

**PUBHEPI 4410 – Foundations of Social Epidemiology**  
**3 credits – Autumn 2025**  
**Tuesday/Thursday / 3:55-5:15PM / Psychology Bldg 010**

**Course Instructor**

Dr. Jeffrey Wing, PhD, MPH, Division of Epidemiology, College of Public Health (8/18/2025)  
342 Cunz / 614-688-3793  
[wing.68@osu.edu](mailto:wing.68@osu.edu)

**Instructor's Office Hours**

Wednesdays 11am-12pm, 342 Cunz,  
Zoom: <https://osu.zoom.us/j/91578389841?pwd=iQ8LgyBQuuQsDyISeblsRf29YPK3hj.1>

**Faculty Feedback & Response Time:**

The following gives you an idea of my intended availability during the course:

- **Grading:** You can generally expect feedback within 14 days.
- **E-mail:** I will generally reply to e-mails (sent via Carmen) within 24 hours on school days, and 48 hours otherwise.

**Graduate Teaching Assistant (GTA)**

Bhargavi Sriram | [Sriram.48@buckeyemail.osu.edu](mailto:Sriram.48@buckeyemail.osu.edu) | Office hours: 1-2pm Thursdays | 326 Cunz  
Zoom: <https://osu.zoom.us/j/94135881093?pwd=TNnxQcfZRFXJPHasDmhE0wH6XMeUfm.1>

**GTA Responsibilities**

The GTA assigned to the course will hold regular office hours and lead review sessions for any students who need help with class material. The TA may assist with scoring assignments; however, final grades will be assigned by the professor. **Any questions regarding grading should be directed to the professor and not the TA.**

**Course Description**

This is an advanced undergraduate discussion-based course in epidemiology that focuses on how social factors, including (but not limited to) education, neighborhood context, economic instability, and structural and institutional racism are related to various population health outcomes. Students will learn theories that inform how social determinants of health are measured, and how epidemiologists use these measures to identify determinants of disease and ill health among populations, especially historically marginalized and underserved groups.

**Prerequisites**

PUBHEPI 2410 Introduction to Epidemiology

**Course Learning Objectives**

- Describe the linkages between social determinants and population health
- Identify segments of our population that are disproportionately burdened by adverse health, and describe the impact of social determinants
- Describe how social determinants of health are measured by epidemiologists

- Discuss strengths and limitations of current measures of social determinants of health
- View social determinants of health as amenable to intervention, rather than as intractable

### **Cross-Cutting Concepts:**

- Advocacy for protection and promotion of the public's health at all levels of society (1)
- Critical thinking and creativity (3)
- Independent work and a personal work ethic (6)
- Professionalism (9)
- Teamwork and leadership (12)

### **Foundational Competencies in Public Health:**

- Compare and contrast examples of major domestic and international public health issues (2)
- Discuss approaches and strategies to identify, respond to and intervene with attempt to resolve common public health issues (3)
- Apply the fundamental principles of the five core disciplines of public health (biostatistics; environmental health; epidemiology; health administration; health behavior/promotion) to domestic and international population issues (5)
- Locate, use, evaluate and synthesize public health information (7)

### **Specialization Competencies – Public Health Sociology:**

1. Employ specific sociological theories, both classical and contemporary, to explain the unequal distribution of health among different subpopulations in the United States and throughout the world
2. Identify how common sociological theories can extend our knowledge of disease processes and prevention and intervention opportunities beyond typical public health perspectives
3. Interpret population health patterns using rigorous methods of sociological inquiry that stem from both qualitative and quantitative reasoning, augmenting what public health researchers and practitioners typically use
4. Illustrate how sociological perspectives of stratification — particularly along the lines of race, class and gender — expand typical public health perceptions and approaches
5. Identify social and public policies that differentially affect the unequal distribution of health in society as well as the social process that led to their creation and keep them in place

A complete list of College of Public Health Competencies is located on the College of Public Health website: <https://cph.osu.edu/students/competencies>.

### **Text/Readings:**

A textbook is not required for this course. However, the following book is an excellent reference for the material covered in this class. A copy will be placed on reserve at Thompson Library.

Berkman LF, Kawachi I, Glymour MM (Eds). Social Epidemiology, Second Edition. New York, NY: Oxford University Press, 2014.

Students will be expected to read articles from the peer-reviewed literature (all required reading will be available through Carmen). You will be responsible for the information covered in these articles, as well as comprehension questions and concepts covered in the documentaries/videos. (See course schedule).

### **Carmen**

There is a Carmen site for this course: <https://carmen.osu.edu>. All course materials are available via Carmen.

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (<https://admin.resources.osu.edu/buckeyepass/adding-a-device>)
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (<https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application>) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

### **Class Format: How this course works**

- **Mode of delivery:** This course meets two times weekly in-person. One session this semester (10/21/25) will take place at the Fawcett Center Auditorium. Tuesday sessions will focus on course readings and Thursday sessions will focus on active learning exercise from assigned videos. Students will be responsible for completing the assigned reading watching assigned videos/documentaries and completing quiz/assignments by the due date specified in the syllabus and on Carmen.
- **Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](https://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct instruction (e.g., lecture, discussion, activities/exercises) in addition to 6 hours of homework/active learning activities (e.g., quizzes, reflection papers) to receive a grade of (C) average.
- **Attendance and participation requirements:** Attendance is compulsory. Each class period will involve active participation that cannot be made up outside of class. Please reach out the instructor if you have a planned absence or a health interruption occurs as soon as possible.

### **Course Technology**

*Technology skills needed for this course*

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))

*Required equipment*

- **Computer:** current Mac (Mac OSX) or PC (Windows 10+) with high-speed internet connection
- **Calculator:** Students should have access to a scientific calculator that can perform basic arithmetic, square roots, logarithms, and exponentiation.
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

*Optional equipment (for participation in optional live office hours and/or review sessions)*

- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

*Required software*

- **Microsoft 365 Copilot (formerly Office 365)**  
All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

### *Technology support*

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://it.osu.edu/help>
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

### **Assignments/Assessments**

#### *Exams: 30% (15% each)*

There will be two online in-class exams this semester. The exams will have short answer, multiple choice, and true/false questions and they will both be closed book (you will not be permitted to use any notes, assistance from other people, generative AI, or any other resources during the exam). If you will be absent during the exam because of a scheduling conflict, let me know by the end of the first week of the course. Students who miss an exam without a valid excuse will not be allowed to take a make-up exam. Make-up exams will be scheduled at the instructor's convenience.

#### *Quizzes/reflective writing: 10%*

Upon completion of each learning activity, students will take a short online quiz (on Carmen) or complete a reflective writing assignment (electronic submission on Carmen) to demonstrate comprehension of the lecture material. The quiz will be active until date/time noted on the Course Schedule. Students are permitted up to two attempts, and the lowest score will be dropped. Quizzes and reflective writing must be completed without the help of other individuals (articles and notes are permitted) and are due Mondays at 10:00pm (the day prior to class).

#### *Reflection Papers: 24% (8% each)*

Students will attend/watch a documentary/public lecture related to social epidemiology, and answer reflection and comprehension questions. Reflection papers must be independent work. Reflection papers must be submitted in the drop box on Carmen by 10:00 PM on the due date. Emailed assignments will not be accepted. Late assignments will lose one letter grade (i.e., 10 percentage points) for each day past the deadline.

The following rubric will serve as a guide for grading reflective writing:

|        |                                                                                                                                                                                                                                                                                |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 90-100 | <b>Excellent</b> – Responses to questions are thorough, complete, and correct, beyond expectation. All parts of the response are logical and very well organized; no unneeded information is included.                                                                         |
| 85-90  | <b>Very good</b> – Responses are thorough, complete and correct with only very minor errors, omissions, or extraneous information.                                                                                                                                             |
| 75-85  | <b>Good</b> – Responses adequately cover all the major facets of the questions but lack rigor and completeness with respect to details. Or responses are thorough, complete and correct but are not well organized or contain a lot of extraneous information.                 |
| 65-75  | <b>Fair</b> – Responses adequately cover many facets of the questions but lack rigor and completeness with respect to details. Or responses adequately cover all the major facets of the questions but are not organized well and/or they include excessive irrelevant detail. |
| <65    | <b>Poor</b> – Responses are incomplete, incorrect, and generally inadequate; responses are carelessly prepared or demonstrate misunderstanding of important concepts.                                                                                                          |

*Concept Map: 20% (5% for draft/peer review; 15% final/presentation)*

A concept map is a graphic or visual representation of knowledge. *Concepts* are usually enclosed in circles or boxes, and *relationships* between concepts are indicated with a connecting line. Words on the line are *linking words*, and they specify the relationship between concepts (see more here: <https://www.youtube.com/watch?v=8XGQGhli0I0>). There will be a peer review component of this concept map activity, and a brief oral presentation of your concept map to the class at the end of the semester (see the Carmen site for more info). More information on the concept map including the peer review will be posted to the Carmen site.

The following **rubric** will serve as a guide for grading the concept map:

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 90-100 | <b>Excellent</b> – Concept map thorough, complete, and correct, beyond expectation. Clear connections on the map between all relevant social, biologic, behavioral, and social factors and the public health issue selected. The graphical representation is logical and very well organized. Presentation, in addition to describing the connections described above also includes: (1) where attitudes, beliefs, and information about this public health issue came from, (2) whether the public health issue affects a particular segment of our population more than others, (3) why the public health issue was chosen, and (4) one social factor that should be the focus of an intervention and why. |
| 85-90  | <b>Very good</b> – concept map generally covers many facets of the assignment but lacks 1 important concept map and/or presentation features described above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 75-85  | <b>Good</b> concept map covers some facets of the assignment but lacks 2 important concept map and/or presentation features described above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 65-75  | <b>Fair</b> – concept map covers few facets of the assignment but lacks 3 important concept map and/or presentation features described above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <65    | <b>Poor</b> – concept map generally does not follow instructions, and presentation lacks 4 essential features described above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

#### *Discussion posts and active engagement/participation: 16%*

During several points in the semester, students may be asked to write summaries or reflections on the material covered that week. This is also an opportunity for students to ask questions related to the material. One tool that we will utilize is Padlet. Full credit is given for completing the writing (**which may occur during the class periods**). In posts/writings, I expect the following standards of communication:

- Use good grammar, spelling, and punctuation. It is not appropriate to use the text message/social media abbreviations when you post in the online course discussion space
- Everyone should feel safe and mutually respected. We will call people IN rather than calling them OUT. Give each other the benefit of the doubt and remember that sarcasm does not always translate in written text.

#### **Grading**

|                                       |                |
|---------------------------------------|----------------|
| 2 Exams                               | 30% (15% each) |
| Quizzes/writings                      | 10%            |
| 3 Reflection papers                   | 24% (8% each)  |
| Concept Map – Draft 1 and peer review | 5%             |
| Concept Map – Final and presentation  | 15%            |
| Class participation                   | 16%            |
| <b>Total</b>                          | <b>100%</b>    |

## Grading Scale

|           |                     |                                                                                    |
|-----------|---------------------|------------------------------------------------------------------------------------|
| <b>A</b>  | <b>93 to 100</b>    | Outstanding work that reflects mastery of the material and the ability to apply it |
| <b>A-</b> | <b>90 to &lt;93</b> | Excellent work that reflects mastery of the material                               |
| <b>B+</b> | <b>87 to &lt;90</b> | Good work that reflects mastery of most of the material                            |
| <b>B</b>  | <b>83 to &lt;87</b> | Good work that reflects mastery of some of the material                            |
| <b>B-</b> | <b>80 to &lt;83</b> | Good work that reflects mastery of a few aspects of the material                   |
| <b>C+</b> | <b>77 to &lt;80</b> | Mediocre work that reflects familiarity with, but not mastery of the material      |
| <b>C</b>  | <b>73 to &lt;77</b> | Mediocre work that reflects familiarity with most of the material                  |
| <b>C-</b> | <b>70 to &lt;73</b> | Mediocre work that reflects little familiarity with the material                   |
| <b>D+</b> | <b>67 to &lt;70</b> |                                                                                    |
| <b>D</b>  | <b>60 to &lt;67</b> |                                                                                    |
| <b>E</b>  | <b>Below 60</b>     |                                                                                    |

## Class Policies

Attendance for this class is compulsory, as this is an active learning class and exam material will come from discussions. You may not upload course materials to Quizlet, Chegg, etc.; if you have questions about the materials or content please reach out to the instructors, we are here to help you. For policies related to missing/late assignments, please see assignment section above.

## Civil Discourse and the 4Cs

In this course, we are committed to engaging in civil discourse, especially when discussing complex or contentious topics. To guide our conversations, we will use the **4Cs of Civil Discourse**:

- **Be Curious** – Seek to understand before judging. Ask questions and explore perspectives.
- **Be Charitable** – Interpret others' views in the best possible light and assume good intentions.
- **Be Conscientious** – Speak thoughtfully and listen carefully. Be aware of how your words affect others.
- **Be Constructive** – Aim to build understanding and find common ground, even in disagreement.

These principles help us create a respectful, inclusive, and intellectually rigorous learning environment. You are encouraged to complete the free online training on the 4Cs, available through Carmen or [CEHV's website](#).

## Copyright Statement

This syllabus and all course materials (e.g., homework assignments, solution keys, course materials) are under copyright by the instructor and cannot be posted elsewhere without written permission.

## Generative AI Policy

Given that the learning goals of this class are to build foundational knowledge in social epidemiology, in this course, students will explore innovative tools and technologies for generating study guides and case studies, including generative artificial intelligence (GenAI). Students are permitted to use GenAI tools for our in-class activities, except for reflection assignments, the concept map, quizzes and exams. Your written assignments, including reflections, should be your own original work.

If I suspect that you have used GenAI on an assignment for which it is prohibited, I will ask you to explain your process for completing the assignment in question. Submission of GenAI-generated content as your own original work is considered a violation of Ohio State's Academic Integrity policy and [Code of Student Conduct](#) because the work is not your own. The unauthorized use of GenAI tools will result in referral to the [Committee on Academic Misconduct](#).

GenAI is evolving rapidly. If you have questions about this course policy or your use of GenAI, whether in standalone applications like Microsoft Copilot or embedded in other tools, please contact me either by email or in office hours.

### **Office of Student Life: Disability Services**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](https://slds.osu.edu).

### **Mental Health Services**

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](https://ccs.osu.edu) or calling [614-292-5766](tel: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](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

### **Religious Beliefs or Practices Accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

### **Academic Misconduct**

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 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

### **Intellectual Diversity**

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

### **Grievances and Solving Problems**

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in [Faculty Rule 3335-8-23](#), the [CPH Graduate Student Handbook](#), and the [CPH Undergraduate Student Handbook](#). Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

### **Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct**

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,  
Call 614-247-5838 or TTY 614-688-8605,  
Or Email [civilrights@osu.edu](mailto:civilrights@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## Course Outline

| Week | Class    | Date     | Assignments & Topics                                                                                                                                                                                                                                                                       |
|------|----------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Tuesday  | 8/26/25  | Topic: <b>History of Social Epidemiology</b><br>Introductions, overview, and review of syllabus                                                                                                                                                                                            |
|      | Thursday | 8/28/25  | <b>Prior to next class:</b> Read Krieger 2001; watch “Reflections on social epidemiology: how numbers count but history counts more”, Complete syllabus quiz, discussion board post, quiz 1, and the syllabus quiz on Carmen <b>by 10:00pm Tuesday 9/2/25 (*Extended due to Labor Day)</b> |
| 2    | Tuesday  | 9/2/25   | Topic: <b>Theory</b>                                                                                                                                                                                                                                                                       |
|      | Thursday | 9/4/25   | <b>Prior to Class:</b> review comprehension questions for in-class discussion<br><b>Prior to next class:</b> Read Phelan 2010, watch “In Sickness and In Wealth” Complete quiz 2 on Carmen <b>by 10:00pm Monday 9/8/25</b>                                                                 |
| 3    | Tuesday  | 9/9/25   | Topic: <b>Socioeconomic Status – VIRTUAL CLASS</b>                                                                                                                                                                                                                                         |
|      | Thursday | 9/11/25  | <b>Prior to Class:</b> review comprehension questions for in-class discussion<br><b>Prior to next class:</b> Read Jones 2000, watch “When the Bough Breaks”; Complete quiz 3 Carmen <b>by 10:00pm Monday 9/15/25</b>                                                                       |
| 4    | Tuesday  | 9/16/25  | Topic: <b>Racism</b>                                                                                                                                                                                                                                                                       |
|      | Thursday | 9/18/25  | <b>Prior to Class:</b> review comprehension questions for in-class discussion<br><b>Prior to Next Class:</b> Read Krieger 2012, watch “Becoming American”; Complete quiz 4 on Carmen <b>by 10:00pm Monday 9/22/25</b>                                                                      |
| 5    | Tuesday  | 9/23/25  | Topic: <b>Discrimination</b><br><b>Prior to Class:</b> review comprehension questions for in-class discussion                                                                                                                                                                              |
|      | Thursday | 9/25/25  | <b>Prior to Next Class:</b> Study for Midterm I                                                                                                                                                                                                                                            |
| 6    | Tuesday  | 9/30/25  | <b>Exam I-</b> covers history, theory, socioeconomic status, racism, and discrimination                                                                                                                                                                                                    |
|      | Thursday | 10/2/25  | <b>Prior to Class:</b> review comprehension questions for in-class discussion<br><b>Prior to Next Class:</b> Read Ahonen 2018, watch “Not Just a Paycheck”; Complete quiz 5 on Carmen <b>by 10:00pm Monday 10/6/25</b>                                                                     |
| 7    | Tuesday  | 10/7/25  | Topic: <b>Work</b><br><b>Prior to Class:</b> answer comprehension questions for in-class discussion                                                                                                                                                                                        |
|      | Thursday | 10/9/25  | <b>Prior to Class:</b> review comprehension questions for in-class discussion<br><b>Prior to Next Class:</b> Read Gundersen 2015, watch “Bad Sugar”; Complete quiz 6 on Carmen <b>by 10:00pm Monday 10/13/25</b>                                                                           |
| 8    | Tuesday  | 10/14/25 | Topic: <b>Food</b><br><b>Prior to Class:</b> answer comprehension questions for in-class discussion                                                                                                                                                                                        |
|      | Thursday | 10/16/25 | Fall Break                                                                                                                                                                                                                                                                                 |
| 9    | Tuesday  | 10/21/25 | <b>Dean's signature speaker at Fawcett Center</b><br><b>Complete Reflection #1 by 10:00pm Monday 10/27/25</b>                                                                                                                                                                              |

| Week | Class    | Date     | Assignments & Topics                                                                                                                                                                                                                                                                                                                                              |
|------|----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      | Thursday | 10/23/25 | <b>Prior to Class:</b> review comprehension questions for in-class discussion                                                                                                                                                                                                                                                                                     |
|      |          |          | <b>Prior to Next Class:</b> Read Arcaya 2016, watch “Place Matters”; Complete quiz 7 on Carmen <b>by 10:00pm Monday 10/27/25</b>                                                                                                                                                                                                                                  |
| 10   | Tuesday  | 10/28/25 | Topic: <u><b>Neighborhood</b></u>                                                                                                                                                                                                                                                                                                                                 |
|      | Thursday | 10/30/25 | <b>Prior to Class:</b> review comprehension questions for in-class discussion<br><b>Prior to Next Class:</b> Read Swope 2019, watch “A house divided”; Complete quiz 8 on Carmen <b>by 10:00pm Monday 11/3/25</b>                                                                                                                                                 |
| 11   | Tuesday  | 11/4/25  | Topic: <u><b>Housing – Guest Speaker: Dr. Helen Meier</b></u><br><b>Prior to Class:</b> answer comprehension questions for discussion                                                                                                                                                                                                                             |
|      | Thursday | 11/6/25  | <b>Prior to Next Class:</b> Study for Midterm Exam II- Covers work, food, neighborhood, and housing                                                                                                                                                                                                                                                               |
| 12   | Tuesday  | 11/11/25 | No Class – Veteran’s Day                                                                                                                                                                                                                                                                                                                                          |
|      | Thursday | 11/13/25 | <b>Exam II—Covers work, food, neighborhood, and housing</b><br><br><b>Prior to Next Class:</b> Concept Map Peer review<br><b>Peer review form due on Carmen and to partner(s) by 10:00pm Monday 11/17/25</b>                                                                                                                                                      |
| 13   | Tuesday  | 11/18/25 | Topic: <u><b>Environmental Justice – Guest Speaker: Dr. Arbor Quist</b></u>                                                                                                                                                                                                                                                                                       |
|      | Thursday | 11/20/25 | <b>Prior to Class:</b> Review EJ Video Challenge winners<br><a href="https://www.epa.gov/innovation/phase-1-winners-ej-video-challenge-students">https://www.epa.gov/innovation/phase-1-winners-ej-video-challenge-students</a><br><b>Prior to Next Class:</b> Reflection Paper #1 on “Dysfunctional Societies” upload to Carmen by <b>10:00pm Monday 12/1/25</b> |
| 14   | Tuesday  | 11/25/25 | <u><b>Concept Map Presentations</b></u>                                                                                                                                                                                                                                                                                                                           |
|      | Thursday | 11/27/25 | Thanksgiving                                                                                                                                                                                                                                                                                                                                                      |
| 15   | Tuesday  | 12/2/25  | <u><b>Concept Map Presentations</b></u>                                                                                                                                                                                                                                                                                                                           |
|      | Thursday | 12/4/25  | <u><b>Concept Map Presentations</b></u><br><b>Prior to Next Class:</b> Reflection paper #2 on “A place at the Table” upload to Carmen by <b>10:00pm Monday 12/8/25</b>                                                                                                                                                                                            |
| 16   | Tuesday  | 12/9/25  | <u><b>Concept Map Presentations</b></u>                                                                                                                                                                                                                                                                                                                           |

## Alignment of Competencies with Assessments

| Competencies                                                                                                                                                                                                                             | Exams | Quizzes | Reflection Papers | Concept Map |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------|-------------------|-------------|
| Compare and contrast examples of major domestic and international public health issues (2)                                                                                                                                               | X     | X       | X                 | X           |
| Discuss approaches and strategies to identify, respond to and intervene with attempt to resolve common public health issues (3)                                                                                                          | X     |         | X                 |             |
| Apply the fundamental principles of the five core disciplines of public health (biostatistics; environmental health; epidemiology; health administration; health behavior/promotion) to domestic and international population issues (5) | X     |         |                   | X           |
| Locate, use, evaluate and synthesize public health information (7)                                                                                                                                                                       | X     | X       | X                 | X           |
| Employ specific sociological theories, both classical and contemporary, to explain the unequal distribution of health among different subpopulations in the United States and throughout the world                                       | X     |         | X                 | X           |
| Identify how common sociological theories can extend our knowledge of disease processes and prevention and intervention opportunities beyond typical public health perspectives                                                          | X     |         | X                 | X           |
| Interpret population health patterns using rigorous methods of sociological inquiry that stem from both qualitative and quantitative reasoning, augmenting what public health researchers and practitioners typically use                | X     |         |                   | X           |
| Illustrate how sociological perspectives of stratification — particularly along the lines of race, class and gender — expand typical public health perceptions and approaches                                                            | X     | X       | X                 | X           |
| Identify social and public policies that differentially affect the unequal distribution of health in society as well as the social process that led to their creation and keep them in place                                             | X     | X       | X                 | X           |