

University of California at Davis  
College of Agricultural and Environmental Sciences ♦ Department of Human Ecology  
Contextual Determinants of Health: HDE 137 (Fall 2023)  
*Classes, Time, Location:* Mondays and Wednesdays 4:10-6:00 pm; Wellman Hall 2

### **Instructor**

Brittany D. Chambers, PhD, MPH  
Email: [bdchambers@ucdavis.edu](mailto:bdchambers@ucdavis.edu)  
Office hours: by appointment  
Office location: 2317 Hart Hall

### **Teaching Assistant**

Madeline Rose Olwert  
Email: [mrolwert@ucdavis.edu](mailto:mrolwert@ucdavis.edu)  
Office hours: by appointment

### **COVID-19 Statement**

The COVID-19 pandemic has caused all our lives to change drastically over the past 3 years and have disproportionately impacted Black and Brown communities. I recognize that these are uncertain times and there may be a lot of anxiety and apprehension around in-person instruction. My biggest priorities for the class this quarter are students' health and that the classroom is a safe setting for all. This class will be taught in-person. All lectures will be recorded and available to view on Canvas. All assignments for the course will be submitted online.

If you are feeling sick, have tested positive for COVID-19, or have had a potential COVID-19 exposure please stay home. You will be able to watch the lecture recordings online and complete all of your work online. Your grade will not be affected if you need to stay home due to illness or quarantine. I would also request that students in the course maintain communication with me during the quarter if you have any concerns or need extra support or help. My "office door" is always open through e-mail ([bdchambers@ucdavis.edu](mailto:bdchambers@ucdavis.edu)), so please reach out to me if you need to.

### **Course Description**

This course will focus on contextual/structural determinants of health. Some of the topics covered include: How do contextual/structural determinants of health impact the health and wellbeing of people and communities? How do structures such as racism, sexism, and social class shape contribute to health inequities? What major events have contributed to the institutionalization of racism, sexism, and social class?

### **Student Learning Objectives (SLOs)**

By the end of this course, students will be able to:

1. Identify contextual/structural determinants of health affecting the health and well-being of people and communities.
2. Describe and apply methods and contextual/structural perspectives to interpret, analyze, and evaluate health inequities.

3. Locate, analyze, and utilize accurate health information from a variety of sources.
4. Describe major events that institutionalized racism, sexism, and social class in the US.
5. Critically discuss health issues and potential solutions using the contextually informed models.

### **Required Textbook**

Golash-Boza, T.A. (2022). *Race and Racism: A Critical Approach* (3<sup>rd</sup> ed.) New York: Oxford University Press.

Additional readings are available on class readings list.

### **Course Expectations and Policies:**

- It is very important that you read this syllabus carefully and completely. If anything needs to be clarified, ask questions at the beginning of the quarter. Note due dates and plan on working on papers and assignments in advance.
- This class will cover interesting but at times potentially upsetting or controversial topics so it is expected that everyone will be respectful in their reactions to the material presented as well as to the diversity of views/opinions expressed. Please contact the instructor at any time with questions or concerns. Please take extra care when posting to the discussion boards to review your responses before submitting and consider whether your response may be construed as insensitive by others in the class. If a student posts a response to the discussion board that could be considered insensitive, offensive, or upsetting, the professor and TA reserve the right to remove that posting. If a student has a concern about another student's posting on the discussion board, please contact the professor or TA.
- Please note that professors and TA are required to report certain information related to students' health and safety, including if we learn of sexual violence or if we suspect a student or others may be at risk of harm. Please be aware if you report anything personal that falls into one of these categories during one of the assignments (for example, a discussion assignment) or when meeting with us that we may be required to report this information to the relevant reporting agency. If you are experiencing distress and would like to discuss this with a confidential resource, you can ask the professor or TA, and we can connect you with confidential resources. The Canvas course site also contains links to student resources.
- I expect students to uphold the UC Davis Code of Academic Conduct as outlined online (<http://sja.ucdavis.edu/cac.html>).
- Please remember to verify your Academic Participation through [participate.ucdavis.edu](http://participate.ucdavis.edu).
- If you are a student that requires accommodations to assist with your learning, and that have been verified by the campus disability center, please let the instructor know immediately. We will do our best to provide reasonable accommodations to help you have the most optimal learning experience for you.
- Any noted errors in grading, score calculations, and/or grading disputes must be submitted in writing within 48 hours of the grade being released and include reasons for why any grade change is warranted. After that date, no further changes to grades will be considered.

- I will respond to e-mails as promptly as possible. If you have sent me an e-mail, please wait at least 2 full business days for my response before e-mailing again. I generally do not check my e-mail after 5 pm, so if you e-mail me after that time, I will not respond to your e-mail until the next business day.
- Most importantly, if you have any questions, concerns, or need for clarification, please let me know at the beginning of the quarter.

### **Lectures**

Lectures will be given in-person and will also be recorded and posted on Canvas. PDF copies of the lecture slides will be available on Canvas before class.

### **Readings**

Each week you will be assigned required and optional readings for the course. The readings will generally be a chapter from your required textbook but may include additional sources such as a peer-reviewed journal article. All assigned readings are required readings, and class assignments will include questions on these readings.

### **Office Hours**

All office hours will be through Zoom this quarter. See the top of the syllabus for information on how to schedule an office hours appointment with Professor Chambers or the TA. There is power in community.

### **Policy on late assignments**

Please note that we will not accept any of the assignments (discussions or, first draft or peer review of comparative paper) if submitted after the deadline. If you are unable to complete any of these assignment on time, you will receive a 0 on that assignment. Please do not e-mail the instructor or TA asking to submit an assignment late.

### **Policy on missed class or assignments due to illness**

If you are unable to attend lecture in-person due to illness, it is expected that you will watch the lecture recordings available on Canvas to catch up on the material missed. If you are unable to complete an assignment (discussions or, first draft or peer review of comparative paper) due to illness, please contact the instructor to discuss make-ups. Make-ups due to illnesses lasting more than 2 weeks will require medical documentation, including documentation of the length of illness that prevented the student from completing assignments.

### **Grading Scale**

<u>Point Range</u>	<u>Grade</u>
330-340	A+
316-329	A
306-315	A-
296-305	B+
282-295	B
272-281	B-
262-271	C+

248-261	C
238-247	C-
228-237	D+
214-227	D
204-213	D-
0-203	F

### **Course Assignments**

<b>Assignment</b>	<b>Percentage</b>	<b>Points</b>
Discussions	3%	10
Comparative Paper	24%	80
Group Assignments	18%	60
Final Group Project	29%	100
Final Exam	26%	90
<b>Total</b>	<b>100%</b>	<b>340</b>

### **Discussions**

There will be 2 discussion questions over the course of the quarter. Students are expected to read course materials and review assigned videos to participate in discussions. Discussions will be on weeks 5 and 7. Students will be responsible for answering questions and respond to at least one classmate's discussion post in Canvas by 11:59pm on the Friday of weeks 5 and 7. Students will be given 5 points (3 for answering the discussion question and 2 for responding to a classmate) for each discussion. Assignments will be deducted points if you do respond to the question and at least one other classmate's post, do not answer the questions, or show insufficient depth/understanding of course material including readings and videos.

### **Comparative Paper**

You will write one paper for this course. You will need to write a 3-paragraph paper ranging between 1–2-pages (1 full page minimum, 3 full pages maximum) double-paced paper in the style of comparative paper describing similarities and differences between contextual perspectives from course readings and lectures. You will need to compare 2 contextual perspectives. Contextual perspectives should come from content presented during weeks 1-3 including ecosocial theory, institutional racism, racial microaggressions, structural racism, racial wealth disparities, racial formation, sexism, feminism, white supremacy, settler colonialism theory, islamophobia, transphobia, or intersectionality. This paper will require you to develop a thesis statement and use course readings to support your argument. You will work on this paper across the quarter and submit the following assignments to work towards the submission of your final draft.

- **First Draft:** You will submit a first draft of your comparative paper for your peer to review on **Friday, October 27, 2023, by 11:59pm.**
- **Peer review:** You will automatically be assigned two of your peer's papers to review in Canvas. You will use the peer review guide in Canvas to provide constructive feedback

on your peer's First Draft. Peer reviews are due on **Friday, November 3, 2023**, by 11:59pm. Peer review of your First Draft is worth **20 points**.

- **Final Draft:** You will revise your paper based on peer feedback and turn in the final draft on **Monday, November 10, 2023, 60 points**.

Papers will only be accepted in electronic format submitted through Canvas. We will not accept hard copies of papers. We will use the date of submission on Canvas to determine whether a paper has been submitted late. Please note that all papers will be reviewed for plagiarism by Turnitin.com. Plagiarism will not be tolerated and will result in a score of 0 on the paper and referral to the Office of Student Judicial Affairs. Students will be provided a grading rubric to further describe point deductions.

Late *first drafts* or *peer reviews* will not be accepted. Final drafts submitted late will receive the following point deductions (the submission time on Canvas will be used to determine whether a paper is submitted late):

- Final drafts submitted **1 day** after deadline: 2-point deduction.
- Final drafts submitted **2 days** after deadline: 4-point deduction.
- Final drafts submitted **3 days** after deadline: 6-point deduction.
- Final drafts **4 days** after deadline: will not be accepted.

If you have extenuating circumstances (such as an illness) that prevent you from turning in your paper on time, please contact Dr. Chambers. Decisions about paper extensions will be made on a case-by-case basis and I may ask for medical documentation when making a decision about paper extensions.

### **Final Project**

For your final project, you are required to apply contextual perspectives and focus on concepts/topics discussed in class to create a 2–3-minute video public service announcement (PSA). Topics covered this quarter includes environmental justice (e.g., lack of green spaces in communities of color), reproductive justice (e.g., access contraception including abortion, reproductive healthcare, ability to raise children in safe environments), birth justice (e.g., culturally-appropriate, person-centered care, access to breastfeeding support and traditional birth-workers, such as midwives and doulas), education equity (e.g., higher resourced schools in predominately white schools), mental health (e.g., services available in communities of color), residential segregation (e.g., a high concentration of people of color in poorer areas of the city), or health inequities (e.g., infant mortality, cardiovascular disease, diabetes). PSAs are visual representations used to increase awareness about a health or social issue. In groups of 4-5, students will need to describe the following in their PSA:

- 1) Define a health or social issue.
- 2) Provide statistics for health issue among target population.
- 3) Discuss contextual/structural factors associated with health or social issue.
- 4) Describe the benefits of one structural intervention strategy to address issue among target population.

PSAs can include written text, photos, and video clips. BE CREATIVE. Students must comply with the university academic integrity policy. Each student is required to sign the Academic Integrity Policy on all major work submitted for the course. You will be required to turn in a script of your PSA.

There will be three group assignments over the quarter that will help students gather and synthesize data and articles to complete their final group project. Each assignment will build upon one another, providing information for the four required items for the final project. All group assignments will be done in-class and will be due by the end of the week that they were assigned. Each group assignment will be worth 15 points.

Assignment 1-Defining your health or social issue: Students will learn how to locate and navigate websites containing accurate information relevant to their health or social issue. Information gathered will be used to define the health or social issue and provide statistics for the final project (PSA). Students will have to analyze data presented on four websites and describe at least 5 factors that are being measured to explore health or social issues, describe at least 3 characteristics of the sample the data is gathered from, whether the data source measures contextual/structural factors, and a concrete and concise description and rationale of utility of the information to describe your groups health or social issue. Students will then have to identify their health or social issue, define their health or social issue, and describe at least 4 statistics related to their health or social issue among their targeted population. Students will be provided a grading rubric to further describe point deductions. **Due Friday, October 13, 2023, by 11:59 pm.**

Assignment 2-Literature review: Students will learn how to locate and analyze peer-reviewed journal articles and other credible sources that discuss contextual factors associated with their specific health or social issue. Information gathered will give students a broad perspective of their health issue, with an emphasis on contextual/structural factors which assist them in completing assignment 3. Each group member will be responsible for identifying 1 peer-reviewed article. Based on the number of people in your group, your group will need to identify 3-4 articles. Each group member will be responsible for writing 1 paragraph about their article. This means the assignment 2 should consist of at least 3-4 paragraphs (each group member is responsible for writing 1 paragraph for each). The paragraph should concretely describe the purpose of the article, the study population, key research findings, and describe 1-3 contextual factors (e.g., laws & institutional policies and practices; national, regional, state, and local social, economic, and political infrastructures; and neighborhood conditions) explored in their article and the impact they had on health issue. Students will also need to discuss the significance of your health or social issue on the health and wellbeing of families and communities. Students will be provided a grading rubric to further describe point deductions. Due by **Friday, November 3, 2023, by 11:59 pm.**

Assignment 3-Structural intervention strategies: Students will identify structural intervention strategies being implemented to address their health or social issue among their target population. Information gathered from this assignment will be used to choose one prevention strategy to discuss in detail in the final project (PSA). Groups will need to identify at least 3 strategies addressing their health or social issue focusing on upstream strategies focused on

improving community infrastructures, environments, and/or local, state, or national policies. Students will be provided a grading rubric to further describe point deductions. Due by **Wednesday, November 22, 2023, by 11:59 pm.**

Group Assignments submitted late will receive the following point deductions (the submission time on Canvas will be used to determine whether a paper is submitted late):

- Group assignments submitted **1 day** after deadline: 2-point deduction.
- Group assignments submitted **2 days** after deadline: 4-point deduction.
- Group assignments submitted **3 days** after deadline: 6-point deduction.
- Group assignments **4 days** after deadline: will not be accepted.

The final project will be worth 100 points. **Due Sunday, December 3, 2023, by 11:59pm.**

*Note:* Additional group assignments totaling 15 additional points will be assigned across the quarter.

### **Final Exam**

There will be a final exam consisting of 30 questions from the 6 book chapters discussed across the quarter (Chapters 1, 2, 9, 6, 4, and 10). All exams will consist of multiple choice and true/false questions and will be posted in Canvas. The final exam will be open note and open book and will be timed. You will have 60 minutes to your final exam. The final exam will be worth 90 points. Your exam will open the day of final exams (**Thursday, December 14, 2023**) from 8:00am to 11:59 pm.

Week	Date	Topic	Readings
Week 1	9/27/23	Overview of class, expectations, & forming groups	Syllabus
<b>Structures: Racism, Sexism, and Social Class</b>			
Week 2	10/2/23 & 10/4/23	Contextual/structural determinants of health & Racism	<p><b>Required:</b></p> <p><b>Book Chapter:</b> MacIntyre S and Ellaway A. Chapter 14, Ecological Approaches: Rediscovering the Role of the Physical and Social Environment. In: Berkman LF, Kawachi I (eds). Social Epidemiology, New York: Oxford University Press 2000; pp. 332-345</p> <p><b>Article:</b> Jones, C. P. (2000). Levels of racism: a theoretic framework and a gardener's tale. American journal of public health, 90(8), 1212.6</p> <p><b>Optional:</b></p> <p><b>Article:</b> Krieger, N. (2019). Measures of Racism, Sexism, Heterosexism, and Gender Binarism for Health Equity Research: From Structural Injustice to Embodied Harm-An Ecosocial Analysis. Annual Review of Public Health, 41, 37-62.</p>
Week 3	10/9/23 & 10/11/23	Racism & Intersectionality  Lab: Group Assignment #1	<p><b>Required:</b></p> <p><b>Book Chapter:</b> Chapter 1. The origin of the ideal of race</p> <p><b>Book Chapter:</b> Chapter 2. Racial ideologies and sociological theories of racism</p>



			<p><b>Optional:</b></p> <p><b>Article:</b> Crenshaw, K. (1990). Mapping the margins: Intersectionality, identity politics, and violence against women of color. <i>Stan. L. Rev.</i>, 43, 1241.</p>
<b>Laws &amp; Institutional Policies and Practices</b>			
Week 4	10/16/23 & 10/18/23	<p>Reproductive Justice &amp; Rights</p> <p>How to conduct a literature review</p>	<p><b>Required:</b></p> <p><b>Book Chapter:</b> Ross, L., &amp; Solinger, R. (2019). A Reproductive Justice History. In <i>Reproductive Justice</i> (pp. 9-57). University of California Press.</p> <p><b>Article:</b> Chambers, B. D., Arega, H. A., Arabia, S. E., Taylor, B., Barron, R. G., Gates, B., ... &amp; McLemore, M. R. (2021). Black women's perspectives on structural racism across the reproductive lifespan: A conceptual framework for measurement development. <i>Maternal and Child Health Journal</i>, 25(3), 402-413.</p> <p><b>Optional:</b></p> <p><b>Article:</b> Messing, A. J., Fabi, R. E., &amp; Rosen, J. D. (2020). Reproductive injustice at the US border. <i>American journal of public health</i>, 110(3), 339-344.</p>
Week 5	10/23/23 & 10/25/23	<p>Criminal Justice Systems</p> <p>Comparative Paper-First Draft 1 Due</p>	<p><b>Required:</b></p> <p><b>Book Chapter:</b> Chapter 9. Racism and the criminal justice system</p> <p><b>Article:</b> Hayes, C. M., Sufrin, C., &amp; Perritt, J. B. (2020). Reproductive justice disrupted: Mass incarceration as a driver of reproductive oppression. <i>American journal of public health</i>, 110(S1), S21-S24.</p>

<b>Neighborhood Conditions</b>			
Week 6	10/30/23 & 11/1/23	Environmental Injustice  Lab: Group assignment #2	<b>Required:</b>  <b>Book Chapter:</b> Chapter 10. Health inequalities, environmental racism, and environmental justice  <b>Article:</b> Rowangould, D., Karner, A., & London, J. (2016). Identifying environmental justice communities for transportation analysis. <i>Transportation Research Part A: Policy and Practice</i> , 88, 151-162.
<b>National, regional, state, and local social, economic, and political infrastructures</b>			
Week 7	11/6/23 & 11/8/23	Social Systems and Networks  Comparative Paper-Peer Review Due	<b>Required:</b>  <b>Book Chapter:</b> Chapter 4. Racism in the Media: The spread of Ideology  <b>Article:</b> Cohen, A., Ekwueme, P. O., Sacotte, K. A., Bajwa, L., Gilpin, S., & Heard-Garris, N. (2021). "Melanincholy": A Qualitative Exploration of Youth Media Use, Vicarious Racism, and Perceptions of Health. <i>Journal of Adolescent Health</i> .
Week 8	11/13/23 & 11/15/23	Educational Systems  Comparative Paper-Final Draft Due	<b>Required:</b>  <b>Book Chapter:</b> Chapter 6. Educational Inequality  <b>Article:</b> Quijada Cerecer, P. D. (2013). The Policing/Ruling of Native bodies and minds: Perspective schooling from American Indian youth. <i>American Journal of Education</i> .
<b>Applying Contextual Determinants of Health to Human Development</b>			

Week 9	11/20/23 & 11/22/23	Lab: Group Assignment #3 No Class Wednesday	<b>TBD</b>
Week 10	11/27/23 & 11/29/23	Guest Lecture Lab Week	<b>No readings</b>
<b>Group Projects</b>			
Week 11	12/4/23 & 12/6/23	Final Project Presentations	<b>No readings</b>
	6/15/23	Final Exam	

*NOTE:* This syllabus is tentative and can change at any time