

## Term Information

Effective Term Autumn 2023  
*Previous Value* Spring 2016

## Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

- (1) Renumber course to 4629 to make it explicitly an undergraduate course.
- (2) Satisfy the Health and Well-being theme of the new GE.
- (3) Become a 4-credit hour research and creative inquiry course of the new GE.

What is the rationale for the proposed change(s)?

Adapt to new GE..

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Minimal.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area Sociology  
Fiscal Unit/Academic Org Sociology - D0777  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
*Previous Value* Graduate, Undergraduate  
Course Number/Catalog 4629  
*Previous Value* 5629  
Course Title Health Disparities in Social Context  
Transcript Abbreviation Health Disparities  
Course Description Analysis of the social determinants of health and health disparities with a focus on stratification/inequality. Includes variations in health disparities over the life course.  
Semester Credit Hours/Units Fixed: 4  
*Previous Value* Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No

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|                           |  |
|---------------------------|--|
| <b>Off Campus</b>         | Never  |
| <b>Campus of Offering</b> | Columbus, Lima, Mansfield, Marion, Newark, Wooster |
| <b>Previous Value</b>     | <i>Columbus</i>                                    |

## **Prerequisites and Exclusions**

|                                   |  |
|-----------------------------------|--|
| <b>Prerequisites/Corequisites</b> | Prereq: Jr standing or above, or permission of instructor or department. |
| <b>Exclusions</b>                 |  |
| <b>Previous Value</b>             | Not open to students with credit for 629.                                |
| <b>Electronically Enforced</b>    | No   |

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

|                         |  |
|-------------------------|--|
| <b>Subject/CIP Code</b> | 45.1101                                  |
| <b>Subsidy Level</b>    | Baccalaureate Course                     |
| <b>Previous Value</b>   | <i>Doctoral Course</i>                   |
| <b>Intended Rank</b>    | Junior, Senior                           |
| <b>Previous Value</b>   | <i>Junior, Senior, Masters, Doctoral</i> |

## **Requirement/Elective Designation**

Required for this unit's degrees, majors, and/or minors  
Health and Well-being  
The course is an elective (for this or other units) or is a service course for other units

**Previous Value**

*Required for this unit's degrees, majors, and/or minors*  
*The course is an elective (for this or other units) or is a service course for other units*

## **Course Details**

|   |  |
|---|--|
| <b>Course goals or learning objectives/outcomes</b> | <ul style="list-style-type: none"><li>• students learn about social distribution of health and illness</li></ul> |
|---|--|

**Content Topic List**

- Social distribution of health and illness
  - Class and health
  - Race and health
  - Gender and health
  - Health behaviors
  - Health insurance
  - Access to health care
  - Genetics and health
  - Medicalization and stigma
  - Social networks and health
  - Policy
  - Stress
- No

**Sought Concurrence**

**Attachments**

- Soc 5629 research creative syllabus (1).docx: 4629 for 4 credits  
*(Syllabus. Owner: Downey, Douglas B)*
- research-creative-inquiry-inventory SOCIOL 5629 (1).pdf  
*(GEC Model Curriculum Compliance Stmt. Owner: Downey, Douglas B)*
- Sociology 5629 Syllabus Final\_Spring 2020.pdf: 5629 for 3 credits  
*(Syllabus. Owner: Downey, Douglas B)*
- submission-health-well-being SOCIOL 5629 (2).pdf: Health and well-being theme form  
*(GEC Model Curriculum Compliance Stmt. Owner: Downey, Douglas B)*

**Comments**

- The form for Health and Well-being theme is not uploaded(?) *(by Vankeerbergen, Bernadette Chantal on 11/16/2021 11:25 AM)*
- Please consider our request to have this course renumbered to the 4000 level, satisfy the new GE Health and Well-Being theme, and count as a 4 credit hour research and creative inquiry course. *(by Downey, Douglas B on 10/19/2021 10:08 AM)*

**COURSE CHANGE REQUEST**  
4629 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
11/22/2021

**Workflow Information**

| Status             | User(s)   | Date/Time           | Step                   |
|--------------------|---|---------------------|------------------------|
| Submitted          | Downey, Douglas B   | 10/19/2021 10:09 AM | Submitted for Approval |
| Approved           | Downey, Douglas B   | 10/19/2021 10:10 AM | Unit Approval          |
| Revision Requested | Vankeerbergen, Bernadette Chantal   | 11/10/2021 04:01 PM | College Approval       |
| Submitted          | Downey, Douglas B   | 11/15/2021 06:07 AM | Submitted for Approval |
| Approved           | Downey, Douglas B   | 11/15/2021 06:08 AM | Unit Approval          |
| Revision Requested | Vankeerbergen, Bernadette Chantal   | 11/16/2021 11:27 AM | College Approval       |
| Submitted          | Downey, Douglas B   | 11/16/2021 11:59 AM | Submitted for Approval |
| Approved           | Downey, Douglas B   | 11/16/2021 12:00 PM | Unit Approval          |
| Approved           | Vankeerbergen, Bernadette Chantal   | 11/22/2021 03:29 PM | College Approval       |
| Pending Approval   | Cody, Emily Kathryn<br>Jenkins, Mary Ellen Bigler<br>Hanlin, Deborah Kay<br>Hilty, Michael<br>Vankeerbergen, Bernadette Chantal<br>Steele, Rachel Lea | 11/22/2021 03:29 PM | ASCCAO Approval        |

# **Sociology 5629**

## **Health Disparities in a Social Context**

Autumn 2023

When: TBD

Where: TBD

Dr. Cynthia Colen

Office: Townshend Hall, Room 217

[colen.3@osu.edu](mailto:colen.3@osu.edu)

### **Course Description**

Why is life expectancy rapidly decreasing in the U.S. while everywhere else in the developed world, it is increasing? How does mass incarceration contribute to racial disparities in health? Why are immigrants to the U.S. healthy when they arrive but face increased risks of disease and death the longer they stay here? Does exposure to racial discrimination really cause women to give birth to preterm babies? Are adolescents who take virginity pledges more or less likely to acquire a sexually transmitted infection? Is living in a gentrifying neighborhood good or bad for one's health? These are some of the intriguing questions we will tackle in this class during the course of the semester.

Health has long been a topic of interest for sociologists. Indeed, sociological perspectives have greatly informed, and increasingly continue to inform, efforts to understand and improve health in the United States and around the globe. This course is designed to serve as an introduction to the broad area of study termed "population health" while placing special emphasis on the exploration of health inequalities in the United States.

The overarching objective of this course is to explore the ways in which social, economic, and political processes operating on a macro or structural level influence the mental and physical health status of groups of individuals. Since other Sociology courses, namely Sociology 3630, focus on the social organization of the medical care system, related topics will not be examined in-depth here.

Sociology 5629 is designed as a research and creative inquiry course. As such, you will be required to complete an in-depth assignment investigating the role of neighborhood environments in producing health disparities within the city of Columbus. As part of this assignment, you will (1) visit a low- and middle-income neighborhood within Columbus to assess via direct observation how the built environment differentially contributes to the health of residents who live there; (2) conduct background research of existing data sources to learn more about the demographics, histories, and population health outcomes in these two neighborhoods; (3) synthesize and critically assess your reactions and findings using class readings to provide additional theoretical context and a deeper understanding of how the neighborhood environment shapes population health disparities; and (4) present these findings in the format of an individual or group paper.

## **Course Learning Objectives**

By the end of this course and in connection with other theme courses, students should successfully be able to:

### *General Theme Learning Objectives*

Goal 1: Analyze social inequality and health at a more advanced and in-depth level than foundation courses. To meet this first goal, students will...

- Read original research papers from the burgeoning, interdisciplinary social determinants of health (SDOH) literature.
- Learn to identify key take-home messages from these articles as well as how to use qualitative and quantitative empirical findings to support these conclusions.
- Complete two written paper assignments that require them to critically assess and integrate ideas presented in the SDOH literature as well as class discussions.
- Complete a research project through which they will examine the possible effects of the built environment, broadly defined, on health disparities within the city of Columbus.
- Think through how topics covered in class concerning the causes and consequences of health disparities in the U.S. might be used to better inform medical interventions or public policies.

Goal 2: Integrate approaches to the study of social inequality and health by making connections across disciplines and between out-of-classroom experiences and academic knowledge. To meet this second goal, students will...

- Read a diverse, transdisciplinary set of research articles that will introduce them to the field of population health, with a particular focus on health disparities in the U.S.
- Engage in interactive class discussion that frequently ask them to consider how different groups of professionals (e.g., researchers, health care practitioners, policy makers) would differentially approach the same SDOH issue.
- Complete a research project on neighborhoods and health that is specifically designed to help students draw connections between concepts introduced in class and direct observations made with their own eyes concerning the impact of the built environment on health disparities in two distinct Columbus communities.

### *Health and Wellbeing Learning Objectives*

Goal: Explore and analyze perspectives on the social determinants of mental and physical health and wellbeing within the context of the United States. To meet this goal students will...

- Read original research papers from the rapidly growing, interdisciplinary health disparities literature.
- Learn to identify and critically assess core theories and concepts that explain how mental and physical health status is unequally distributed across race, class, gender, sexual identity, and immigrant status.

- Gain a deeper understanding of how researchers use both qualitative and quantitative methodologies to study the causes and consequences of health disparities in the U.S.
- Carry out a research project on neighborhoods and health that requires them to make connections between course content and direct observations across two divergent communities in the city of Columbus.
- Consider how lessons learned from class discussions and readings can be used to improve medical encounters, public health interventions, and public policies designed to address the social determinants of health disparities.

### **Course Materials**

Required readings are listed below and are divided into four sub-sections: Social Distribution of Health and Illness, Dominant Yet Inadequate Explanations for Health Disparities, Contextual Factors That Influence Health Disparities, and How Social Factors Become Embodied or “Get under the Skin”. They will be made available to you via Carmen. Articles can typically be accessed through the OSU library website via online search engines. I would recommend Google Scholar and ISI Web of Science. These are two of the best interdisciplinary search engines out there for scholarly works.

In addition to selected articles and book chapters available online, you will be required to purchase the following text:

Fadiman, Anne. 1997. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York, NY: Farrar, Straus & Giroux.

I suggest obtaining this book from amazon.com or Barnes & Noble. The paperback edition costs approximately \$10.00.

### **Format**

While I may rely on lectures to convey course material, this class will frequently be conducted using a discussion-based format that relies upon 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. Should you wish to explore a topic further, feel free to ask me for suggestions regarding additional source material.

### **Attendance and Participation**

This course covers a lot of material, which we will navigate together. To support the collective learning process in this class, your attendance in both lecture and discussion section is expected. You are also expected to bring readings, along with your notes on the readings, to class. Consistent absences will be noted and reflected in your final grade.

I expect that you will be supportive of each other's learning in class. Examples include arriving on time, not leaving early, listening when others speak, not monopolizing discussion time, and not having side-discussions. Please turn cell phones off.

### **Requirements**

1. Class participation will be assessed not simply by attendance, but by the degree to which you engage the subject matter in each class meeting. You must come to class prepared. This means that you should have read the assigned readings *before* class. If it becomes apparent to me that students are not coming to class having read, digested, and critically evaluate the main points of the readings, I reserve the right to give pop quizzes.
2. You will be required to complete two indepth writing assignments. The first will be a critical assessment of how a current health issue is being covered in the popular press. You will need to find three examples of news coverage of an issue of your choosing – one from a left leaning outlet, one from a right leaning outlet, and one from a centrist news source. You will compare and contrast the coverage of this particular health issue indepth while drawing on readings from the first part of the class to explain why a singular event or condition is being explained differently to a diverse set of audiences.
3. The second project will address how neighborhood factors and the built environment influence health inequalities. You will be assigned two specific neighborhoods within the city of Columbus to visit. In order to complete this assignment, you will travel to your assigned neighborhoods and critically assess through careful observation how residents interact with their social environment and the ways in which these neighborhood characteristics are likely to impact their health. You will be assigned to teams of 4-5 students to complete the visits.
4. There will be two in-class exams. The midterm will be held approximately halfway through the semester and will assess your comprehension of topics covered since the beginning of the course. The final exam will be administered during finals week after the official end of classes and will be cumulative. Both exams will be comprised of short answer as well as essay questions. Each student is expected to work independently and will not be allowed to turn in similar answers. Both the midterm and final will require critical thought, precise writing, and explanation of evidence to support your arguments.

Graduate students will have the option of turning in a research proposal or paper in lieu of a final exam. Please see me if you would like to pursue this option.

### **Grading**

Class Participation 10%  
Health Issue in the News Assignment 20%  
Neighborhoods & Health Assignment 30%  
Midterm Exam 20%  
Final Exam 20%

I use the following schema to determine final grades in this class:



## Letter Grade Starting Value (%)

| Letter Grade | Starting Value (%) |
|--------------|--------------------|
| A            | 93                 |
| A-           | 90                 |
| B+           | 87                 |
| B            | 83                 |
| B-           | 80                 |
| C+           | 77                 |
| C            | 73                 |
| C-           | 70                 |
| D+           | 67                 |
| D            | 63                 |
| D-           | 60                 |
| E            | 0                  |

### **Prerequisites**

A social science research methods course, graduate standing, or instructor approval.

### **Core Competencies for the BSPH**

Sociology 5629 also fulfills requirements for the undergraduate major in Public Health/Sociology. If you are a student working toward your BSPH in this specialization, you can review the BSPH core and specialization competencies addressed by this course at the following link:

<http://cph.osu.edu/sites/default/files/students/docs/Program-and-Course-Competencies.pdf>

Please note, a listing of BSPH core and specialization competencies can be found here: <https://cph.osu.edu/students/competencies>

### **Additional Notes**

*Covid-19 Pandemic:* Please keep me informed of any health, care-giving or other issues that arise related to the pandemic. I will work flexibly with individual students to identify reasonable accommodations. I will also be alert to issues affecting the entire class that may require adjustments. Students who need to miss class or who are not able to participate due to illness (COVID-19 or other illnesses), exposure to COVID-19, care for family members exposed to COVID-19, or for other reasons should contact me as soon as possible to arrange for accommodation. Students in special situations or those requiring specific, long-term or other accommodation should seek support from appropriate university offices including but not limited to: [Student Advocacy](#), [Student Life Disability Services](#) and the [Office of Institutional Equity](#).

*Extra Credit:* I will not be providing opportunities to receive extra credit. There are no exceptions.

*Electronics policy:* Cell phones should be stowed away and switched to silent mode during class time. Texting is, of course, a violation of this policy. Empirical evidence from rigorous studies indicates that student learning among those who take notes by hand is significantly better than among those who take notes on a computer. I allow the use of laptops and tablets in class, but based on this empirical data, I recommend taking notes the old-fashioned way with a notebook and pen or pencil.

*Copyright Disclaimer:* The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course. Professor Cynthia Colen owns the copyright to the syllabus, exams, handouts, study aides, online lectures, in-class lectures, and other materials distributed or demonstrated in this course. They are provided solely for the educational use of students enrolled in this course. You are not permitted to copy or re-distribute them for purposes unapproved by the instructor; in particular, you are not permitted to publicly post or otherwise redistribute course materials, course recordings, or your lecture notes. Unauthorized use of course materials may be considered academic misconduct in addition to a violation of copyright law.

*Religious Holidays:* Please contact me regarding any conflict between religious observance dates and course examinations or assignments.

*Disability Statement:* The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

*Title IX Protections:* Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

*Academic Integrity:* It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-

5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

*Mental Health Resources:* As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

## List of Required Readings

### Part I: The Unequal Distribution of Health and Illness

#### **January 8th**

Introduction to the Course

#### **January 10<sup>th</sup>**

Social Construction of Health & Illness

Conrad, P. and Barker, K.K., 2010. The social construction of illness: Key insights and policy implications. *Journal of health and social behavior*, 51(1\_suppl), pp.S67-S79.

Johnson, S., 2006. *The ghost map: The story of London's most terrifying epidemic--and how it changed science, cities, and the modern world*. Penguin. Selected chapters.

#### **January 15<sup>th</sup>**

Socioeconomic Disparities in Health

Backlund E, PD Sorlie, NJ Johnson. 1996. The shape of the relationship between income and mortality in the United States: evidence from the National Longitudinal Mortality Study. *Annals of Epidemiology* 6:12-20.

Kawachi, I., Adler, N.E., and Dow, W.H., 2010. Money, schooling, and health: Mechanisms and causal evidence. *Annals of the New York Academy of Sciences*, 1186(1), pp.56-68.

#### **January 17<sup>th</sup>**

Absolute vs. Relative SES

Marmot, M. 2004. *The Status Syndrome: How Social Standing Affects Our Health and Longevity*. New York, NY: Henry Holt. Selected chapters.

Phelan, J.C., Link, B.G. and Tehranifar, P., 2010. Social conditions as fundamental causes of health inequalities: theory, evidence, and policy implications. *Journal of health and social behavior*, 51(1\_suppl), pp.S28-S40.

#### **January 22<sup>nd</sup>**

Racial Disparities in Health

Murray, C. J., Kulkarni, S. C., Michaud, C., Tomijima, N., Bulzacchelli, M. T., Iandiorio, T. J., & Ezzati, M. 2006. Eight Americas: investigating mortality disparities across races, counties, and race-counties in the United States. *PLoS Medicine*, 3(9), e260.

### **January 24<sup>th</sup>**

#### Discrimination and Health

Bor, J., Venkataramani, A.S., Williams, D.R. and Tsai, A.C., 2018. Police killings and their spillover effects on the mental health of black Americans: a population-based, quasi-experimental study. *The Lancet*, 392(10144), pp.302-310. Lauderdale DS. 2006.

Novak, N.L., Geronimus, A.T. and Martinez-Cardoso, A.M., 2017. Change in birth outcomes among infants born to Latina mothers after a major immigration raid. *International journal of epidemiology*, 46(3), pp.839-849.

### **January 29<sup>th</sup>**

#### The Hispanic Health “Paradox”

Markides, K.S. and Rote, S., 2015. Immigrant health paradox. *Emerging trends in the social and behavioral sciences: An interdisciplinary, searchable, and linkable resource*, pp.1-15.

Viruell-Fuentes, E.A., Miranda, P.Y. and Abdulrahim, S., 2012. More than culture: structural racism, intersectionality theory, and immigrant health. *Social science & medicine*, 75(12), pp.2099-2106.

### **January 31<sup>st</sup>**

#### Declining Life Expectancy among Working Class Whites

Case, A., & Deaton, A. 2015. Rising morbidity and mortality in midlife among white non-Hispanic Americans in the 21st century. *Proceedings of the National Academy of Sciences*, 112(49), 15078-15083.

Quinones, S., 2015. *Dreamland: The true tale of America's opiate epidemic*. Bloomsbury Publishing USA. Selected Chapters.

### **February 5<sup>th</sup>**

#### Gender and Health

Read, J.N.G. and Gorman, B.K., 2010. Gender and health inequality. *Annual Review of Sociology*, 36, pp.371-386.

Kindig, D. A., & Cheng, E. R. (2013). Even as mortality fell in most US counties, female mortality nonetheless rose in 42.8 percent of counties from 1992 to 2006. *Health Affairs*, 32(3), 451-458.

## **February 7<sup>th</sup>**

### Gender and Health

Bird, C. E., & Rieker, P. P. 2008. *Gender and health: The effects of constrained choices and social policies*. Cambridge University Press. Selected Chapters.

Courtenay, WH. 2000. Constructions of masculinity and their influence on men's wellbeing: A theory of gender & health. *Social Science and Medicine* 50:1385-1401.

Film: *The Business of Being Born* by Ricki Lake and Abby Epstein

## **February 12<sup>th</sup>**

### Gender and Health

Panel Discussion with Midwives

### Part II: Dominant (And Inadequate) Explanations for Health Disparities

## **February 14<sup>th</sup>**

### Health Behaviors

Lutfey, K., & Freese, J. (2005). Toward Some Fundamentals of Fundamental Causality: Socioeconomic Status and Health in the Routine Clinic Visit for Diabetes<sup>1</sup>. *American Journal of Sociology*, 110(5), 1326-1372.

Pampel, F.C., Krueger, P.M., and Denney, J.T., 2010. Socioeconomic disparities in health behaviors. *Annual review of sociology*, 36, pp.349-370.

## **February 19<sup>th</sup>**

### Health Behaviors

Krueger PM & VW Chang. 2008. Being poor and coping with stress: health behaviors and the risk of death. *American Journal of Public Health* 98:889-896.

Lantz, P.M., Golberstein, E., House, J.S. and Morenoff, J., 2010. Socioeconomic and behavioral risk factors for mortality in a national 19-year prospective study of US adults. *Social science & medicine*, 70(10), pp.1558-1566.

## **February 21<sup>st</sup>**

### Access to Health Care in a Changing Landscape

Bradley, E. and Taylor, L., 2013. *The American health care paradox: Why spending more is getting us less*. Public Affairs. Selected chapters.

Sommers, B.D., Gawande, A.A. and Baicker, K., 2017. Health Insurance Coverage and Health-What the Recent Evidence Tells Us. *The New England journal of medicine*, 377(6), p.586.

Sudano JJ and DW Baker. 2006. Explaining US racial/ethnic disparities in health declines and mortality in late middle age: the roles of socioeconomic status, health behaviors, and health insurance. *Social Science and Medicine* 62:909-922.

## **February 26<sup>th</sup>**

### Access to Health Care – Big Pharma & Drug Development

Angell, Marcia. 2005. *The Truth About the Drug Companies: How They Deceive Us and What To Do About It*. New York, NY: Random House. Selected Chapters.

## **February 28<sup>th</sup>**

### Midterm Exam

### Part III: Contextual Factors That Shape the Unequal Distribution of Health

## **March 4<sup>th</sup>**

### Medicalization

Conrad, P., 2013. Medicalization: Changing contours, characteristics, and contexts. In *Medical sociology on the move* (pp. 195-214). Springer, Dordrecht.

Frances, A., 2013. Saving normal: An insider's look at what caused the epidemic of mental illness and how to cure it. *New York, NY: William Morrow*. Selected Chapters.

## **March 6<sup>th</sup>**

### Stigma

Hatzenbuehler, M.L., Rutherford, C., McKetta, S., Prins, S.J. and Keyes, K.M., 2020. Structural stigma and all-cause mortality among sexual minorities: Differences by sexual behavior? *Social Science & Medicine*, 244, p.112.

Reich, J.A., 2018. "We are fierce, independent thinkers and intelligent": Social capital and stigma management among mothers who refuse vaccines. *Social science & medicine*.

**March 11<sup>th</sup> and 13<sup>th</sup>**

Spring Break – No Class

**March 18<sup>th</sup>**

Medicalization, Stigma, and Cultural Competency

Fadiman, Anne. 1997. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York, NY: Farrar, Straus & Giroux.

**March 20<sup>th</sup>**

Social Support and Health

Thoits, P.A., 2011. Mechanisms linking social ties and support to physical and mental health. *Journal of health and social behavior*, 52(2), pp.145-161.

Yang, Y.C., Schorpp, K. and Harris, K.M., 2014. Social support, social strain and inflammation: Evidence from a national longitudinal study of US adults. *Social Science & Medicine*, 107, pp.124-135.

**March 25<sup>th</sup>**

Social Networks and Health

Bruckner, H and P Bearman. 2005. After the promise: the STD consequences of adolescent virginity pledges. *Journal of Adolescent Health* 36:271-278.

Christakis, NA and JH Fowler. 2007. The spread of obesity in a large social network over 32 years. *New England Journal of Medicine* 357:370-379.

**March 27<sup>th</sup>**

The Importance of Place

Klinenberg E. 2002. *Heat Wave: A Social Autopsy of Disaster in Chicago*. Chicago, IL: University of Chicago Press. Selected Chapters.

LaVeist T, K Pollack, R Thorpe, R Fesahazion & D Gaskin. 2011. Place, not race: disparities dissipate in southwest Baltimore when blacks and whites live under similar conditions. *Health Affairs* 30:1880-1887.



### **April 1<sup>st</sup>**

#### Environmental Degradation, Place, and Health

Hanna-Attisha, Mona. 2018. *What the Eyes Don't See: A Story of Crisis, Resistance, and Hope in an American City*. One World. Selected Chapters.

Winter, A.S. and Sampson, R.J., 2017. From lead exposure in early childhood to adolescent health: A Chicago birth cohort. *American journal of public health*, 107(9), pp.1496-1501.

### **April 3<sup>rd</sup>**

#### Health Consequences of Gentrification

Fullilove, MT. 2004. *Root Shock: How Tearing Up City Neighborhoods Hurts America and What We Can Do About It*. New York, NY: Random House. Selected chapters.

Huynh, M. and Maroko, A.R., 2014. Gentrification and preterm birth in New York City, 2008–2010. *Journal of Urban Health*, 91(1), pp.211-220.

Film: *Flag Wars* by Linda Goode Bryant & Laura Poitras

#### Part IV: How Do Social Factors “Get Under the Skin”?

### **April 8<sup>th</sup>**

#### The Stress Process

Lantz PM, JS House, RP Mero & DR Williams. 2005. Stress, life events, and socioeconomic disparities in health: results from the Americans' Changing Lives Study. *Journal of Health & Social Behavior* 46:274-288.

Pearlin LI. 1999. The stress process revisited: reflections on concepts and their interrelationships. In Carol S. Aneshensel and Jo C. Phelan (Eds.), *Handbook of the Sociology of Mental Health*. Pp. 395-415. New York, NY: Kluwer Academic/Plenum Publishers.

### **April 10<sup>th</sup>**

#### Allostatic Load

McEwen, BS. 1998. Protective and damaging effects of stress mediators. *New England Journal of Medicine* 338:171-179.

Sapolsky RM. 2004. *Why Zebras Don't Get Ulcers*. 3rd Edition. New York, NY: Henry Holt & Company. Selected Chapters.

**April 15<sup>th</sup>**

The Weathering Hypothesis

Geronimus AT, M Hicken, D Keene, & J Bound. 2006. "Weathering" and age patterns of allostatic load scores among Blacks and Whites in the United States. *American Journal of Public Health* 96:826-833.

Geronimus, A.T., Pearson, J.A., Linnenbringer, E., Schulz, A.J., Reyes, A.G., Epel, E.S., Lin, J. and Blackburn, E.H., 2015. Race-ethnicity, poverty, urban stressors, and telomere length in a Detroit community-based sample. *Journal of health and social behavior*, 56(2), pp.199-224.

**April 17<sup>th</sup>**

Review for Final Exam

***Note: Final exam is scheduled for Wednesday, April 22<sup>nd</sup> from 10:00am until 11:45am.***

# **Sociology 5629**

## **Health Disparities in a Social Context**

Spring 2020  
Wednesdays & Fridays 9:35 – 10:55 AM  
247 Townshend Hall

Dr. Cynthia Colen  
Office: Townshend Hall, Room 217  
[colen.3@osu.edu](mailto:colen.3@osu.edu)

### **Course Description**

Why is life expectancy rapidly decreasing in the U.S. while everywhere else in the developed world, it is increasing? How does mass incarceration contribute to racial disparities in health? Why are immigrants to the U.S. healthy when they arrive but face increased risks of disease and death the longer they stay here? Does exposure to racial discrimination really cause women to give birth to preterm babies? Are adolescents who take virginity pledges more or less likely to acquire a sexually transmitted infection? Is living in a gentrifying neighborhood good or bad for one's health? These are some of the intriguing questions we will tackle in this class during the course of the semester.

Health has long been a topic of interest for sociologists. Indeed, sociological perspectives have greatly informed, and increasingly continue to inform, efforts to understand and improve health in the United States and around the globe. This course is designed to serve as an introduction to the broad area of study termed "population health" while placing special emphasis on the exploration of health inequalities in the United States.

The overarching objective of this course is to explore the ways in which social, economic, and political processes operating on a macro or structural level influence the mental and physical health status of groups of individuals. Since other Sociology courses, namely Sociology 3630, focus on the social organization of the medical care system, related topics will not be examined in-depth here.

### **Course Materials**

Required readings are listed below and are divided into four sub-sections: Social Distribution of Health and Illness, Dominant Yet Inadequate Explanations for Health Disparities, Contextual Factors That Influence Health Disparities, and How Social Factors Become Embodied or "Get under the Skin". They will be made available to you via Carmen. Articles can typically be accessed through the OSU library website via online search engines. I would recommend Google Scholar and ISI Web of Science. These are two of the best interdisciplinary search engines out there for scholarly works.

In addition to selected articles and book chapters available online, you will be required to purchase the following text:

Fadiman, Anne. 1997. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York, NY: Farrar, Straus & Giroux.

I suggest obtaining this book from amazon.com or Barnes & Noble. The paperback edition costs approximately \$10.00.

### **Format**

While I may rely on lectures to convey course material, this class will frequently be conducted using a discussion based format that relies upon 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. Should you wish to explore a topic further, feel free to ask me for suggestions regarding additional source material.

### **Attendance and Participation**

This course covers a lot of material, which we will navigate together. To support the collective learning process in this class, your attendance in both lecture and discussion section is expected. You are also expected to bring readings, along with your notes on the readings, to class. Consistent absences will be noted and reflected in your final grade.

I expect that you will be supportive of each other's learning in class. Examples include arriving on time, not leaving early, listening when others speak, not monopolizing discussion time, and not having side-discussions. Please turn cell phones off.

### **Requirements**

1. Class participation will be assessed not simply by attendance, but by the degree to which you engage the subject matter in each class meeting. You must come to class prepared. This means that you should have read the assigned readings *before* class. If it becomes apparent to me that students are not coming to class having read, digested, and critically evaluate the main points of the readings, I reserve the right to give pop quizzes.
2. You will be required to complete two indepth writing assignments. The first will be a critical assessment of how a current health issue is being covered in the popular press. You will need to find three examples of news coverage of an issue of your choosing – one from a left leaning outlet, one from a right leaning outlet, and one from a centrist news source. You will compare and contrast the coverage of this particular health issue indepth while drawing on readings from the first part of the class to explain why a singular event or condition is being explained differently to a diverse set of audiences.
3. The second project will address how neighborhood factors and the built environment influence health inequalities. You will be assigned two specific neighborhoods within the city of Columbus to visit. In order to complete this assignment, you will travel to your assigned neighborhoods and critically assess through careful observation how residents interact with their social environment and the ways in which these neighborhood

characteristics are likely to impact their health. You will be assigned to teams of 4-5 students to complete the visits.

4. There will be two in-class exams. The midterm will be held approximately half way through the semester and will assess your comprehension of topics covered since the beginning of the course. The final exam will be administered during finals week after the official end of classes and will be cumulative. Both exams will be comprised of short answer as well as essay questions. Each student is expected to work independently and will not be allowed to turn in similar answers. Both the midterm and final will require critical thought, precise writing, and explanation of evidence to support your arguments.

Graduate students will have the option of turning in a research proposal or paper in lieu of a final exam. Please see me if you would like to pursue this option.

**Grading**

- Class Participation 10%
- Health Issue in the News Assignment 20%
- Neighborhoods & Health Assignment 20%
- Midterm Exam 20%
- Final Exam 30%

I use the following schema to determine final grades in this class:

Letter Grade Starting Value (%)

| Letter Grade | Starting Value (%) |
|--------------|--------------------|
| A            | 93                 |
| A-           | 90                 |
| B+           | 87                 |
| B            | 83                 |
| B-           | 80                 |
| C+           | 77                 |
| C            | 73                 |
| C-           | 70                 |
| D+           | 67                 |
| D            | 63                 |
| D-           | 60                 |
| E            | 0                  |

**Prerequisites**

A social science research methods course, graduate standing, or instructor approval.

**Core Competencies for the BSPH**

Sociology 5629 also fulfills requirements for the undergraduate major in Public Health/Sociology. If you are a student working toward your BSPH in this specialization,

you can review the BSPH core and specialization competencies addressed by this course at the following link:

<http://cph.osu.edu/sites/default/files/students/docs/Program-and-Course-Competencies.pdf>

Please note, a listing of BSPH core and specialization competencies can be found here: <https://cph.osu.edu/students/competencies>

### **Additional Notes**

*Extra Credit:* I will not be providing opportunities to receive extra credit. There are no exceptions.

*Electronics policy:* Laptops, tablets, or cell phones are not permitted in class. Empirical evidence from rigorous studies indicates that student learning among those who take notes by hand is significantly better than those who take notes on a computer. Cell phones, tablets, and other portable electronics should be stowed away and switched to silent mode during class; texting during class is, of course, a violation of this policy. Students with a documented disability who need to use a laptop or tablet to take notes will be permitted to do so and should contact me before or after class or via email.

*Religious Holidays:* Please contact me regarding any conflict between religious observance dates and course examinations or assignments.

*Disability Statement:* The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

*Academic Misconduct:* Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct

include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html))

Please make sure that you understand what may constitute academic misconduct. It is my policy to report all violations.

## List of Required Readings

### Part I: The Unequal Distribution of Health and Illness

#### **January 8th**

Introduction to the Course

#### **January 10<sup>th</sup>**

Social Construction of Health & Illness

Conrad, P. and Barker, K.K., 2010. The social construction of illness: Key insights and policy implications. *Journal of health and social behavior*, 51(1\_suppl), pp.S67-S79.

Johnson, S., 2006. *The ghost map: The story of London's most terrifying epidemic--and how it changed science, cities, and the modern world*. Penguin. Selected chapters.

#### **January 15<sup>th</sup>**

Socioeconomic Disparities in Health

Backlund E, PD Sorlie, NJ Johnson. 1996. The shape of the relationship between income and mortality in the United States: evidence from the National Longitudinal Mortality Study. *Annals of Epidemiology* 6:12-20.

Kawachi, I., Adler, N.E. and Dow, W.H., 2010. Money, schooling, and health: Mechanisms and causal evidence. *Annals of the New York Academy of Sciences*, 1186(1), pp.56-68.

#### **January 17<sup>th</sup>**

Absolute vs. Relative SES

Marmot, M. 2004. *The Status Syndrome: How Social Standing Affects Our Health and Longevity*. New York, NY: Henry Holt. Selected chapters.

Phelan, J.C., Link, B.G. and Tehranifar, P., 2010. Social conditions as fundamental causes of health inequalities: theory, evidence, and policy implications. *Journal of health and social behavior*, 51(1\_suppl), pp.S28-S40.

#### **January 22<sup>nd</sup>**

Racial Disparities in Health

Murray, C. J., Kulkarni, S. C., Michaud, C., Tomijima, N., Bulzacchelli, M. T., Iandiorio, T. J., & Ezzati, M. 2006. Eight Americas: investigating mortality disparities across races, counties, and race-counties in the United States. *PLoS Medicine*, 3(9), e260.



### **January 24<sup>th</sup>**

#### Discrimination and Health

Bor, J., Venkataramani, A.S., Williams, D.R. and Tsai, A.C., 2018. Police killings and their spillover effects on the mental health of black Americans: a population-based, quasi-experimental study. *The Lancet*, 392(10144), pp.302-310. Lauderdale DS. 2006.

Novak, N.L., Geronimus, A.T. and Martinez-Cardoso, A.M., 2017. Change in birth outcomes among infants born to Latina mothers after a major immigration raid. *International journal of epidemiology*, 46(3), pp.839-849.

### **January 29<sup>th</sup>**

#### The Hispanic Health “Paradox”

Markides, K.S. and Rote, S., 2015. Immigrant health paradox. *Emerging trends in the social and behavioral sciences: An interdisciplinary, searchable, and linkable resource*, pp.1-15.

Viruell-Fuentes, E.A., Miranda, P.Y. and Abdulrahim, S., 2012. More than culture: structural racism, intersectionality theory, and immigrant health. *Social science & medicine*, 75(12), pp.2099-2106.

### **January 31<sup>st</sup>**

#### Declining Life Expectancy among Working Class Whites

Case, A., & Deaton, A. 2015. Rising morbidity and mortality in midlife among white non-Hispanic Americans in the 21st century. *Proceedings of the National Academy of Sciences*, 112(49), 15078-15083.

Quinones, S., 2015. *Dreamland: The true tale of America's opiate epidemic*. Bloomsbury Publishing USA. Selected Chapters.

### **February 5<sup>th</sup>**

#### Gender and Health

Read, J.N.G. and Gorman, B.K., 2010. Gender and health inequality. *Annual Review of Sociology*, 36, pp.371-386.

Kindig, D. A., & Cheng, E. R. (2013). Even as mortality fell in most US counties, female mortality nonetheless rose in 42.8 percent of counties from 1992 to 2006. *Health Affairs*, 32(3), 451-458.

**February 7<sup>th</sup>**

## Gender and Health

Bird, C. E., & Rieker, P. P. 2008. *Gender and health: The effects of constrained choices and social policies*. Cambridge University Press. Selected Chapters.

Courtenay, WH. 2000. Constructions of masculinity and their influence on men's wellbeing: A theory of gender & health. *Social Science and Medicine* 50:1385-1401.

Film: *The Business of Being Born* by Ricki Lake and Abby Epstein

**February 12<sup>th</sup>**

## Gender and Health

Panel Discussion with Midwives

Part II: Dominant (And Inadequate) Explanations for Health Disparities**February 14<sup>th</sup>**

## Health Behaviors

Lutfey, K., & Freese, J. (2005). Toward Some Fundamentals of Fundamental Causality: Socioeconomic Status and Health in the Routine Clinic Visit for Diabetes<sup>1</sup>. *American Journal of Sociology*, 110(5), 1326-1372.

Pampel, F.C., Krueger, P.M. and Denney, J.T., 2010. Socioeconomic disparities in health behaviors. *Annual review of sociology*, 36, pp.349-370.

**February 19<sup>th</sup>**

## Health Behaviors

Krueger PM & VW Chang. 2008. Being poor and coping with stress: health behaviors and the risk of death. *American Journal of Public Health* 98:889-896.

Lantz, P.M., Golberstein, E., House, J.S. and Morenoff, J., 2010. Socioeconomic and behavioral risk factors for mortality in a national 19-year prospective study of US adults. *Social science & medicine*, 70(10), pp.1558-1566.

## **February 21<sup>st</sup>**

### Access to Health Care in a Changing Landscape

Bradley, E. and Taylor, L., 2013. *The American health care paradox: Why spending more is getting us less*. Public Affairs. Selected chapters.

Sommers, B.D., Gawande, A.A. and Baicker, K., 2017. Health Insurance Coverage and Health-What the Recent Evidence Tells Us. *The New England journal of medicine*, 377(6), p.586.

Sudano JJ and DW Baker. 2006. Explaining US racial/ethnic disparities in health declines and mortality in late middle age: the roles of socioeconomic status, health behaviors, and health insurance. *Social Science and Medicine* 62:909-922.

## **February 26<sup>th</sup>**

### Access to Health Care – Big Pharma & Drug Development

Angell, Marcia. 2005. *The Truth About the Drug Companies: How They Deceive Us and What To Do About It*. New York, NY: Random House. Selected Chapters.

## **February 28<sup>th</sup>**

### Midterm Exam

### Part III: Contextual Factors That Shape the Unequal Distribution of Health

## **March 4<sup>th</sup>**

### Medicalization

Conrad, P., 2013. Medicalization: Changing contours, characteristics, and contexts. In *Medical sociology on the move* (pp. 195-214). Springer, Dordrecht.

Frances, A., 2013. Saving normal: An insider's look at what caused the epidemic of mental illness and how to cure it. *New York, NY: William Morrow*. Selected Chapters.

## **March 6<sup>th</sup>**

### Stigma

Hatzenbuehler, M.L., Rutherford, C., McKetta, S., Prins, S.J. and Keyes, K.M., 2020. Structural stigma and all-cause mortality among sexual minorities: Differences by sexual behavior? *Social Science & Medicine*, 244, p.112.

Reich, J.A., 2018. "We are fierce, independent thinkers and intelligent": Social capital and stigma management among mothers who refuse vaccines. *Social science & medicine*.

**March 11<sup>th</sup> and 13<sup>th</sup>**

Spring Break – No Class

**March 18<sup>th</sup>**

Medicalization, Stigma, and Cultural Competency

Fadiman, Anne. 1997. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York, NY: Farrar, Straus & Giroux.

**March 20<sup>th</sup>**

Social Support and Health

Thoits, P.A., 2011. Mechanisms linking social ties and support to physical and mental health. *Journal of health and social behavior*, 52(2), pp.145-161.

Yang, Y.C., Schorpp, K. and Harris, K.M., 2014. Social support, social strain and inflammation: Evidence from a national longitudinal study of US adults. *Social Science & Medicine*, 107, pp.124-135.

**March 25<sup>th</sup>**

Social Networks and Health

Bruckner, H and P Bearman. 2005. After the promise: the STD consequences of adolescent virginity pledges. *Journal of Adolescent Health* 36:271-278.

Christakis, NA and JH Fowler. 2007. The spread of obesity in a large social network over 32 years. *New England Journal of Medicine* 357:370-379.

**March 27<sup>th</sup>**

The Importance of Place

Klinenberg E. 2002. *Heat Wave: A Social Autopsy of Disaster in Chicago*. Chicago, IL: University of Chicago Press. Selected Chapters.

LaVeist T, K Pollack, R Thorpe, R Fesahazion & D Gaskin. 2011. Place, not race: disparities dissipate in southwest Baltimore when blacks and whites live under similar conditions. *Health Affairs* 30:1880-1887.

### **April 1<sup>st</sup>**

#### Environmental Degradation, Place, and Health

Hanna-Attisha, Mona. 2018. *What the Eyes Don't See: A Story of Crisis, Resistance, and Hope in an American City*. One World. Selected Chapters.

Winter, A.S. and Sampson, R.J., 2017. From lead exposure in early childhood to adolescent health: A Chicago birth cohort. *American journal of public health*, 107(9), pp.1496-1501.

### **April 3<sup>rd</sup>**

#### Health Consequences of Gentrification

Fullilove, MT. 2004. *Root Shock: How Tearing Up City Neighborhoods Hurts America and What We Can Do About It*. New York, NY: Random House. Selected chapters.

Huynh, M. and Maroko, A.R., 2014. Gentrification and preterm birth in New York City, 2008–2010. *Journal of Urban Health*, 91(1), pp.211-220.

Film: *Flag Wars* by Linda Goode Bryant & Laura Poitras

#### Part IV: How Do Social Factors “Get Under the Skin”?

### **April 8<sup>th</sup>**

#### The Stress Process

Lantz PM, JS House, RP Mero & DR Williams. 2005. Stress, life events, and socioeconomic disparities in health: results from the Americans' Changing Lives Study. *Journal of Health & Social Behavior* 46:274-288.

Pearlin LI. 1999. The stress process revisited: reflections on concepts and their interrelationships. In Carol S. Aneshensel and Jo C. Phelan (Eds.), *Handbook of the Sociology of Mental Health*. Pp. 395-415. New York, NY: Kluwer Academic/Plenum Publishers.

### **April 10<sup>th</sup>**

#### Allostatic Load

McEwen, BS. 1998. Protective and damaging effects of stress mediators. *New England Journal of Medicine* 338:171-179.

Sapolsky RM. 2004. *Why Zebras Don't Get Ulcers*. 3rd Edition. New York, NY: Henry Holt & Company. Selected Chapters.

**April 15<sup>th</sup>**

The Weathering Hypothesis

Geronimus AT, M Hicken, D Keene, & J Bound. 2006. "Weathering" and age patterns of allostatic load scores among Blacks and Whites in the United States. *American Journal of Public Health* 96:826-833.

Geronimus, A.T., Pearson, J.A., Linnenbringer, E., Schulz, A.J., Reyes, A.G., Epel, E.S., Lin, J. and Blackburn, E.H., 2015. Race-ethnicity, poverty, urban stressors, and telomere length in a Detroit community-based sample. *Journal of health and social behavior*, 56(2), pp.199-224.

**April 17<sup>th</sup>**

Review for Final Exam

***Note: Final exam is scheduled for Wednesday, April 22<sup>nd</sup> from 10:00am until 11:45am.***

# Research & Creative Inquiry Course Inventory

## Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Research & Creative Inquiry Courses. It may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult with the OSU Office of Undergraduate Research and Creative Inquiry. You may also want to consult the Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

## Pedagogical Practices for Research & Creative Inquiry

Course subject & number

**Performance expectations set at appropriately high levels (e.g. students investigate their own questions or develop their own creative projects).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

**Significant investment of time and effort by students over an extended period of time (e.g., scaffolded scientific or creative processes building across the term, including, e.g., reviewing literature, developing methods, collecting data, interpreting or developing a concept or idea into a full-fledged production or artistic work)** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

**Interactions with faculty and peers about substantive matters including regular, meaningful faculty mentoring and peer support.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)



## Research & Creative Inquiry Inventory

**Students will get frequent, timely, and constructive feedback on their work, iteratively scaffolding research or creative skills in curriculum to build over time.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

**Periodic, structured opportunities to reflect and integrate learning in which students interpret findings or reflect on creative work.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

**Opportunities to discover relevance of learning through real-world applications (e.g., mechanism for allowing students to see their focused research question or creative project as part of a larger conceptual framework).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

**Public Demonstration of competence, such as a significant public communication of research or display of creative work, or a community scholarship celebration.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

## Research & Creative Inquiry Inventory

**Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

**Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, (e.g. universal design principles, culturally responsible pedagogy).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

## Research & Creative Inquiry Inventory

**Clear plan to market this course to get a wider enrollment of typically underserved populations.**

Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

# GE THEME COURSES

## Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

Course subject & number

## General Expectations of All Themes

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Please briefly identify the ways in which this course represents an advanced study of the focal theme.** In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Health & Wellbeing

**GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).**

**ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

**ELO 1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*