Course Description:

Introduction to the intersection of health and social justice, to better understand socially unjust health differences (inequities) present in communities across the United States and abroad. Examination of relevant historical issues, theories of justice, human rights, and empirical evidence of health inequities, with an emphasis in critical analysis and applied knowledge. Overview of community-engaged participatory approaches that may be used to address social injustices and health inequities.

Prerequisites: None Co-requisites: None

Student Learning Outcomes:

This course fulfills the Baccalaureate Core (BCC) requirement for the Perspectives category of Social Processes & Institutions. It does so by examining the intersections between health and social justice, and addressing historical, theoretical, and applied issues effecting health inequities across communities in the United States and abroad. Upon completion of this course, students will be able to:

BCC-LO 1. Use theoretical frameworks to interpret the role of the individual within social process and institutions.
BCC-LO 2. Analyze current social issues and place them in historical context(s).
BCC-LO 3. Critique the nature, value, and limitations of the basic methods of the social sciences.

Students will also achieve course-specific learning outcomes (SLO) upon completion of this course and be able to:

SLO 1. Understand underlying concepts and theories of health, social justice and health inequities.
SLO 2. Describe the relationships between health and social, cultural, economic, and policy factors.
SLO 3. Analyze and interpret issues influencing people’s health drawing from the social determinants of health framework and social justice theory.
SLO 4. Discuss relevant causes and consequences of health inequities in the U.S. and abroad, particularly among historically marginalized and underserved populations (e.g., racial/ethnic/cultural/sexual orientation “minorities”; rural, low-income/wealth groups).
SLO 5. Construct a complex understanding of community, social justice, and health by integrating theoretical and experiential learning.
Class Meetings: TR 10:00:11:50am at Waldo Hall 244.

Instructor: Daniel López-Cevallos, PhD, MPH

Office: Waldo 262 Mailbox: Waldo 252
E-mail: Daniel.Lopez-Cevallos@oregonstate.edu
To ensure reply, indicate “ES377” on the subject line of all e-mails.
Canvas: The course syllabus is also available on Canvas
(http://my.oregonstate.edu/). Announcements, class notes, and readings that are supplemental to the course will be placed there.
Office Hours: Wednesdays, 10-12pm, or by appointment.

Course Readings:

2) Selected readings (posted on Canvas).

Course Requirements:

CIVIC ENGAGEMENT (10%) [BCC-LO 3; SLO 5]

Students are responsible for finding an on or off-campus organization (e.g., cultural centers at OSU; Multicultural Literacy Center), whose mission includes improving the lives of historically marginalized groups (e.g., racial/ethnic/sexual minorities). Students will provide a minimum of 10 hours of community service during the course of the term (~ 2 hours per week). Prior instructor approval is required. The student is responsible for making the initial contact. Students will submit a 1-page document describing the organization and name and contact information of supervisor via Canvas on Wednesday October 3rd, 2pm. At the end of your service, a 2-page reflection and a timesheet signed by the supervisor (certifying the number of hours the student supported their organization) should be submitted via Canvas on Thursday November 29th, 12pm.
A good place to start your search is The Center for Civic Engagement at OSU: http://sli.oregonstate.edu/ccc. Please keep in mind that some organizations (e.g., School Districts) may require you passing a background check before allowing you to volunteer. Start your search early!

MID-TERM EXAM (25%) [BCC-LO 1, 2; SLO 1, 2, 3]

There will be a mid-term exam covering the material discussed in class. The mid-term will include multiple-choice, true/false, short-answer and essay-type questions.

MULTIMEDIA ADVOCACY PROJECT (25%) [BCC-LO 2, 3; SLO 2, 3, 4]

In groups of two, students will prepare a website that addresses a relevant topic related to class. The Multimedia Advocacy Project (MAP) complements the more “formal” work presented as a final paper. In other words, the MAP can include a variety of relevant multimedia sources (e.g. movies, documentaries, audio, photo, newspaper, etc.) that portray the themes of migration, health, social justice and human rights discussed in class. The MAP should be send via e-mail to the instructor and presented as a website on Thursday November 29th.
FINAL PAPER (30%) [BCC-LO 1, 2, 3; SLO 3, 4, 5]

Students will work in groups of two (same as the multimedia advocacy project) to prepare a critical review of the literature on a topic related to the class. Students will “sign-up” their group and its proposed members in class on Thursday October 4th. The purpose of this paper is to conduct a critical review of relevant literature (journal articles, books, reports, conference proceedings) about a “health & social justice” issue of your interest. Selected topics should be agreed with instructor by Thursday October 11th. Final papers are due via Canvas by 10am on Tuesday December 3rd. Papers should be 8-10 double-space pages, citing a minimum of 10 peer-reviewed references using APA format.

CLASS ATTENDANCE & PARTICIPATION (10%) [BCC-LO 2; SLO 2, 3, 4]

Class attendance and participation is a fundamental component of the learning experience. Each student is expected to attend and actively participate during class. No texting/e-mailing in class. If it is an emergency, please step out of class until the issue has been resolved. Readings and assignments must be completed prior to class so that students are prepared to discuss them. Each student is expected to participate in learning, teaching, and project planning as the semester unfolds. This not only assumes preparation, but also active engagement. Attendance will be taken during each in-class session and will contribute to the grade you receive for this component. Moreover, quality of class participation may be considered when a student’s grade falls “on the line” between two different grades.

Grades:

The following scale is a percentage of total points that will determine grades for all students:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
</tbody>
</table>

Essay and Exam Evaluation Criteria:

The following criteria will be used for evaluating written assignments and exams: [1=Poor; 2=Average; 3=Good; 4=Excellent]

- COMMITMENT-did you cover all relevant materials/questions?
- AMBITION-did you take each issue to task?
- ENGAGEMENT-did you make connections between issues?
- CLARITY-was the paper readable and well organized?
- READINGS/COURSE MATERIALS-did you use appropriate reading and other course materials in your work? [Note: ALL information sources used for class exercises must be cited using APA format. See: http://wally.rit.edu/pubs/guides/apa.html]
- COMPARISON-in general, how did your work compare to the rest of the class?
- DIRECTIONS-a "no brainer" here. Did you follow directions?
WRITTEN ASSIGNMENTS

All written assignments are to be typed, double spaced, 1 inch margins and spell/grammar checked. 10% of the grade for each assignment will be based on quality of writing, including grammatical and spelling accuracy.

Diversity Statement

The College of Liberal Arts strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

Expectations for Student Conduct

The Student Conduct Code establishes community standards and procedures necessary to maintain and protect an environment conducive to learning, in keeping with the educational objectives of Oregon State University. This code is based on the assumption that all persons must treat one another with dignity and respect in order for scholarship to thrive. For the full Student Conduct Code see: http://studentlife.oregonstate.edu/code

Academic or Scholarly Dishonesty is prohibited and considered a serious violation of the Student Conduct Code. It is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

Religious Holiday Statement

Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

Students with Documented Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Students’ Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Human Services Resource Center (HSRC) for support (hsrc@oregonstate.edu, 541-737-3747). The HSRC has a food pantry and other programs to help. Additionally, the HSRC Textbook Lending Program offers eligible students the opportunity to check out required textbooks for the academic term, including __ copies of the books required for this course. The professor has also had __ copies of the course text made available in the course reserves in the OSU Valley Library.
Furthermore, please notify the professor about your concerns if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

R.E.S.P.E.C.T. Guidelines:

Throughout the course of the term we will engage in both small group and class discussions on public issues, concepts and the readings. In order to create an environment that is welcoming to all, I propose that we recognize and follow the RESPECT guidelines described below.

- Recognize your communication style
- Expect to learn something about yourself and others
- Speak clearly and use personal examples when making a point
- Participate honestly and openly
- Engage in the process by listening as well as speaking
- Confidentiality
- Take Responsibility for yourself and what you say

Email Etiquette:

When communicating via email, please follow the rules listed below.

- **Use proper spelling, grammar & punctuation.** This is not only important because improper spelling, grammar and punctuation give a bad impression of your ability, it is also important for conveying the message properly. E-mails with no full stops or commas are difficult to read and can sometimes even change the meaning of the text. And, if your program has a spell-checking option, why not use it?
- **Do not write in CAPITALS. IF YOU WRITE IN CAPITALS IT SEEMS AS IF YOU ARE SHOUTING.** This can be highly annoying and might trigger an unwanted response in the form of a flame mail.
- **Read the email before you send it.** A lot of people don't bother to read an email before they send it out, as can be seen from the many spelling and grammar mistakes contained in emails. Apart from this, reading your email will help you send a more effective message and avoid misunderstandings and inappropriate comments.
- **Do not discuss confidential information via e-mail.** Sending an email is like sending a postcard. If you don't want your email to be displayed on a bulletin board, don't send it. Moreover, never make any libelous, sexist or racially discriminating comments in emails, even if they are meant to be a joke.

Student Evaluation of Courses:

The online *Student Evaluation of Teaching* system opens to students the Monday of dead week and closes the Monday following the end of finals. Students will receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the learning experience of future students. Responses are anonymous (unless a student chooses to “sign” their comments agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.
Course Schedule 1

Week 0: Introduction to Content & Course Requirements

- Review of Syllabus

Week 1: Overview of Key Concepts and Terms

Readings:
- What is Health Equity? Boston Public Health Commission

Week 2 Theoretical frameworks: socio-ecological, lifecourse, and minority stress models

Readings:

Sign-up for Groups: Thursday October 4th.

Week 3 Material Success, Social Failure, Poor Health

Readings:
- Richard Wilkinson: How economic inequality harms societies. What gets worse when rich and poor are too far apart: real effects on health, lifespan, even such basic values as trust
- In Sickness and In Wealth. How does the distribution of power, wealth and resources shape opportunities for health?

1 The instructor reserves the right to make changes to the course schedule and assignments as appropriate.
Select topic for MAP and final paper: Thursday October 11th.

Week 4: The Costs of Inequality I

Readings:
- *Place Matters*. Why is your street address such a strong predictor of your health?

Week 5: The Costs of Inequality II

Readings:
- *We need to talk about an injustice, Bryan Stevenson*.

Week 6: Institutionalized Racism & Health Inequities

Readings:
- *When the Bough Breaks*: Can racism become embedded in the body and affect birth outcomes?
- *Bad Sugar*: What are the connections between diabetes, oppression, and empowerment in two Native American communities?

Midterm Exam: Thursday November 1st.
Week 7: Community engaged approaches to health justice.

Readings:
- The Praxis Project: Communities Building Power for Health.
- Our Partnerships, Northwest Health Foundation.

Week 8: A Better Society? Equality & Advocacy

Readings:
- Requiem for the American Dream, Noam Chomsky.
- Culture of Health, Robert Wood Johnson Foundation.

Week 9: Health Policy, Politics, and Social Justice

Readings:
- Prioritize Upstream Policy Change, Health Equity Guide.
- A Guide for Institutionalizing Health Equity, Center for Health Equity and Place, Policy Link.

Thanksgiving holiday: Thursday November 22nd.

Week 10: Multimedia advocacy project presentations.

Final papers are due on Canvas by 10am on Tuesday December 3rd.
Many students take their first Ethnic Studies course because the topic is of great interest or because of a need to fulfill a college requirement. Often students go on to take a number of Ethnic Studies classes out of "interest" yet have no information about the major or minor and don’t realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor at OSU, please feel free to come talk with me or contact Leonora Rianda, Ethnic Studies Office Coordinator, at: 541-737-0709 or leonora.rianda@oregonstate.edu