

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

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

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: Jr standing or above, or permission of instructor or department.
Exclusions	Not open to students with credit for 5629
Previous Value	Not open to students with credit for 629.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Course goals or learning objectives/outcomes

- students learn about social distribution of health and illness

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

- research-creative-inquiry-inventory SOCIOL 5629 (1).pdf
(GEC Model Curriculum Compliance Stmt. 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)
- Soc 4629 5.1.23.docx: Revised syllabus 5.1.23
(Syllabus. Owner: Downey, Douglas B)
- 4629 cover letter.pdf: Cover letter 5.1.23
(Cover Letter. Owner: Downey, Douglas B)

Comments

- Please see Panel feedback email sent 09/28/2022. *(by Hilty, Michael on 09/28/2022 08:35 AM)*
- Per email 8/23/22 from Doug Downey, added exclusion for 5629 *(by Steele, Rachel Lea on 08/23/2022 02:28 PM)*
- Returned at Emily Cody's request (see her email to dept). *(by Vankeerbergen, Bernadette Chantal on 08/18/2022 02:18 PM)*
- The syllabus now responds to the committee's concern about assignments. See both clean and marked up copies.
(by Downey, Douglas B on 08/16/2022 12:33 PM)
- Please see feedback e-mail sent 01/28/22. *(by Cody, Emily Kathryn on 01/28/2022 10:22 AM)*

COURSE CHANGE REQUEST
4629 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
05/01/2023

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
Revision Requested	Cody, Emily Kathryn	12/15/2021 07:30 PM	ASCCAO Approval
Submitted	Downey, Douglas B	01/20/2022 04:26 PM	Submitted for Approval
Approved	Downey, Douglas B	01/20/2022 04:26 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/20/2022 04:39 PM	College Approval
Revision Requested	Cody, Emily Kathryn	01/28/2022 10:22 AM	ASCCAO Approval
Submitted	Downey, Douglas B	08/16/2022 12:34 PM	Submitted for Approval
Approved	Downey, Douglas B	08/16/2022 12:34 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/18/2022 02:18 PM	College Approval
Submitted	Downey, Douglas B	08/18/2022 02:49 PM	Submitted for Approval
Approved	Downey, Douglas B	08/18/2022 02:49 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/18/2022 03:09 PM	College Approval
Revision Requested	Hilty, Michael	09/28/2022 08:35 AM	ASCCAO Approval
Submitted	Downey, Douglas B	05/01/2023 11:18 AM	Submitted for Approval
Approved	Downey, Douglas B	05/01/2023 11:18 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/01/2023 11:34 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	05/01/2023 11:34 AM	ASCCAO Approval



May 1, 2023

Dear curriculum committee,

Please consider our revision to Sociology 4629 (Health Disparities in Social Context), which we are asking to be included in the new GE's Health and Well-Being theme.

Below we note the panels requests and our responses.

"The Panel unanimously approved the request with two contingencies:

Contingency: The reviewing faculty kindly request that the GEN Theme Health and Wellbeing Goals and ELOs be added to the syllabus in the form they are officially approved in. While the reviewing faculty recognize that the Goals and ELOs appear on pages 2-3 of the course syllabus, they appear to have been altered for the specific content in the course. The Goals and ELOs can be found on the ASC Curriculum and Assessment Services website at: <https://ascas.osu.edu/new-general-education-gen-goals-and-elos>."

Done

"Contingency: The reviewing faculty ask that, on page 5 of the course syllabus, the course prerequisite be updated to reflect the new prerequisite that has been established as a result of the recent renumbering of the course."

Done.

"High-Impact Practice: Research & Creative Inquiry

The Panel did not vote on the proposal as they would like the following feedback items addressed:

The reviewing faculty would like to thank the course proposer for their time in creating a proposal for the Research & Creative Inquiry High-Impact Practice. At this time, they are unable to approve the proposal, as they would like the following feedback items addressed:

o The reviewing faculty would like to see a portion of the course time dedicated to formally instructing students how to properly develop and conduct research in the field of Sociology. High-Impact Practice courses should be teaching students about and how to utilize appropriate research methodologies and techniques within the discipline to develop and answer questions surrounding the GEN Theme Health and Wellbeing."

The course now includes a lab session (see syllabus for detailed description) that will meet once a week. In the lab students will develop practical skills related to social science inquiry (e.g., developing a research question, qualitative and quantitative skills, synthesizing analysis for a report). In this course they will spend time visiting a Columbus neighborhood for observation.

“Additionally, the reviewing faculty offer the friendly suggestion that the most successful proposals for this category typically create a scaffolded research project, where students learn about research within the discipline and then apply this research throughout the entirety of the semester. The research done within the course, to be considered High-Impact, must be substantive and original in nature.”

The revised syllabus now uses a scaffolded approach to the final research project. Students will complete several projects throughout the semester including: idea mapping, problem statement, paper draft, paper presentation, and the final research paper.

Sincerely,

A handwritten signature in black ink, appearing to read "Douglas B. Downey". The signature is written in a cursive style with a long horizontal stroke at the end.

Douglas B. Downey
Professor of Sociology

Sociology 4629 (4-credit hours)
Health Disparities in a Social Context

Autumn 2023

When: TBD

Where: TBD

Dr. Cynthia Colen

Office: Townshend Hall, Room 217

colen.3@osu.edu

Course meetings

The course will meet three times a week in person, twice in lecture and once in lab.

Lecture: Tues/Thurs 11:10am-12:30pm

Lab: Friday 11:30am-12:25pm

Course credit

The workload in this course is consistent with 4 credit hours as defined in the OSU bylaws and rules, Chapter #335-8-24 *Credit hours*. The course will require nine hours “per week of the average student's time, including class hours, to earn the average grade of "C,"” plus an additional three hours of laboratory work per week. Each credit hour is assigned for each three hours of outside work or laboratory work, making SOCIOL 4629 a four-credit course. Significant outside work will be required in order to: read original research; follow public conversations about the social science of health disparities; conduct an independent research project; and communicate the results of the research project in writing and in a research presentation at the end of class.

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? How are physical and mental health related? 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 4629 is designed as a research and creative inquiry course. Accordingly, you will be required to complete an in-depth research 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 as well as research poster, which you will present to the rest of the class on the last day.

Health and Wellbeing GE Goals:

This course fulfills the Health and Wellbeing GE theme:

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: 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.]
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.
3. Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 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.

3.1. Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

3.2. Identify, reflect on, or apply strategies for promoting health and wellbeing.

This course meets these goals through advanced readings, class discussions, and the development of a final research project. A primary objective of the course is for students to gain practical social science research skills during lab sessions. Students will apply these skills to a research project that requires them to synthesize existing literature, derive hypotheses about a health issue in a Columbus neighborhood, and assess data related to that hypothesis. Given their results, students will then reconsider their hypothesis and theoretical position and propose ways in which policymakers could improve neighborhood health.

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 two books:

Carr, D., Boyle, E.H., Cornwell, B., Correll, S., Crosnoe, R., Freese, J. and Waters, M.C., 2017. *Art and Science of Social Research*. WW Norton & Company.

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.

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 completing assigned readings *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 required. You are also expected to bring readings, along with your notes on the readings, to class.

I will allow students two unexcused absences before reducing your class participation grade. Each additional unexcused absence will lower your class participation grade by three percentage points. What constitutes an excused absence is at the discretion of the instructor. I consider the following to be some examples of excused absences: an unavoidable family emergency, a transportation failure, a severe illness or the exacerbation of symptoms of a chronic illness, a medical appointment, or a positive Covid test or recent exposure. You will need to provide some sort of documentation for these absences to be excused.

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

Class Participation

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 should come to class prepared and ready to critically discuss the course material for that week. This means that you should complete the assigned readings before class and take time to think about what you just read.

Research Paper

All student will be required to complete a research project that explores how neighborhood factors and the built environment influence health inequalities. This is an in-depth assignment that is specifically designed to engage you in multiple steps of the research process: conducting neighborhood visits to collect primary, observational data; gathering and analyzing quantitative data from existing sources; combining both qualitative and quantitative results; and presenting these results as a poster and in oral presentation.

I will provide detailed guidelines and there will be progress reports due throughout the semester and time during class sessions dedicated to developing the paper to support students in completing this assignment. In brief, the format will require students to identify an audience to which they will communicate social science research on inequality as related to *health and wellbeing*. I will encourage students to select an audience relevant to their academic and/or career goals. Then they will write a research paper briefing that audience on an important issue related to health disparities, drawing on the conceptual and empirical knowledge students have developed in the course.

Students will be assigned two specific neighborhoods within the city of Columbus. In order to complete this assignment, they will travel to the assigned neighborhoods in small groups of 4-5 students. They will critically assess through careful direct observation how residents interact with their social environment and the ways in which these neighborhood characteristics are likely to impact community members' health. They will augment this knowledge by identifying additional information about these neighborhoods from existing

sources, which are predominantly quantitative (e.g. census data, school “report cards,” documentaries, etc.).

After completing these two initial data collection steps, students will move into the next phase of this neighborhoods and health research project. Students will combine information from the direct observations conducted with the supplementary data collected from existing sources. Students will then analyze and distill these findings using methods of qualitative and quantitative inquiry, where appropriate. Based on these findings, students will then write up their results as a formal research paper. Finally, they will create a poster and present their findings to the rest of the class on the last day of the semester.

In order to support the development of the final research paper, student will complete the project in stages with assignments due before the final research paper is due:

1. Research paper **idea mapping**: students will write a 1-2 page memo on topic areas that interest them within “social context and health disparities” and explain how they relate to issues connected to *health and wellbeing*.
2. Research paper **problem statement**: students will write a 1-page summary of the research question(s) and the audiences they would like to reach.
3. Research **paper draft**: students will write a first draft of all the sections of the paper, to be detailed in a handout distributed after the first week.
4. Research **paper presentation**: students will develop a poster and present their project to instructors and classmates in the last week of class, communicating their research question, the answers identified in the paper, and the audiences they wish to reach. I schedule the research paper presentation before the final paper due date so that student will have the opportunity to incorporate feedback from instructors and classmates.
5. **Final research paper** due during finals week.

Lab Assignments

Each week during the lab sessions, students will complete an in-class assignment related to health disparities. During the first third of the semester, students will gain skills in how to collect observational data of a neighborhood. During the middle third of the semester, assignments will be built on publicly available data (e.g., <https://www.socialexplorer.com/>) and develop quantitative skills in utilizing and analyzing the data. In the last third of the semester students will gain skills *combining* qualitative and quantitative information to develop a comprehensive report. See the Course Schedule: Lab below for further details.

Grading

Class Participation 10%

Research Paper 70% (total)

--idea mapping (5%)

--problem statement (5%)

--paper draft (10%)

--poster and presentation (20%)

--final paper (30%)

Lab assignments 20%

I will be using the standard OSU grading scale for this class, which is as follows:

A Range	B Range	C Range	D Range	Failing Grade
A 93-100	B+ 87-89.99	C+ 77-79.99	D+ 67-69.99	E < 60
A- 90-92.99	B 83-86.99	C 73-76.99	D 60-66.99	
	B- 80-82.99	C- 70-72.99		

Prerequisites

Junior standing or above, or permission of instructor or department.

Core Competencies for the BSPH

Sociology 4629 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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Title IX: 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 at 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 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

Lecture Schedule

Date	Topic	Assignment
Week 1	Social construction of health & illness	
Week 2	SES & health	
Week 3	Race & health I	Idea mapping due
Week 4	Race & health II	
Week 5	Gender & health	Problem statement due
Week 6	Health behaviors & access to care	
Week 7	Medicalization & stigma	
Week 8	Medicalization & stigma	
Week 9	Ethics & cultural competency	Paper draft due
Week 10	Spring break	
Week 11	Social relationships & health	
Week 12	Health & place I	Poster and presentation due
Week 13	Health & place II	Poster and presentation due
Week 14	Embodiment	Poster and presentation due
Week 15	Finalize & present research	Final paper due

Lab Schedule

Date	Topic	Assignment
Week 1	Planning a research project	Carr et al, Chapter 1
Week 2	From concepts to models	Carr et al, Ch 2 & 4
Week 3	Sampling strategies	Carr et al, Ch 6
Week 4	Qualitative Methods	Carr et al, Ch 7 & 8
Week 5	Quantitative Methods	Carr et al, Ch 10 & 11
Week 6	Material Based Methods	Carr et al, Ch 12
Week 7	Quant analysis I	Carr et al, Ch 13
Week 8	Quant analysis II	Carr et al, Ch 16
Week 9	Qual analysis	Carr et al, Ch 17
Week 10	Social Network Analysis	Carr et al, Ch 15
Week 11	Ethics	Carr et al, Ch 3
Week 12	Research Translation	Carr et al, Ch 14
Week 13	Workshop project	
Week 14	Workshop project	
Week 15	Workshop project	

Reading List

Part I: The Unequal Distribution of Health and Illness

January 8th

Introduction to the Course

January 10th

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. Pp 1-22.

January 15th

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.

Research focus: quantitative analyses I

January 17th

Absolute vs. Relative SES

Marmot, M. 2004. *The Status Syndrome: How Social Standing Affects Our Health and Longevity*. New York, NY: Henry Holt. Pp 13-36; 82-103.

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.

Research focus: quantitative analyses II

January 22nd

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.

Research focus: big data

January 24th

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.

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.

Research focus: natural experiments

January 29th

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.

Research focus: qualitative methods (indepth interviews)

January 31st

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. Pp 1-51.

Research focus: translation of academic research

February 5th

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.

Research focus: critical review papers

February 7th

Gender and Health

Bird, C. E., & Rieker, P. P. 2008. *Gender and health: The effects of constrained choices and social policies*. Cambridge University Press. Pp 16-45.

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

Research focus: constructing and introducing new theories

February 12th

Gender and Health

Panel Discussion with Midwives

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

February 14th

Health Behaviors

Lutfey, K., & Freese, J. (2005). Toward Some Fundamentals of Fundamental Causality: Socioeconomic Status and Health in the Routine Clinic Visit for Diabetes¹. *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.

Research focus: testing theories with qualitative analyses

February 19th

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 21st

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. Pp 49-79.

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.

Research focus: convergence of academic research & public policy

February 26th

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. Pp. 3-36; 74-93.

Research focus: convergence of academic research & public policy

February 28th

Midterm Exam

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

March 4th

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*. Pp. 3-34.

Research focus: convergence of academic research & public policy

March 6th

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*.

Research focus: When public health messaging goes awry?

March 11th and 13th

Spring Break – No Class

March 18th

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.

Research focus: indepth qualitative inquiry

March 20th

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 25th

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.

Research focus: social network analysis

March 27th

The Importance of Place

Klinenberg E. 2002. *Heat Wave: A Social Autopsy of Disaster in Chicago*. Chicago, IL: University of Chicago Press. Pp. 37-78.

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 1st

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. Pp. 16-32.

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 3rd

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. Pp. 3-20; 52-100.

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 8th

The Stress Process

Research focus: Interdisciplinary research

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 10th

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. Pp. 1-19; 353-383.

April 15th

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 17th
Review for Final Exam

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 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)*

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

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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)