Course Description and Objectives
This course provides an overview of current issues in health and inequality including the impact of social class, race, ethnicity, and gender on health; the social causes and consequences of health disparities; and current public policy debates about reducing disparities.

Required Readings

Course Structure
Students are expected to complete all assigned readings prior to class. The class will begin with a brief introduction to the subject matter. Each student will be required to prepare a summary of the readings, critique, and discussion questions as well as lead the discussion at least once throughout the term. Students who are not presenting are expected to actively participate in discussion and contribute additional discussion questions.

Criteria for Grading

<table>
<thead>
<tr>
<th>Item</th>
<th>Value</th>
<th>(%) of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation/Discussion</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Lead</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Reaction Papers (4)</td>
<td>10%</td>
<td>40%</td>
</tr>
<tr>
<td>Paper Proposal</td>
<td>10%</td>
<td>10%</td>
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<tr>
<td>Term Paper</td>
<td>30%</td>
<td>30%</td>
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<tr>
<td>Total</td>
<td></td>
<td>100%</td>
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Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93.5-100</td>
</tr>
<tr>
<td>A-</td>
<td>89.5-93.4</td>
</tr>
<tr>
<td>B+</td>
<td>85.5-89.4</td>
</tr>
<tr>
<td>B</td>
<td>82.5-85.4</td>
</tr>
<tr>
<td>B-</td>
<td>79.5-82.4</td>
</tr>
<tr>
<td>C+</td>
<td>75.5-79.4</td>
</tr>
<tr>
<td>C</td>
<td>72.5-75.4</td>
</tr>
<tr>
<td>C-</td>
<td>69.5-72.4</td>
</tr>
<tr>
<td>D+</td>
<td>65.5-69.4</td>
</tr>
<tr>
<td>D</td>
<td>62.5-65.4</td>
</tr>
<tr>
<td>D-</td>
<td>59.5-62.4</td>
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<tr>
<td>F</td>
<td>≤ 59.4</td>
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Participation and Attendance Policy
Class attendance is mandatory, and I strongly encourage you to participate actively throughout the course – ask questions, challenge what class members have said, make connections to
material from other courses, and relate course material to your own developing research interests. Class participation will be assessed on the basis of contribution to class discussions.

**Critiques/Discussion Lead**
Each student will be expected to lead the discussion once throughout the term. On that day, the student will need to prepare a summary of the readings along with a critique of the material. Students should prepare discussion questions and any other necessary materials. A written version of the materials should be submitted to me on the day of the presentation and will be worth 10% of your overall grade.

**Reaction Papers**
Students are required to turn in four reaction papers. Students may select any four topics from those covered during the term. Reaction papers should provide a critique/analysis of the subject matter and should go beyond the scope of the readings and incorporate additional materials, rather than simply summarize the assigned readings. The reaction papers should be typed and 2-4 pages, double-spaced, 12-point font, with 1-inch margins. All reaction papers should be submitted through D2L (Assignments folder) by Monday at 8:00am (before the class period that the readings will be discussed).

**Term Paper and Proposal**
The paper proposal should describe the focus of the term paper. The proposal (no more than 3 pages, double-spaced, 12-point font, and 1-inch margins) should include a (tentative) title, the motivation of the study and theoretical perspectives (1-2 paragraphs), and the purpose/specific aims of the paper (1-2 paragraphs). The paper proposal should also include at least three references (with full citations) to relevant scholarly research.

There are three options for the format of the term paper:
- a. An empirical research paper that develops a research question(s), analyzes relevant data, and provides an answer(s) to the question(s).
- b. A focused review of a specific topic that includes an annotated list of readings, with a qualifying exam style questions that pertains to those readings, and the answer to that question.
- c. A research proposal that includes a clearly defined research question, a literature review, a methods section with information on where you will get data, what methods are appropriate to address your question, and expected outcomes/contributions.

The term paper should be at least 12 pages but no longer than 25 pages in length, double-spaced, 12-point font, and 1-inch margins. Papers should conform to the appropriate disciplinary guidelines (APA or ASA) and should be submitted to the appropriate folder in D2L.

**Policy on Late Work**
Assignments are due by the specified time (listed on syllabus) and should be submitted via the Assignments folders in D2L. *Any homework turned in after the deadline is considered late and will be assessed the following deductions: (-10) if submission is less than 48 hours late; (-20) if submission is more than 48 hours late. Late assignments will be accepted up to 1 week after the due date. After 1 week the assignment will not be accepted. *If a student has submitted written documentation of a university absence the late penalty will not apply.*
Students with Disabilities
(DRC) coordinates support services, accommodations, and equipment for students with disabilities. DS works to ensure equal access to all University programs, services, and activities for students with disabilities. DS certifies eligibility for services, determines reasonable accommodations, and develops plans for the implementation of accommodations. The DRC Director also assists students in the informal resolution of complaints. More information is available on their website: http://www.drc.pdx.edu

Plagiarism/Academic Dishonesty
It is expected that the students will maintain the highest level of academic integrity while participating in this class. As per university guidelines, “Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act.

Any of the above mentioned violations will result in the appropriate disciplinary penalties as outlined by University Rules and Regulations including an "F" in the class, suspension, and/or expulsion. In the context of this course, the first incident of academic dishonesty (including unauthorized collaboration on course assignments) will result in a zero for the assignment. Any further future incidents will result in an F for the course.

Title IX Reporting Obligations
Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or harassment, know that help and support are available. PSU has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and on-housing accommodations, helping with legal protective orders, and more. Information about PSU’s support services on campus, including confidential services and reporting options, can be found on PSU’s Sexual Misconduct Prevention and Response website at: http://www.pdx.edu/sexual-assault/get-help or you may call a confidential IPV Advocate at 503-725-5672.

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor or the University’s Title IX Coordinator or the Office of Affirmative Action. For more information about Title IX please complete the required student module Creating a Safe Campus in your D2L.

Classroom Etiquette
Be on time. Turn off cell phones. Be respectful when making a comment or responding to others’ comments.
Class Schedule and Readings List

**Week 1 (Jan 6):** Introduction to Health Inequities
- **Book:**
  - Introduction, Chapter 1 (p. 1-32)

**Week 2 (Jan 13):** Social Factors and Health
- **Optional:**

**Week 3 (Jan 20):** Socioeconomic Status and Health


Optional:

Week 4 (Jan 27): Socioeconomic Status and Health


- Paper Proposal due at the end of the week (Sun at 9:00pm) – submit to D2L Assignments Folder “Paper Proposal”

Week 5 (Feb 3): Historical and Political Background: Racial and Ethnic Health Disparities

- Book – LaVeist: Ch. 3, 5, 26
Optional:

**Week 6 (Feb 10): Race, Ethnicity, and Health**
- Book – LaVeist: Chapters 15, 17, 18, 19
- Optional:

**Week 7 (Feb 17): Access and Treatment Disparities**
- Book – LaVeist: Ch. 25-29
- Optional:

**Week 8 (Feb 24): Ethnicity, Immigration, and Health**
- Book – LaVeist: Ch. 11, 14


Optional:

Week 9 (Mar 2): Gender, Family, and Health


Optional:
https://www.jstor.org/stable/2782273

Week 10 (Mar 9): Health Care Systems
Book – LaVeist: Chapter 32, 33, 35


Optional:  

Final Papers due Fri, Mar 13 at 9pm - submit to D2L Assignments Folder “Term Paper”