



**SENATE COMMITTEE ON CURRICULAR AFFAIRS**  
**COURSE SUBMISSION AND CONSULTATION FORM**

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*Principal Faculty Member(s) Proposing Course*

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Name	User ID	College	Department
MOLLY MARTIN	mam68	Liberal Arts (LA)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal:  Add  Change  Drop

Course Designation

(SOC 210Z) Social Determinants of Health

### Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Social Determinants of Health  
Discipline: General Education  
Course Listing: Linked

### Special categories for Undergraduate (001-499) courses

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Foundations

- Writing/Speaking (GWS)
- Quantification (GQ)

Knowledge Domains

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

Additional Designations

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

Common Course

#### GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

#### Bulletin Listing

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**Minimum Credits:** 3  
**Maximum Credits:** 3  
**Repeatable:** YES  
**Maximum Total Credits:** 3  
**Department with Curricular Responsibility:** Sociology (UPLA\_SOC)  
**Effective Semester:** FA 2018  
**Travel Component:** NO

#### Course Outline

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##### A brief outline or overview of the course content:

This course discusses how social institutions impact health and create health disparities.

##### A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

- Week 1: Course overview
- Week 2: Health Indicators & their Inequalities in the U.S.
- Weeks 3 & 4: Social Models and Theories of Health & Disease
- Week 5: Social Support & Health
- Week 6: Neighborhoods, Spaces & Health
- Week 7: Early life
- Weeks 8 & 9: Socioeconomic Gradient & Health (with extended case example introduced)
- Week 10: Relative vs. Absolute Socioeconomic Status & Health
- Week 11: Ethnicity, Racism, Immigration & Health
- Week 12: Race, Socioeconomic Status & Health
- Week 13: Gender Ideology & Health
- Week 14: Health Care Policy & Access
- Week 15: Other Policies & Health (e.g., social welfare, criminal justice, environmental policies)

##### Course Description:

How is it that the United States spends more on medical care than any other country and yet ranks poorly on many indicators of health and well-being? Why are there so many and important health disparities across different population groups within the United States? How do our social, economic and political conditions "get under the skin" to affect our health and well-being? These kinds of questions are fundamental in the growing interdisciplinary field of population health and will be addressed in this course.

The purpose of this course is to introduce you to the social factors that influence health, such as race, class, gender, social networks, families, and public policies. We will explore the range of broader social factors that influence health, key sociological concepts and theories that help us understand these processes, and methods used to study them. The course will enhance student education and engagement in the area of vulnerable populations and health equity.

After taking this course, students will be able to:

- Describe the social and economic factors that influence health and disease patterns
  - Describe and discuss the social and economic factors that contribute to health inequalities across populations, particularly in the United States
  - Understand the important role social determinants play in the health of individuals and society
- HDFS 210Z and SOC 210Z are linked

##### The name(s) of the faculty member(s) responsible for the development of the course:

| Name: MOLLY MARTIN (mam68)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

## Course Justification

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### **Instructional, Educational, and Course Objectives:**

**This section should define what the student is expected to learn and what skills the student will develop.**

This course falls within the General Education Knowledge domains of (a) Social and Behavioral Sciences and (b) Health and Wellness. Fitting with the General Education goals, this course will enable students to:

1. Acquire knowledge
2. Analyze and evaluate acquired knowledge
3. Use logical and rational thinking to make critical judgements

Given that the dominant modern narrative about health and disease focuses on an individual's genetic predispositions, biological risk factors, and personal behaviors, this course (and others in the linked course sequence) will evaluate whether students have the following proficiencies:

1. Students can competently describe the social and economic factors that influence health and disease patterns
2. Students can describe and discuss the social and economic factors that contribute to health inequalities across populations, particularly in the United States
3. Students can describe how social and economic factors influence an individual's personal behaviors and interact with their individual biological risk factors to influence their health and well-being.
4. Gain understanding of cultural diversity and consider lifestyles and values that may differ from their own

### **Evaluation Methods:**

**Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.**

- a. Assignments (50%) -- There will be 6 assignments that ask students to reflect and respond to an activity begun during the "lab" sessions, but frequently completed outside of class. The assignments will require the students to analyze, synthesize and evaluate information learned through "lab" activities.
- b. Quizzes (36%) -- There will be 3 multiple-choice quizzes, scheduled to occur every four to five weeks, to test students acquisition of course material offered in lecture or through the readings. The quizzes will have 30 questions each and be offered outside of class, either in a testing center (e.g., Pollock Testing Center at University Park) or online through Canvas.
- c. Class participation (14%) -- Students will receive a final class participation grade based on the quality and consistency of their participation in online discussion forums and in-class discussions, as well as peer ratings of their participation in group lab activities.

### **Relationship/Linkage of Course to Other Courses:**

**This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.**

This course is designed to be one of three general education integrative studies linked courses in area of "Health Inequalities." The other two courses, also currently under faculty senate review, are (Soc 211Z "A Social Geography Perspective on Health," authored by Stephen Matthews to meet the Social and Behavioral Sciences General Education (GS) requirements) and (HDFS 210Z "Ethnicity, Health, and Aging," authored by Alyssa Gamaldo to meet the Health and Wellness General Education (GHW) requirements). Under the current arrangement, all students pursuing this linked course option will take HDFS 210Z, but choose between the two Sociology courses. All three courses take a multi-level, multi-factorial approach to the study of health and health inequalities, but differ with regard to which social layer of influence they emphasize. This course, Soc 210Z, spans macro-, meso- and micro-level causes of individual health outcomes, ranging, for example, from national economic conditions to workplace resources to family interactions. Soc 11Z focuses on macro- to meso-level causes of individual health outcomes, considering spatially-organized resources from the national to local community area. Finally, HDFS 210Z focuses on meso- and micro-level causes, including, for example, lifestyle behaviors associated with late life health outcomes to type of communication between older patients and health providers.

### **Relationship of Course to Major, Option, Minor, or General Education:**

**This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.**

This course can be an elective for a sociology major. Students pursuing degrees in Bio-Behavioral Health, Health and Human Development, and/or Health Policy and Administration may take this course as an elective. Finally, students interested in pursuing an advanced degree in a health-related field (e.g., nursing, nutrition, public health, medicine) may take the course as an elective.

### **A description of any special facilities:**

- a. All data sources will be from validated on-line data providers (e.g., local, state, and federal government agencies; health-related international and non-government agencies)
- b. To accommodate the various "lab" sessions, the course will require classroom space with movable chairs so that groups of 4-5 students can collaboratively work together.
- c. To access online resources, particularly during the "lab" sessions, the classroom must have internet access.

### **Frequency of Offering and Enrollment:**

- a. Once or twice per annum, depending on demand
- b. N = 50 - 60

## Alignment with General Education Objectives

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**EFFECTIVE COMMUNICATION** – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

**KEY LITERACIES** – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

**CRITICAL AND ANALYTICAL THINKING** – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

**INTEGRATIVE THINKING** – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

**CREATIVE THINKING** – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

**GLOBAL LEARNING** – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

**SOCIAL RESPONSIBILITY AND ETHICAL REASONING** – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

**What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.**

a. Key Literacies: Students will read and interpret research findings from social science and epidemiology. Through this work, they will develop their literacy in textual comprehension, statistical and quantitative information, and scientific processes and sources.

b. Critical and Analytical Thinking: The "lab" sessions for the course and their corresponding assignments are designed for students to move beyond simply acquiring and comprehending knowledge to applying, analyzing, synthesizing and evaluating the information gained.

c. Integrative Thinking: Both across and within each of the three linked courses (i.e., Soc 210Z, Soc 211Z, and HDFS 210Z), students will learn how various social processes influence health and generate health disparities. Further within this specific course, students will develop an integrative understanding of our social contexts, learning how smaller social units are nested within and influenced by ever larger social units (i.e., individuals within families within social networks within neighborhoods and larger institutions (e.g., workplaces, schools) within the United States within a particular historical period).

**How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.**

a. Key Literacies: The quizzes will evaluate their mastery of their textual and statistical literacies. The assignments will give them the opportunity to demonstrate and deepen their statistical and scientific literacies.

b. Critical and Analytical Thinking: The assignments require students to analyze, synthesize and evaluate information garnered through the hands-on activities begun in the "lab" sessions.

c. Integrative Thinking: Because the course is structured around integrating social science and health and the multiple, yet interrelated social determinants of health and health inequalities, all dimensions of the course –lectures, readings, "lab" sessions, the classroom and online discussions, assignments and quizzes – will require students to combine and integrate information.

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## General Education Domain Criteria

**General Education Designation:** Linked

Linked Courses

- | HDFS 210Z
- | SOC 211Z

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## GS Criteria

Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas

Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences

Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings

**Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems**

**Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences**

**What components of the course will help students achieve the domain criteria selected above?**

"Identify and explain major foundational theories and bodies of work...": The course will present multiple conceptual models that have been developed to understand how social processes "get under the skin" to affect health. In addition, the course will identify and elaborate the sociological theories that help explain documented health disparities across social groups (e.g., groups defined by their educational attainment, age, gender, race/ethnicity, nativity).

"Describe the ways in which many factors may interact to influence behaviors...": The conceptual models used in this class discuss social determinants of health that range from macro- to meso- to micro-level factors and processes. Further the models discuss how broader social contexts influence the smaller social units, down to the individual, and how this matrix of influence can change over time. After the discussion of these theoretical models, the course allots a week to discussing important social determinants of health and health disparities.

"Explain how social and behavioral science researchers use concepts, theoretical models and data...": The beginning weeks of the course will define key conceptual terms and their measurement. The course will then provide statistics on the prevalence of various health conditions and diseases in the United States, as well statistics demonstrating the differences in prevalence across social groups (e.g., groups defined by their educational attainment, age, gender, race/ethnicity, nativity). The students will read several research articles for several "lab" activities and, thus, gain an awareness of and greater understanding of research conducted on the social determinants of health.

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## **Integrative Studies**

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**Explain how the intellectual frameworks And methodologies of each course's Knowledge Domain will be explicitly addressed in the course and practiced by the students.**

For the GS domain, Soc 210Z will leverage sociological theories and frameworks about the role of social institutions and social processes for (a) influencing individual well-being and (b) producing disparities across social groups, with the explicit emphasis on individual health outcomes and health disparities. Students will gain deeper appreciation of the role of these social institutions by engaging in weekly lab activities that require them to discern the linkages between various institutions and individual health outcomes, as well as recognize these patterns in their own lives.

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**Explain how the courses in the Linkage will be linked with each other. It is anticipated that courses will usually be linked by subject matter, but they should additionally be linked by some purposeful component that provides opportunities for students to experience and practice integrative thinking across Knowledge Domains. The Linkage component between courses needs to be intentional and explicit to students. However, each course in a Linkage must be self-contained such that students can successfully complete just one course in the Linkage if they so choose.**

The three courses intersect substantively, methodologically, and with regard to their pedagogical goals and assessments. Substantively, all courses (1) discuss individual health behaviors, individual health outcomes and health inequalities across groups; (2) consider the interplay between social institutions and individual action; (3) largely draw on the American experience to discuss these processes and engage student interest; and (4) discuss the healthcare and non-healthcare policy implications of these empirical patterns. Yet the courses differ with regard to which social layer of influence they emphasize. This course, Soc 210Z, spans macro-, meso- and micro-level causes of individual health outcomes, ranging, for example, from national economic conditions to workplace resources to family interactions. Soc 11Z focuses on macro- to meso-level causes of individual health outcomes, considering spatially-organized resources from the national to local community area. Finally, HDFS 210Z focuses on meso- and micro-level causes, including, for example, lifestyle behaviors associated with late life health outcomes to type of communication between older patients and health providers. Thus, all courses take a multi-level, multi-factorial approach to the study of health and health inequalities. Methodologically, all courses develop students' understanding of temporal patterns (delineating cross-sectional and longitudinal estimates), distinguish between population-representative samples and clinical samples, increase students' familiarity and facility with statistical estimates, and stress the importance of defining the populations at risk when considering statistical estimates and policy implications. Finally, the three courses share the following pedagogical goals: to foster students' in-depth understanding of health inequalities and their determinants, encourage students' ability to see connections across these determinants and the synergies they create, and develop students' transferable skills related to critical thinking, discerning the quality of information they encounter, and interpreting statistical estimates.

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**Briefly explain the staffing plan. Given that each Linked course is approved for a single Knowledge Domain, it will be taught by an instructor (or instructional team) with appropriate expertise in that domain, who will also be expected to implement the Linkage's shared component as defined in this proposal**

Each course in this linked series of courses (Soc 210Z, Soc 211Z, and HDFS 210Z) will be taught by domain experts. Dr. Molly Martin, an Associate Professor in Sociology and Demography at the University Park campus, will teach Soc 210Z. Dr. Alyssa Gamaldo is an Assistant Professor in Human Development and Family Studies at the University Park campus, will teach HDFS 210Z. Dr. Stephen Matthews, Professor of Sociology, Anthropology, and Demography with a courtesy appointment in Geography, will teach Soc 211Z. Each of these faculty members have taught previous courses that include the concepts, theories, methodologies, and research findings that are included in their respective classes. Further, their research interests and expertise align with the content of their respective classes. These three faculty members have met extensively for nine months to develop and design their courses, and plan the linkages. Dr. Molly Martin is coordinating this effort and will ensure that the Linkage's shared component is implemented.

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**Describe the assessments that will be used to determine students' ability to apply integrative thinking.**

All courses will use extended case examples for integrating course material, but the particular assessments will differ given the different data and methods needed to study the macro-, meso- and micro- causes of health inequalities. Students will either engage in (1) a secondary data analysis of multiple places or institutions, (2) a mixed methods analysis that contextualizes and largely details the experiences in a single place or institution, or (3) an in-depth, in-person analysis of a single place or institution. Regardless of its form, this extended case approach advances skills necessary for the development of policy briefs, program evaluations, and social and behavioral interventions.

In Soc 210Z, students will engage in a series of lab activities aimed at developing students integrative thinking. For example, to help students recognize and make comparisons between the course and their own lives, students will compare the health environment of their neighborhood around their childhood family home, their neighborhood in State College, and a neighborhood in a nearby town (e.g., Zion, Phillipsburg). To help students better see the connections between social institutions and multiple health outcomes, students will do a series of case study "jigsaw" exercises that take place across two weeks. In the first week, students break into small groups with 4 students to read and discuss a journal article focused on a particular health outcome. Although all groups and all readings will discuss the same social institution emphasized that week, the groups will have different readings, such that there will be a total of four different health outcomes discussed. Imagine 16 students organized into 4 health-topic groups as follows: 1111 2222 3333 4444. In the second week, students shuffle their group membership such that each new group now contains one representative for each specific health outcome. Imagine the same 16 students now organized as follows: 1234 1234 1234 1234. In the new groups, students will compare and contrast the role of the social institution across health outcomes. The final assignment requires them to write-up these connections and consider how prevention and treatment practices for their original health outcome could differ if greater attention was given to the role of the social institution studied.

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### Campuses That Have Offered ( ) Over The Past 4 Years

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semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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**UPLOADED DOCUMENTS FOLLOW:**

## SOC 210: Social Determinants of Health

Fall 2018

M W F

Time

Classroom Location

### Professor Molly Martin

Contact [mam68@psu.edu](mailto:mam68@psu.edu), 863-5508  
Office hours 513 Oswald, Mondays 3:00 – 5:00 p.m. & by appointment

### Course Overview

How is it that the United States spends more on medical care than any other country and yet ranks poorly on many indicators of health and well-being? Why are there so many and important health disparities across different population groups within the United States? How do our social, economic and political conditions “get under the skin” to affect our health and well-being? These kinds of questions are fundamental in the growing interdisciplinary field of population health and will be addressed in this course.

The purpose of this course is to introduce you to the social factors that influence health, including race, class, gender, social networks, families, education, labor markets, and public policies. We will explore the range of broader social factors that influence health, key sociological concepts and theories that help us understand these processes, and methods used to study them. Each course topic will be explored through an initial lecture that provides a broad overview, followed by a second lecture that will provide a detailed examination of the relevant issues for particular health outcome, and finally a third session, or “Lab,” where students will integrate course information through small-group, hands-on activities. Together, these components will demonstrate the important role social determinants play in the health of individuals and society.

At the end of this course students should be able to (1) describe the social and economic factors that influence health and disease patterns, (2) describe the social and economic factors that contribute to health inequalities across populations, particularly in the United States, and (3) describe how social and economic factors influence an individual’s personal behaviors and interact with their individual biological risk factors to influence their health and well-being.

### Pedagogical Foundations of the Course

Students are viewed as active, co-creators of the information discussed in this class and several aspects of the course will rely on active student participation. Consequently, it is incumbent upon all students to contribute to each class meeting. This includes reading the assigned material prior to class and arriving prepared to offer thoughts and raise questions, as well as participate in all class discussions and debates. Doing so will make the course a richer experience for all. My goal is for the course to be personally relevant and intellectually challenging. Together, we must commit to:

- understanding the broader, social implications of our personal experiences

- recognizing the limits of our own experiences
- respecting everyone's unique perspectives, arguments, and experiences
- actively listening to information that contradicts our preferences and understandings
- creating a healthy exchange of ideas and, if disagreements arise, focusing on course content and relying on evidence to support our views (instead of leveraging personal attacks or asserting value judgements lacking evidence)

### Sociology Program Learning Goals

This course meets the following learning objectives for the sociology undergraduate degree program:

- Content Knowledge
  - “Describe the focus of sociology as a discipline” – We will introduce and gain deeper appreciation of foundational concepts and theories by applying them to the sociological study of families
  - “Apply the sociological perspective to a problem or scenario” – We will use a sociological perspective and sociological theories to understand several social problems related to families, such as poverty, teen fertility, work-family conflict, and divorce.
- Understanding of Theory
  - “Identify theories and concepts from *classical* and *contemporary* sociological theories” – We will discuss structural functionalism and conflict theory. Among contemporary theories, we will discuss feminism, social exchange, and symbolic interaction.
  - “Apply theories and concepts from classical and contemporary sociological theories” – We will discuss how each theory views families (on their own and in relation to the broader society), what dimensions of family life different theories emphasize, and discuss how different theories illuminate and explain various family phenomena.
- Research Skills
  - “Demonstrate the ability to analyze and interpret quantitative sociological data using statistics, graphs, and data tables” – We will reference numerous graphs and statistics to understand historical trends and current family patterns.

### General Education Learning Goals

This course is designed to be one of three general education integrative studies linked courses in area of “Health Inequalities.” The other two courses are Soc 211Z “A Social Geography Perspective on Health” (which also meets GS requirements) and HDFS 210Z “Ethnicity, Health, and Aging” (which meets the GHW requirement). The three courses intersect substantively, methodologically, and with regard to their pedagogical goals and assessments. This course meets the following general education goals for the social and behavioral sciences (GS) domain:

- “[D]evelop students’ understanding of the diverse personal, interpersonal, and societal forces that shape people’s lives and teach them how to approach these subjects through the concepts, principles, and methods of scientific inquiry.”
- “Introduce students to the scientific analysis of...the interrelationships of social institutions” and “the dynamics of individual and group behavior and change.”

- “Students should develop an understanding of the multiple nature of causality in social settings.

### Course Expectations

1. **Excused Absences and Make-Up Work** . There are times that students will miss a quiz or assignment for valid reasons, specifically because of an illness or injury, family emergencies, university-approved curricular and extracurricular activities, or religious holidays. If you have an excused absence, you must do the following to receive an extension on a graded activity:

- For all non-emergencies (e.g., religious holidays, university-approved curricular and extracurricular activities, court appearances), email me at least one week prior to the class days, assignment, and/or exam that will be missed. For university-approved activities, you must also obtain a letter (or a class absence form) from the unit or department sponsoring the activity and give it to me at least one week prior to the anticipated absence(s).
- For all emergencies (e.g., death in your immediate family or a close friend, sudden hospitalization of a close family member or oneself, serious injury or personal illness), email me as soon as possible and no later than one week after the missed class days. In the case of a serious, extended illness, students should notify me within one week from the end of the illness.
- When emailing about an absence, please provide your full name, the date(s) of your absence, the reason for your absence and the graded activity you know that you will/have missed.
- If you do not follow these guidelines, your request for an excused absence may be denied.
- Students are responsible for obtaining the lecture notes from a classmate for any classes they miss. I do not provide copies of lecture notes to students.
- All make-up work will be due within one week of the original deadline. If a longer extension is needed, make this known when *first* emailing me and provide a justification for the extension.
- False claims about excused absences are violations of PSU’s Academic Integrity policy (49-20).

2. **Communication.** I prefer to be called either “Professor Martin” or “Dr. Martin” in both written and oral communications. If you need to contact me, the best/fastest way to reach me is to email using my PSU email address (i.e., [mam68@psu.edu](mailto:mam68@psu.edu)). I will respond to emails during office hours or within 72 hours. Responses will likely be delayed while I am traveling.

Please note, I do NOT discuss grades over email; I only talk about students’ graded work in my office.

In class, I will seek to offer alternative perspectives that challenge your assumptions and experiences. In the process, you might feel intellectually uncomfortable, which is distinct from feeling insulted or offended. Yet if you do become offended by course activities, PLEASE talk with me so we can resolve the issues and devise a plan for the semester. \_

Under Federal Law (i.e., FERPA), I am not allowed to discuss any aspect of your class experience or performance with your parent(s) or guardian(s).

3. **Electronics Policy.** When students text, use social media, and search the web during class is distracting to others. This behavior is not allowed and you may be asked to leave class for the day.

In general, laptops, tablets, and cell phones are not permitted for use during class days relying primarily on lecture and discussion. Experimental evidence plainly shows that students in-class learning improves when students take notes by hand versus typing. Therefore, silence and stow all electronic devices upon arriving to class those days. You are permitted to have and use an electronic device during our “Lab” sessions indicated on the Course Schedule below.

There are two exceptions to this general policy for non-Lab days: (1) You can have your phone in silent mode on your desk if you are a person’s emergency contact; when responding to an emergency, please take the call or respond to the text outside the classroom. (2) You have a documented disability or other personal matter that is mitigated by electronically taking notes. If you would like an exception to the general policy for non-Lab days, I invite you to discuss this with me in my office.

**4. Academic Integrity.** Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner and all members of the University community are expected to act in accordance with this principle. The University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others. As such, dishonesty of any kind will not be tolerated and students found in violation of the University’s Code of Conduct will be notified and reported to the appropriate authorities.

### **Student Information & Resources**

**1. Accessibility Statement .** Penn State welcomes students with disabilities into the University's educational programs. In order to receive consideration for reasonable accommodations, please contact the Office for Disability Services, ODS, located at 116 Boucke Building at 814-863-1807(V/TTY). For further information, please visit the web site for Student Disability Resources: [www.equity.psu.edu/ods](http://www.equity.psu.edu/ods). I invite you to schedule a time to meet with me to discuss any accommodations you need for testing, assignments, note taking or other aspects of the course and to review your accommodation letter.

**2. Course Evaluations.** Formal student evaluations (SRTE’s) will be conducted near the end of the semester online. For more immediate concerns about the course, please come to my office hours or schedule an appointment to meet with me. Students may also discuss their concerns with the Associate Head of the Sociology department, Professor Jeffrey Ulmer, 215 Oswald Tower, 865-3394.

**3. Counseling and Psychology Services.** Many Penn State students face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients’ cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

- [Counseling and Psychological Services at University Park \(CAPS\)](#): 814-863-0395
- Penn State Crisis Lines (24 hours/7 days/week): 877-229-6400 -or- Text LIONS to 741741

4. **Educational Equity** . Penn State takes great pride to foster a diverse and inclusive environment. Acts of intolerance, discrimination, or harassment due to age, ancestry, color, disability, gender, gender identity, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated and can be reported through Educational Equity via the [Report Bias webpage](#).

### Required Course Materials

You are required to (1) buy, rent or consistently gain access to the textbooks through the Pattee Library Reserve Reading Room (W113), and (2) access Canvas to read the electronic readings. Readings must be read BEFORE coming to class on the day they are due, as listed in the Weekly Schedule.

*Acquisition of required materials:* If you do not rely on the PSU Libraries' Course Reserve system to access the books, you can purchase them locally or online. Alternatively, you can rent electronic copies of the books through CourseSmart ([www.coursesmart.com](http://www.coursesmart.com)) for 180 days at lower prices.

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### Assessment

#### 1. Graded Activities:

**a. Assignments.** A total of 5 assignments worth 30 points each that will be submitted online through Canvas by 5:00 p.m. on the due date listed in the course schedule. See those with the abbreviation "Assign" and assignment number. Five points will be deducted for each day the assignment is late. Persons with several excused absences are allowed to complete a make-up an assignment without any point deductions. See the rules on pg. 3.

- Assignment 1: Data, graphs & tables
- Assignment 2: Neighborhood comparison
- Assignment 3: Case study comparisons focused on Socioeconomic Status
- Assignment 4: Case study comparisons focused on Race/Ethnicity
- Assignment 5: Case study comparisons focused on Social Support

**b. Infographic Project.** This is a multi-week group project with component parts, itemized below and submitted online through Canvas. The submissions are due by 5:00 p.m. on the due date listed in

the course schedule; see those with the abbreviation “Infogr.” and component number. Five points will be deducted for each day the assignment is late.

- Infographic 1: Topic proposal (10 points)
- Infographic 2: Rough draft / sketch with supporting materials (25 points)
- Infographic 3: Final draft / sketch and reflection (45 points)
- Infographic 4: Oral and visual presentation in class (20 points)

**c. Quizzes.** There will be 3 multiple-choice quizzes that will be completed in the Pollock Testing Center. Quiz grades are not curved under any circumstance. See the rules on pg. 3 if you have an excused absence for missing a quiz. The content for each quiz is as follows

- Quiz 1: Course Intro; Health indicators & their inequalities; Social Models of Health & Disease; Neighborhoods, Spaces & Health
- Quiz 2: Early Life; Socioeconomic Gradient & Health; Relative vs Absolute SES & Health; Ethnicity, Racism, Immigration & Health; Race, SES & Health
- Quiz 3: Social Support & Health; Gender Ideology & Health; Health Care Policy & Access; Other Policies & Health

**d. Class Participation.** This final component will reflect the consistency and quality of your participation in online discussion boards in Canvas, group project work, and classroom discussion. Attendance is not recorded, but it is a pre-requisite for participation in classroom discussion.

## 2. Grading :

**a. Basic Guidelines.** Each graded activity lists the points associated with that activity and provides detailed instructions and stated goals to help students know what they are being asked to do.

**b. Tracking Your Grade and Identifying Possible Errors .** Your scores will be posted to Canvas. If you believe that there has been a recording error for your grade, politely discuss this with me in person *as soon as possible* and bring appropriate documentation.

**c. Disputing a Grade.** If you believe that you deserve a higher grade on a particular activity, please submit a one-page sheet within three weeks of when the grade is posted. Include your name, the graded activity in question, and your reasons for why your grade should be changed. A change of grade request can result in a higher, lower or unchanged grade.

**d. Final Grade Calculation .** Final grades are based on the total number of points earned. A total of 500 points is possible and the weighting for each activity is given below in the first table. The range of total points corresponding to each letter grade is provided in the second table. These point ranges are non-negotiable and already allow for rounding (i.e., 444 points = 92.5% = A).

	# Graded	Points Each	Total Points	% Each	Total %
Assignments	5	30	150	6%	30%
Infographic Project (total)	1	100	100	20%	20%
Quizzes	3	60	180	12%	36%
Class participation	1	70	70	14%	14%
<b>TOTAL</b>			<b>500</b>		<b>100%</b>

Final Grade	Points	%	Final Grade	Points	%
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A	463- 500	93-100%	C+	373 - 397	75-79%
A-	448 - 462	90-92%	C	348 - 372	70-74%
B+	433 - 447	87-89%	D	298 - 347	60-69%
B	413 - 432	83-86%	F	≤ 297	≤ 59%
B-	398 - 412	80-82%			

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I only adjust final grades in cases where there is a calculation error. *You will receive the grade you earn.*

	Date	Topic	Reading	Deadline
1	M 8/21	<b>Course Introduction</b>		
	W 8/23		R: American Health Care Paradox Ch 1	
	F 8/25	<i>Lab:</i> Health privilege walk		
2	M 8/28	<b>Health indicators &amp; their inequalities</b>	R: "Life at the Top in America isn't Just Better, It's Longer"	
	W 8/30			
	F 9/1	<i>Lab:</i> Reading tables, graphs		
3	M 9/4	<i>Labor Day Holiday – NO class</i>		
	W 9/6	<b>Social Models of Health &amp; Disease</b>	Heat Wave Intro & Prologue	
	F 9/8			
4	M 9/11		Heat Wave Ch 1	
	W 9/13			
	F 9/15	<i>Lab:</i> Finding & using good data; Infographic intro		Assign 1
5	M 9/18	<b>Neighborhoods, Spaces &amp; Health</b>	Heat Wave Ch 2	
	W 9/20			
	F 9/22	<i>Lab:</i> Neighborhoods & health observation		Quiz 1
6	M 9/25	<b>Early Life</b>	Starting Gate Ch 1	
	W 9/27			
	F 9/29	<i>Lab:</i> Neighborhoods & health presentation		
7	M 10/2	<b>Socioeconomic Gradient &amp; Health</b>	Starting Gate Ch 3	
	W 10/4			
	F 10/6	<i>Lab:</i> Reading journal articles		Assign 2
8	M 10/9	Film: <i>Waiting Room</i>	R: "The Status Syndrome Ch 1"	
	W 10/11			
	F 10/13	<i>Lab:</i> Case study - SES 1		Infogr. 1
9	M 10/16	<i>Lab:</i> Case study - SES 2		
	W 10/18	<b>Relative vs. Absolute SES &amp; Health</b>	Starting Gate, Ch 2	
	F 10/20			Assign 3
10	M 10/23	<b>Ethnicity, Racism, Immigration, Health</b>	R: "Theories of Racial/Ethnic Differences in Health"	
	W 10/25			
	F 10/27	<i>Lab:</i> Case study - Race/ethnicity 1		
11	M 10/30	<i>Lab:</i> Case study - Race/ethnicity 2		
	W 11/1	<b>Race, SES &amp; Health</b>	R: "Disentangling Race & Socioeconomic Status"	
	F 11/3			Quiz 2
12	M 11/6	<b>Social Support &amp; Health</b>	R: "Social Cohesion, Social Capital, and Health"	Assign 4
	W 11/8			
	F 11/10	<i>Lab:</i> Case study - Social Support 1		
13	M 11/13	<i>Lab:</i> Case study - Social Support 2		
	W 11/15	<b>Gender Ideology &amp; Health</b>	R: Gender & Health Ch 1	
	F 11/17			Infogr. 2
<i>Thanksgiving Break – NO classes</i>				
14	M 11/27	<b>Health Care Policy &amp; Access</b>	R: "Promoting Prevention Through the Affordable Care Act"	Assign 5
	W 11/29			
	F 12/1	<i>Lab:</i> Infographic peer review		
15	M 12/4	<b>Other Policies &amp; Health</b>	Starting Gate Ch 5	
	W 12/6			Infogr. 3
	F 12/8	<i>Lab:</i> Infographic discussion & share		Quiz 3, Infogr. 4

## SOC 210Z: Social Determinants of Health

Fall 2018

M W F

Time

Classroom Location

### Professor Molly Martin

Contact [mam68@psu.edu](mailto:mam68@psu.edu), 863-5508  
Office hours 513 Oswald, Mondays 3:00 – 5:00 p.m. & by appointment

### Course Overview

How is it that the United States spends more on medical care than any other country and yet ranks poorly on many indicators of health and well-being? Why are there so many and important health disparities across different population groups within the United States? How do our social, economic and political conditions “get under the skin” to affect our health and well-being? These kinds of questions are fundamental in the growing interdisciplinary field of population health and will be addressed in this course.

The purpose of this course is to introduce you to the social factors that influence health, including race, class, gender, social networks, families, education, labor markets, and public policies. We will explore the range of broader social factors that influence health, key sociological concepts and theories that help us understand these processes, and methods used to study them. Each course topic will be explored through an initial lecture that provides a broad overview, followed by a second lecture that will provide a detailed examination of the relevant issues for particular health outcome, and finally a third session, or “Lab,” where students will integrate course information through small-group, hands-on activities. Together, these components will demonstrate the important role social determinants play in the health of individuals and society.

At the end of this course students should be able to (1) describe the social and economic factors that influence health and disease patterns, (2) describe the social and economic factors that contribute to health inequalities across populations, particularly in the United States, and (3) describe how social and economic factors influence an individual’s personal behaviors and interact with their individual biological risk factors to influence their health and well-being.

### Pedagogical Foundations of the Course

Students are viewed as active, co-creators of the information discussed in this class and several aspects of the course will rely on active student participation. Consequently, it is incumbent upon all students to contribute to each class meeting. This includes reading the assigned material prior to class and arriving prepared to offer thoughts and raise questions, as well as participate in all class discussions and debates. Doing so will make the course a richer experience for all. My goal is for the course to be personally relevant and intellectually challenging. Together, we must commit to:

- understanding the broader, social implications of our personal experiences
- recognizing the limits of our own experiences
- respecting everyone’s unique perspectives, arguments, and experiences
- actively listening to information that contradicts our preferences and understandings

- creating a healthy exchange of ideas and, if disagreements arise, focusing on course content and relying on evidence to support our views (instead of leveraging personal attacks or asserting value judgements lacking evidence)

### **Sociology Program Learning Goals**

This course meets the following learning objectives for the sociology undergraduate degree program:

- Content Knowledge
  - “Describe the focus of sociology as a discipline” – We will introduce and gain deeper appreciation of foundational concepts and theories by applying them to the sociological study of families
  - “Apply the sociological perspective to a problem or scenario” – We will use a sociological perspective and sociological theories to understand several social problems related to families, such as poverty, teen fertility, work-family conflict, and divorce.
- Understanding of Theory
  - “Identify theories and concepts from *classical* and *contemporary* sociological theories” – We will discuss structural functionalism and conflict theory. Among contemporary theories, we will discuss feminism, social exchange, and symbolic interaction.
  - “Apply theories and concepts from classical and contemporary sociological theories” – We will discuss how each theory views families (on their own and in relation to the broader society), what dimensions of family life different theories emphasize, and discuss how different theories illuminate and explain various family phenomena.
- Research Skills
  - “Demonstrate the ability to analyze and interpret quantitative sociological data using statistics, graphs, and data tables” – We will reference numerous graphs and statistics to understand historical trends and current family patterns.

### **Learning Objectives for General Education in Social and Behavioral Sciences (GS)**

This course is designed to be one of three general education integrative studies linked courses in area of “Health Inequalities.” The other two courses are Soc 211Z “A Social Geography Perspective on Health” (which also meets GS requirements) and HDFS 210Z “Ethnicity, Health, and Aging” (which meets the GHW requirement). The three courses intersect substantively, methodologically, and with regard to their pedagogical goals and assessments. This course meets the following general education **learning objectives** for the social and behavioral sciences (GS) domain:

- “[D]evelop students’ understanding of the diverse personal, interpersonal, and societal forces that shape people’s lives and teach them how to approach these subjects through the concepts, principles, and methods of scientific inquiry.”
- “Introduce students to the scientific analysis of...the interrelationships of social institutions” and “the dynamics of individual and group behavior and change.”
- “Students should develop an understanding of the multiple nature of causality in social settings.

## Course Expectations

1. **Excused Absences and Make-Up Work** . There are times that students will miss a quiz or assignment for valid reasons, specifically because of an illness or injury, family emergencies, university-approved curricular and extracurricular activities, or religious holidays. If you have an excused absence, you must do the following to receive an extension on a graded activity:

- For all non-emergencies (e.g., religious holidays, university-approved curricular and extracurricular activities, court appearances), email me at least one week prior to the class days, assignment, and/or exam that will be missed. For university-approved activities, you must also obtain a letter (or a class absence form) from the unit or department sponsoring the activity and give it to me at least one week prior to the anticipated absence(s).
- For all emergencies (e.g., death in your immediate family or a close friend, sudden hospitalization of a close family member or oneself, serious injury or personal illness), email me as soon as possible and no later than one week after the missed class days. In the case of a serious, extended illness, students should notify me within one week from the end of the illness.
- When emailing about an absence, please provide your full name, the date(s) of your absence, the reason for your absence and the graded activity you know that you will/have missed.
- If you do not follow these guidelines, your request for an excused absence may be denied.
- Students are responsible for obtaining the lecture notes from a classmate for any classes they miss. I do not provide copies of lecture notes to students.
- All make-up work will be due within one week of the original deadline. If a longer extension is needed, make this known when *first* emailing me and provide a justification for the extension.
- False claims about excused absences are violations of PSU's Academic Integrity policy (49-20).

2. **Communication**. I prefer to be called either "Professor Martin" or "Dr. Martin" in both written and oral communications. If you need to contact me, the best/fastest way to reach me is to email using my PSU email address (i.e., [mam68@psu.edu](mailto:mam68@psu.edu)). I will respond to emails during office hours or within 72 hours. Responses will likely be delayed while I am traveling.

Please note, I do NOT discuss grades over email; I only talk about **students'** graded work in my office.

In class, I will seek to offer alternative perspectives that challenge your assumptions and experiences. In the process, you might feel intellectually uncomfortable, which is distinct from feeling insulted or offended. Yet if you do become offended by course activities, PLEASE talk with me so we can resolve the issues and devise a plan for the semester. \_

Under Federal Law (i.e., FERPA), I am not allowed to discuss any aspect of your class experience or performance with your parent(s) or guardian(s).

3. **Electronics Policy**. When students text, use social media, and search the web during class is distracting to others. This behavior is not allowed and you may be asked to leave class for the day.

In general, laptops, tablets, and cell phones are not permitted for use during class days relying primarily on lecture and discussion. Experimental evidence plainly shows that **students'** in-class learning improves

when students take notes by hand versus typing. Therefore, silence and stow all electronic devices upon arriving to class those days. You are permitted to have and use an electronic device during our “Lab” sessions indicated on the Course Schedule below.

There are two exceptions to this general policy for non-Lab days: (1) You can have your phone in silent mode on your desk if you are a person’s emergency contact; when responding to an emergency, please take the call or respond to the text outside the classroom. (2) You have a documented disability or other personal matter that is mitigated by electronically taking notes. If you would like an exception to the general policy for non-Lab days, I invite you to discuss this with me in my office.

4. **Academic Integrity.** Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner and all members of the University community are expected to act in accordance with this principle. The University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others. As such, dishonesty of any kind will not be tolerated and students found in violation of the University’s Code of Conduct will be notified and reported to the appropriate authorities.

### **Student Information & Resources**

1. **Accessibility Statement .** Penn State welcomes students with disabilities into the University's educational programs. In order to receive consideration for reasonable accommodations, please contact the Office for Disability Services, ODS, located at 116 Boucke Building at 814-863-1807(V/TTY). For further information, please visit the web site for Student Disability Resources: [www.equity.psu.edu/ods](http://www.equity.psu.edu/ods). I invite you to schedule a time to meet with me to discuss any accommodations you need for testing, assignments, note taking or other aspects of the course and to review your accommodation letter.

2. **Course Evaluations.** Formal student evaluations (SRTE’s) will be conducted near the end of the semester online. For more immediate concerns about the course, please come to my office hours or schedule an appointment to meet with me. Students may also discuss their concerns with the Associate Head of the Sociology department, Professor Jeffrey Ulmer, 215 Oswald Tower, 865-3394.

3. **Counseling and Psychology Services.** Many Penn State students face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients’ cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

- [Counseling and Psychological Services at University Park \(CAPS\)](#): 814-863-0395
- Penn State Crisis Lines (24 hours/7 days/week): 877-229-6400 -or- Text LIONS to 741741

4. **Educational Equity .** Penn State takes great pride to foster a diverse and inclusive environment. Acts of intolerance, discrimination, or harassment due to age, ancestry, color, disability, gender, gender

identity, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated and can be reported through Educational Equity via the [Report Bias webpage](#).

### Required Course Materials

You are required to (1) buy, rent or consistently gain access to the textbooks through the Pattee Library Reserve Reading Room (W113), and (2) access Canvas to read the electronic readings. Readings must be read BEFORE coming to class on the day they are due, as listed in the Weekly Schedule.

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1. Klinenberg, Eric. *Heat Wave: A social autopsy of disaster in Chicago*, 2<sup>nd</sup> edition. University of Chicago Press, 2015. ISBN-13: 978-0226276182.
2. Conley, Dalton, Kate W. Strully, and Neil G. Bennett. *The Starting Gate: Birth Weight and Life Chances*. University of California Press, 2003. ISBN-13: 978-0520239555
3. Electronic Readings
  - Available through Canvas, listed in the order in which they are due.
  - The readings are given shortened titles for their filenames in Canvas, when listed on the schedule (i.e., "R: {Short Title}"), and in all graded activities.

### Assessment

#### 1. Graded Activities:

**a. Assignments.** A total of 5 assignments worth 30 points each that will be submitted online through Canvas by 5:00 p.m. on the due date listed in the course schedule. See those with the abbreviation "Assign" and assignment number. Five points will be deducted for each day the assignment is late. Persons with several excused absences are allowed to complete a make-up an assignment without any point deductions. See the rules on pg. 3.

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d. **Class Participation.** This final component will reflect the consistency and quality of your participation in online discussion boards in Canvas, group project work, and classroom discussion. Attendance is not recorded, but it is a pre-requisite for participation in classroom discussion.

2. **Grading :**

a. **Basic Guidelines.** Each graded activity lists the points associated with that activity and provides detailed instructions and stated goals to help students know what they are being asked to do.

b. **Tracking Your Grade and Identifying Possible Errors .** Your scores will be posted to Canvas. If you believe that there has been a recording error for your grade, politely discuss this with me in person *as soon as possible* and bring appropriate documentation.

c. **Disputing a Grade.** If you believe that you deserve a higher grade on a particular activity, please submit a one-page sheet within three weeks of when the grade is posted. Include your name, the graded activity in question, and your reasons for why your grade should be changed. A change of grade request can result in a higher, lower or unchanged grade.

d. **Final Grade Calculation .** Final grades are based on the total number of points earned. A total of 500 points is possible and the weighting for each activity is given below in the first table. The range of total points corresponding to each letter grade is provided in the second table. These point ranges are non-negotiable and already allow for rounding (i.e., 444 points = 92.5% = A).

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Quizzes	3	60	180	12%	36%
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<b>TOTAL</b>			<b>500</b>		<b>100%</b>

Final Grade	Points	%	Final Grade	Points	%
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A-	448 - 462	90-92%	C	348 - 372	70-74%
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	F 8/25	<i>Lab:</i> Health privilege walk		
2	M 8/28	<b>Health indicators &amp; their inequalities</b>	R: "Life at the Top in America isn't Just Better, It's Longer"	
	W 8/30			
	F 9/1	<i>Lab:</i> Reading tables, graphs		
3	M 9/4	<i>Labor Day Holiday – NO class</i>		
	W 9/6	<b>Social Models of Health &amp; Disease</b>	Heat Wave Intro & Prologue	
	F 9/8			
4	M 9/11		Heat Wave Ch 1	
	W 9/13			
	F 9/15	<i>Lab:</i> Finding & using good data; Infographic intro		Assign 1
5	M 9/18	<b>Neighborhoods, Spaces &amp; Health</b>	Heat Wave Ch 2	
	W 9/20			
	F 9/22	<i>Lab:</i> Neighborhoods & health observation		Quiz 1
6	M 9/25	<b>Early Life</b>	Starting Gate Ch 1	
	W 9/27			
	F 9/29	<i>Lab:</i> Neighborhoods & health presentation		
7	M 10/2	<b>Socioeconomic Gradient &amp; Health</b>	Starting Gate Ch 3	
	W 10/4			
	F 10/6	<i>Lab:</i> Reading journal articles		Assign 2
8	M 10/9	Film: <i>Waiting Room</i>	R: "The Status Syndrome Ch 1"	
	W 10/11			
	F 10/13	<i>Lab:</i> Case study - SES 1		Infogr. 1
9	M 10/16	<i>Lab:</i> Case study - SES 2		
	W 10/18	<b>Relative vs. Absolute SES &amp; Health</b>	Starting Gate, Ch 2	
	F 10/20			Assign 3
10	M 10/23	<b>Ethnicity, Racism, Immigration, Health</b>	R: "Theories of Racial/Ethnic Differences in Health"	
	W 10/25			
	F 10/27	<i>Lab:</i> Case study - Race/ethnicity 1		
11	M 10/30	<i>Lab:</i> Case study - Race/ethnicity 2		
	W 11/1	<b>Race, SES &amp; Health</b>	R: "Disentangling Race & Socioeconomic Status"	
	F 11/3			Quiz 2
12	M 11/6	<b>Social Support &amp; Health</b>	R: "Social Cohesion, Social Capital, and Health"	Assign 4
	W 11/8			
	F 11/10	<i>Lab:</i> Case study - Social Support 1		
13	M 11/13	<i>Lab:</i> Case study - Social Support 2		
	W 11/15	<b>Gender Ideology &amp; Health</b>	R: Gender & Health Ch 1	
	F 11/17			Infogr. 2
<i>Thanksgiving Break – NO classes</i>				
14	M 11/27	<b>Health Care Policy &amp; Access</b>	R: "Promoting Prevention Through the Affordable Care Act"	Assign 5
	W 11/29			
	F 12/1	<i>Lab:</i> Infographic peer review		
15	M 12/4	<b>Other Policies &amp; Health</b>	Starting Gate Ch 5	
	W 12/6			Infogr. 3
	F 12/8	<i>Lab:</i> Infographic discussion & share		Quiz 3, Infogr. 4