, students will submit weekly response statements. The statements should be a brief paragraph, (one page, double-spaced, 12 point font, 1" margins MAX), and, focus on synthesizing issues across the set of readings (include citations in text). Appropriate citations are expected using APA style 6th edition. This page will briefly describe the conceptual main ideas that unite the readings. Statements should not be used to ask clarification or methodological questions, which you are encouraged to raise in class. At the end of the assignment, the student will conclude with a question or issue for discussion. Statements should be written in Microsoft Word and attached within Canvas. Please name your documents "HMP626_your name_Week#Response.doc" in a Word document. (For example, HMP626_MCreary_Week2Response.doc). Statements are due every Tuesday by 5:00pm. No late papers will be accepted.

There will also be a subsequent discussion forum on Canvas which students are encouraged to utilize to continue to reflect, ask questions, and use as a resource throughout the semester. I will be monitoring and participating in the forum. The discussions here will not be graded.

Grant Proposals

The paper for this course will take the form of a modified research-based grant proposal from the Commonwealth Fund (see http://www.commonwealthfund.org/~media/files/grants/cmwf-board-and-small-grant-proposal-guidelines_final-82014.pdf). The instructor will discuss a modified version with students during specified class time. A successful proposal reviews the background of the area of study, and then proposes novel work that extends knowledge in some important way. It is important to convince your readers that your approach is practical as well as interesting. It should contain originality, evidence of critical thinking, mastery of the appropriate background, appropriate connections between the background and your project, a well-planned and feasible experimental plan and the clarity of your presentation. An example of an exemplar proposal can be found here: <http://www.commonwealthfund.org/~media/files/fellowships/harkness/harkness-sample-proposal-i.pdf>

Abstract: Each student should pick a topic early in the semester and submit a non-graded 1-2 page abstract to the instructor. Upon approval, this abstract will serve as foundation to the 10-page proposal draft that will be submitted.

Class Proposal Review: On February 16th, you'll have the opportunity to *briefly* present to the class your initial ideas for your grant proposal, due on February 22nd at 5pm. Using a strict 5 minutes, you'll present your general topic, provide brief evidence to why you chose the problem, list your methodology(ies), and anything you want us to know. The class will provide written feedback for each presenter. This will not be graded.

Draft: The draft should consist of a well thought out 10 page document that will outline the beginning stages of research for your grant proposal. A draft title, truncated abstract (250 words), introduction, research question/objectives, brief literature review, planned methods, next steps (for you in the process of your proposal), and references.

Final: Based upon feedback from the drafts, students will be expected to adhere to comments given and submit a final 20-page grant proposal to the instructor in order to receive the final grade for the class. Papers should include: title, abstract, introduction, research question/objectives, literature review, methods, analysis and evaluation, conclusion and references.

Mini-Colloquia

Students will be organized into panels of 3-4 based on grant content. These panels will present their grant to a review board (class) and will have 30 minutes per panel. This will take place near the end of the semester. These presentations can be organized as 10 minutes per person or the three panelists can use their 30 minutes in a blended presentation. The presenters will be graded on their overall understanding of the grant proposal and ability to engage the class in a Q&A about the proposal. Be sure to practice your oral presentation before you come to class so that you are familiar with your materials and can present them within the allotted time. The instructor may terminate presentations, which run long. Further details will be given closer to the date.

Course Topics/Reading List:

Week 1: January 5	Introduction to Course	Syllabus Review, Assessments & Introductions
Week 2: January 12	Framings and Foundations	
Week 3: January 19	Conceptualizing Health Inequalities	Guest Lecture: Judith Smith
Week 4: January 26	Culture and Citizenship	Guest Lecture: Jill Jividen
Week 5: February 2	Affordable Care Act at the Intersections	Abstract Due Mid-term Student Feedback Session
Week 6: February 9	Universal Health Care Models	
Week 7: February 16	Immigration and Health Policy	Class Proposal Review
Week 8: February 23	Management Issues for Diversity and Inclusion	Guest Lecture: Denise Brooks-Williams Draft Proposal Due
Week 9: March 2	Spring Break	No Class
Week 10: March 9	Housing and Health	Guest Lecture: TBA
Week 11: March 16	Reproductive Health	Guest Lecture: Dabney Evans
Week 12: March 23	Activism and Health	
Week 13: March 30	Violence and Public Health Policy	Guest Lecture: Patrick Carter Presentations: Erika, Sarah, Kara, Marissa
Week 14: April 6	Getting Local—Turning the Lens on Michigan	Guest Lecture: Michael Hood, Executive Director, Crossing Water Presentations: Haley, Theresa, Jessica, Addn
Week 15: April 13	Reflections	Presentations: Cory, Amber, Kelly, Elisabeth, Tran

January 5	INTRODUCTION TO COURSE
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No assigned readings

See optional readings on race, ethnicity, and culture on CANVAS

January 12	FRAMINGS AND FOUNDATIONS
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Rosenberg, Charles E., and Janet Lynne Golden. "Introduction" in Framing disease: studies in cultural history. Rutgers University Press, 1992.

Rattansi, Ali. Racism: A very short introduction. Vol. 161. Oxford University Press, 2007.

Danso, Ransford. "Cultural competence and cultural humility: A critical reflection on key cultural diversity concepts." Journal of Social Work (2016)

Cultural humility documentary: <https://www.youtube.com/playlist?list=PL879555ABCCED8B50>

Creary, Melissa, and Arri Eisen. "Acknowledging Levels of Racism in the Definition of "Difficult"." The American Journal of Bioethics 13.4 (2013): 16-18.

Optional: Bishai, David, et al. "Honouring the value of people in public health: a different kind of p-value." Bulletin of the World Health Organization 93.9 (2015): 661-662.

Metzl, Jonathan M., and Helena Hansen. "Structural competency: Theorizing a new medical engagement with stigma and inequality." *Social Science & Medicine* 103 (2014): 126-133.

January 19	CONCEPTUALIZING HEALTH INEQUALITIES
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Ford, Chandra L., and Collins O. Airhihenbuwa. "The public health critical race methodology: praxis for antiracism research." *Social Science & Medicine* 71.8 (2010): 1390-1398.

Gravlee, Clarence C. "How race becomes biology: embodiment of social inequality." *American journal of physical anthropology* 139.1 (2009): 47-57.

Kahn, Jonathan D. "How a drug becomes 'ethnic': law, commerce, and the production of racial categories in medicine." *Yale journal of health policy, law, and ethics* 4 (2004): 1-46.

Ottersen, Ole Petter, et al. "[The political origins of health inequity: prospects for change](#)". *The Lancet* 383.9917 (2014): 630-667.

Additional Resources: <https://sph.umd.edu/center/che/phcrp-institute-resources>

Guest Lecture: Judith Smith, Research 101

January 26	CULTURE AND CITIZENSHIP
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Bellamy, Richard. Citizenship: A very short introduction. Vol. 192. Oxford University Press, 2008.

Dressler, William W., et al. "Culture as a mediator of health disparities: cultural consonance, social class, and health." *Annals of Anthropological Practice* 38.2 (2014): 214-231.

Creary, Melissa. "Biocultural Citizenship and Embodying Exceptionalism: Biopolitics for Sickle Cell Disease in Brazil." (under review)

Ong, Aihwa, et al. "Cultural citizenship as subject-making: immigrants negotiate racial and cultural boundaries in the United States [and comments and reply]." *Current anthropology* 37.5 (1996): 737-762.

Optional: Flores, William V. "New citizens, new rights: Undocumented immigrants and Latino cultural citizenship." *Latin American Perspectives* 30.2 (2003): 87-100.

Airhihenbuwa, Collins O., Chandra L. Ford, and Juliet I. Iwelunmor. "Why culture matters in health interventions lessons from HIV/AIDS stigma and NCDs." *Health Education & Behavior* (2013)

Guest Lecture: Jill Jividen, Grants 101

February 2	AFFORDABLE CARE ACT AT THE INTERSECTIONS
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Lillie-Blanton, M. and C. Hoffman. 2005. "The role of health insurance coverage in reducing racial/ethnic disparities in health care." *Health Affairs*, 24(2): 398-408.

Smith, David B. "Civil Rights and Medicare: Historical Convergence and Continuing Legacy." In *Medicare and Medicaid at 50: America's Entitlement Programs in the Age of Affordable Care*. Eds. Alan B. Cohen, David C. Colby, Keith A. Wailoo and Julian E. Zelizer. Oxford University Press, 2015: 21-38

Jepeal, Nicole, et al. "Strengthening the Role the Workforce Plays in Health Policy Engagement in Underserved Communities: Lessons from a Multi-site Federally Qualified Health Center." *Journal of health care for the poor and underserved* 25.1 (2014): 29-36.

Ortega, Alexander N., Hector P. Rodriguez, and Arturo Vargas Bustamante. "Policy dilemmas in Latino health care and implementation of the Affordable Care Act." *Annual review of public Health* 36 (2015): 525.

Optional: Obama B. United States Health Care Reform: Progress to Date and Next Steps. JAMA. Published online July 11, 2016. Plus Editorials

Video: [Medicare and Medicaid at 50: America's Entitlement Programs in the Age of Affordable Care \(Links to an external site.\)](#)

ABSTRACTS DUE

February 9	UNIVERSAL HEALTH CARE MODELS
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Hankivskiy, O. and Christoffersen, A. 2008. Intersectionality and the determinants of health: A Canadian Perspective. *Critical Public Health*. 18(3): 272-283.

Tang, S.Y. and Brown, A.J. 2008. 'Race' matters: racialization and egalitarian discourses involving Aboriginal people in the Canadian health care context. *Ethnicity & Health*. 13(2): 109-127.

Smaje, Chris, and Julian Le Grand. "Ethnicity, equity and the use of health services in the British NHS." *Social science & medicine* 45.3 (1997): 485-496.

Cooper, Claudia, et al. "Ethnic inequalities in the use of health services for common mental disorders in England." *Social psychiatry and psychiatric epidemiology* 48.5 (2013): 685-692.

Paim, Jairnilson, et al. "The Brazilian health system: history, advances, and challenges." *The*

Lancet 377.9779 (2011): 1-20.

Pagano, Anna. "Everyday narratives on race and health in Brazil." *Medical anthropology quarterly* 28.2 (2014): 221-241.

Optional: McKenzie KJ, Crowcroft NS. Race, ethnicity, culture, and science. *BMJ : British Medical Journal*. 1994;309(6950):286-287.

Warden, John. "NHS to come under Race Relations Act." *BMJ* 318 (1998): 625.

Remainder of [Paim, 2011](#) 

February 16	IMMIGRATION AND HEALTH POLICY
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Zimmerman, Cathy, Ligia Kiss, and Mazedra Hossain. "Migration and health: a framework for 21st century policy-making." *PLoS Med* 8, no. 5 (2011): e1001034.

Madrigal, Daniel S., et al. "Immigration as a Social Determinant of Health." *Annu. Rev. Public Health* 36 (2015): 375-392.

Bustamante, Arturo Vargas, et al. "Variations in healthcare access and utilization among Mexican immigrants: the role of documentation status." *Journal of Immigrant and Minority Health* 14.1 (2012): 146-155.

Rechel, Bernd, et al. "Migration and health in an increasingly diverse Europe." *The Lancet* 381.9873 (2013): 1235-1245.

CLASS PROPOSAL REVIEW

DRAFT PROPOSAL DUE FEBRUARY 22 AT 5PM

February 23	MANAGEMENT STRATEGIES FOR DIVERSITY AND INCLUSION
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Readings TBA

Guest Lecture: Denise Brooks-Williams, President and CEO, Henry Ford Wyandotte Hospital

Class Facilitator: Ebbin Dotson

March 2	SPRING BREAK—NO CLASS
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March 9	HOUSING AND HEALTH
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Krieger, James, and Donna L. Higgins. "Housing and health: time again for public health action." *American journal of public health* 92.5 (2002): 758-768.

[Opportunity for All: Inequity, Linked Fate and Social Justice in Detroit and Michigan](#)

Prepared for Michigan Roundtable for Diversity and Inclusion

Chang, Alvin. (2016) [Living in a poor neighborhood changes everything about your life](#)

Fullilove, Mindy Thompson. "Root shock: the consequences of African American dispossession." *Journal of Urban Health* 78.1 (2001): 72-80.

Optional: [Michigan Minority Health Coalition Partner Webinar](#) - Thirty Years and Counting: The Impact of the Heckler Report in Minority Communities

Guest Lecture: Jason Reece

March 16	REPRODUCTIVE JUSTICE
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- Ross, Loretta J., et al. "The 'Sistersong Collective': Women of color, reproductive health and human rights." *American Journal of Health Studies* 17.2 (2001): 79-88.
- Miller, S. and Billings, D.L. 2005. "Abortion and postabortion care: ethical, legal, and policy issues in developing countries." *J Midwifery Womens Health*, 50(4):341-3.
- Diniz, Deborah. 2016. *The Zika Virus and Brazilian Women's Right to Choose*. New York Times
- Gattegno, Mariana V., Jasmine D. Wilkins, and Dabney P. Evans. "The relationship between the Maria da Penha Law and intimate partner violence in two Brazilian states." *International journal for equity in health* 15.1 (2016): 138.
- Benjamin, Ruha. *People's science: Bodies and rights on the stem cell frontier*. Chapter Three. Stanford University Press, 2013: 79-112.

Guest Lecture: Dabney Evans

March 23	ACTIVISM AND HEALTH
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- Bassett, Mary T. "Beyond berets: the Black Panthers as health activists." *American Journal of Public Health* (2016): 1741-1743.
- Brown, Phil, and Stephen Zavestoski. "Social movements in health: an introduction." *Sociology of Health & Illness* 26.6 (2004): 679-694.
- Gilbert, Keon, and Lorraine Dean. "Social capital, social policy, and health disparities: a legacy of political advocacy in African-American communities." In *Global perspectives on social capital and health*, pp. 307-322. Springer New York, 2013.
- Fleury, Sonia. "Brazil's Health-Care Reform: Social Movements and Civil Society." *The Lancet* 377, no. 9779 (2011): 1724-1725.
- Parker, Richard G. "Civil Society, Political Mobilization, and the Impact of HIV Scale-up on Health Systems in Brazil." *Journal of Acquired Immune Deficiency Syndromes* (1999) 52, no. Suppl 1 (November 2009): S49-51.

MINI-COLLOQUIA 1 AND 2

March 30	VIOLENCE AND PUBLIC HEALTH POLICY
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- NACCHO Policy Statement on Public Health, Racism, and Police Violence
<http://www.naccho.org/uploads/downloadable-resources/Policy-and-Advocacy/15-04-Public-Health-Racism-and-Police-Violence.pdf>
- Cooper, H.L.F. & Fullilove, M. Editorial: Excessive Police Violence as a Public Health Issue *Urban Health* (2016) 93: 1.
- Masters, Kate. The CDC Just Released a 'Gun Violence' Study. <https://www.thetrace.org/2015/12/cdc-gun-violence-research-wilmington-suicides/>
- Swanson, Jeffrey W., et al. "Mental illness and reduction of gun violence and suicide: bringing epidemiologic research to policy." *Annals of epidemiology* 25.5 (2015): 366-376.
- Williams, Damien John, and Peter Duncan Donnelly. "Is violence a disease? Situating violence prevention in public health policy and practice." *Public health* 128.11 (2014): 960-967.

Guest Lecture: TBA

MINI-COLLOQUIA 3 AND 4

April 6	GETTING LOCAL—TURNING THE LENS ON MICHIGAN
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El-Sayed, Abdulrahman M. "What Is "Public" About Public Health: Lessons From Michigan." *American Journal of Public Health* 106.7 (2016): 1171-1172.

Bellinger, David C. "Lead contamination in Flint—an abject failure to protect public health." *New England Journal of Medicine* 374.12 (2016): 1101-1103.

Sadler, Richard Casey, and Andrew R. Highsmith. "Rethinking Tiebout: The Contribution of Political Fragmentation and Racial/Economic Segregation to the Flint Water Crisis." *Environmental Justice* 9.5 (2016): 143-151.

MINI-COLLOQUIA 5 AND 6

Guest Speaker: Laurie Carpenter (tentative)

April 13	REFLECTIONS
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FINAL PAPER/GRANT PROPOSALS DUE APRIL 15