

C&E SOC/SOC 533

Public Health in Rural and Urban Communities

Syllabus (final draft, Fall 2024)

University of Wisconsin-Madison (3 credits)

This syllabus was last updated Sept 4, 2024.

Substantive changes after that time are highlighted in yellow and dated.

Course Details

Course Description

This course provides an overview of public health issues, institutions, and interventions in communities across the rural-to-urban continuum from the perspective of the social sciences. It combines conceptual and practical surveys of the social determinants of health, with a strong emphasis on understanding and explaining health inequalities and inequities in the United States. The course will focus on geospatial patterns of health and their causes, particularly looking at drivers of urban and rural health disparities. Examines epidemiological evidence for and solutions to health issues that impact vulnerable populations in diverse geographic and social settings. Case studies of health topics include maternal mortality, migrant worker health, access to health care, social media use and its effect on health, substance use, and environmental and climate justice.

Class Times

September 4 - Dec 11, 2024

Mon/Weds 2:30 - 3:45, Babcock Hall room 119.

See Course Schedule below for details.

Instructional Mode

In-person

Credit Hour Requirements

The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled class sessions two times per week for 75 minutes. The remaining hours will be spent outside of the classroom

engaging in reading, preparation for classroom instruction, completing assignments, and other student work as described in the syllabus.

Plan for student-instructor interaction

Students should expect regular, substantive interaction with the course instructor. The instructor will provide opportunities for interaction by:

- Offering regularly scheduled lectures with time for Q&A where there is an opportunity for direct interaction between the student and the qualified instructor.
- Making announcements via Canvas, emails, or social media check-ins about academic aspects of the class.
- Identifying students struggling to reach mastery through observation of discussion activity, assessment completion, weekly quiz grades, or user activity and offer additional opportunities for interaction.
- The instructor will make at least one hour weekly for drop-in office hours.

In addition, students are encouraged to engage in online discussion on Canvas, where the instructor will actively monitor, answer questions, and facilitate discussion.

Prerequisites

Junior standing.

Learning Outcomes

Course goal

To learn the principles and practice of public health as applied to urban and rural communities in the United States, with an emphasis on social determinants of health disparities.

Course learning objectives:

Undergraduate students who successfully complete this course will be able to:

- (1) Describe biological, social, environmental, and other pathways that produce health and illness, and especially how these pathways intersect and create inequalities and inequities;
- (2) Analyze publicly available data on health outcomes and health behaviors in urban and rural communities, and summarize them for a lay audience;
- (3) Identify and analyze a particular public health problem in detail, and select and evaluate the interventions that have been undertaken to ameliorate that problem, assessing those interventions' strengths and weaknesses.

Course instructor

Malia Jones, PhD, MPH

Malia is a researcher and educator working at the intersection of infectious disease and geography. She is an Assistant Professor in the Department of Community & Environmental Sciences at the University of Wisconsin-Madison. Her research focuses on how the places we spend time affect our health, especially when it comes to infectious diseases. She is also the co-founder of Those Nerdy Girls, a science communication platform offering practical, scientific health information on social media. She's a mom of two boys, a knitter, and a cat person.

Pronouns: she/her/hers or they/them/their or xe/xem/xe/r

Please call me: Malia, Dr. Jones, or Professor Jones.

Name pronunciation: <https://namedrop.io/maliajones>

Email: malia.jones@wisc.edu

Office: Ag Hall 352

Office hours:

I do not have a fixed office hour this semester. Self-schedule your appointment with me at this link: <https://usemotion.com/meet/maliajones/officehours>. I suggest choosing the 30 minute option unless you have a very limited question. If you want more time, please email me.

Office hours are in-person in my office (Ag Hall 352) by default, but I can also easily meet via Zoom. Just email me if you prefer to switch an appointment to Zoom.

Note: My office is not easily accessible to people using a wheelchair. If you use a wheelchair, please send an email to me (malia.jones@wisc.edu) so I can reserve a nearby conference room.

Course Instructional Materials

Course instructional materials (readings, videos, podcasts) will be available online via Canvas. There is no textbook for this course.

Instructional Technology & Other Course Resources

This course will use Canvas for class communication, web-based readings and resources, online lectures, submitting assignments, and posting grades. Therefore, students are expected to access Canvas regularly throughout this course.

Expectations for reading and other preparatory materials

Students will be assigned reading, videos, and/or other media as required preparation for each meeting. Readings and other preparation should be completed before attending class sessions. Doing your assigned homework in advance of the class meeting is especially important for discussions, as students will be expected to arrive prepared to discuss the material assigned.

Communication

How to get help in this class

Office hours (aka student help hours)

Office hours are times when students can be sure to get extra help from the course instructor on any topic. I will have at least one office hour scheduled every week. All students are invited to drop in to ask general questions or get extra help with course content during my scheduled office hours. You do not need an appointment, but making one is helpful for accountability and planning purposes.

Office hours and how to contact me is listed above.

Other ways to get extra help

When you have a question that is unique to you

Questions that are unique to you (like illness, due date extensions, accommodations, your grades) should be emailed to your instructor at malia.jones@wisc.edu.

When you have a question about course content or logistics that applies to everyone in the class or your discussion section

Students should post all course content and logistics questions to the Canvas discussion forum. The course instructor will answer them as quickly as possible. This facilitates faster replies by the instructor and allows all students to see answers equally. If you email the instructor directly with questions about course content and logistics, they may reply with instructions to post your question to the Canvas discussion forum for everyone's benefit.

When you have a general question about college, career, or other things

Please schedule an appointment with Malia at this link:

<https://usemotion.com/meet/maliajones/officehours>. Often these conversations take more than 30 minutes so you might want to book two in a row.

Communication expectations of the instructor

Students can expect to receive a response to messages sent to the instructor via the channels outlined above by the next business day in most situations. Although I strive for even speedier response times, these are not always possible. If you have not received a response and it is beyond the next business day, please re-send your message to Dr. Jones. I very often get more emails than I have time to read and answer, and things get lost in my inbox.

Communication expectations of students

Students are expected to stay up to date on important messages and communications from the instructional team by regularly checking Canvas announcements and their university email. I will send announcements to the entire class via both Canvas and the class email list. I will send individual messages via email.

Class meeting cancellation notices

Occasionally, severe weather, illness, or other circumstances may require the cancellation of a class meeting. If this is so, students will be informed via an email notice sent to the class email list and via a Canvas announcement. It will be the responsibility of each student to ensure that they check their university email for such a message.

Norms and Working Agreements

In this course, I expect all students and instructors to adhere to a shared set of norms and working agreements. Norms are our conditions for shared learning. Working Agreements are our agreed-upon procedures and expectations. These are in place to ensure that our interactions are productive.

Norms	Working Agreements
<ul style="list-style-type: none">● Be respectful, humble, curious, and present.● Consider critique a gift.● Presume positive intentions.● Pay attention to yourself and others.● Aim to co-create an environment where the perspectives of all members of our community are valued.	<ul style="list-style-type: none">● Arrive on time. We will begin on time.● Stay present until the end of class. Do not pack your things up before our class period has ended.● Use names to address each other.● Listen attentively.● Speak to be heard.● Aim for shared participation.● Stay on topic.● Use electronics respectfully.● You may doodle, knit, snack, stand, or move around to the extent that it helps you listen. Please do so in ways that are not distracting to your classmates. If you are a kinetic learner and need to move around, please choose a seat near the back.

Course Schedule

Class meeting times and locations

Class will take place in person on Mondays and Wednesdays from 2:30 - 3:45 pm in Babcock 119.

Course Calendar: Week by Week

Introduction to Health and Public Health

Week 1

Note: no blog posts for this week's session

Clarification: the blog posts for Week 2 homework are due this week on Friday and Sunday, respectively.

Wed, Sept 4: Overview of course expectations and introduction to core concepts
Case study: n/a

Week 2

Monday, September 9: Defining health and public health
Case study: n/a
Wednesday, September 11: The scope of public health
Case study: n/a

Week 3

Note: first case study presentations this week

Mon, Sept 16: How do we measure health?
Case study: Obesity as a Health Indicator
Wed, Sept 18: State of the Union: health in today's USA (the 30,000-Foot View)
Case study: The "Deaths of Despair" Phenomenon

Health disparities and social determinants of health

Week 4

Mon, Sept 23: Understanding health disparities
Case study: the Tuskegee Syphilis Study
Wed, Sept 25: The socioecological model of health
Case study: n/a

Week 5

Mon, Sept 30: Social determinants as fundamental causes of health outcomes
Case study: The Impact of Minimum Basic Income on Health Outcomes
Wed, Oct 2: The McKeown thesis and ecosocial models of health
Case study: n/a

Due: Sunday, Oct 6, 11:59pm CT: Public health data analysis

The Social Construction of Health

Week 6

Mon, Oct 7: Rural Health
Case study: Health Challenges of Migrant Workers in Rural Communities
Wed, Oct 9: Urban Health
Case study: Maternal Mortality in Black Women in the U.S.

Week 7

Monday, October 14: Minoritized Communities and health

Case study: The Flint Water Crisis

Wednesday, October 16: Poverty and education as determinants of health

Case study: Social Media Use as a Determinant of Health

Due: Sunday, Oct 20, 11:59pm CT: Term paper prospectus

Week 8

Monday, October 21: Gender, sexuality, and health

Case study: Transgender Healthcare in Rural Areas

Wednesday, October 23: Understanding intersectionality in public health

Case study: Heatwaves and Urban Poor Communities

Structural and Behavioral Determinants of Health

Week 9

Monday, October 28: Healthcare policy and access to care

Case study: Access to Mental Health Services in Underserved Communities

Wednesday, October 30: Commercial determinants of health

Case study: Vaping and Commercial Determinants of Health

Week 10

Monday, November 4: The role of the built environment in public health

Case study: Self-Driving Vehicles, Aging, and the Built Environment

Wednesday, November 6: Pollution, climate change, justice, and health disparities

Case study: Hurricane Maria and Climate Justice in Puerto Rico

Week 11

Monday, November 11: Geography as a determinant of health

Case study: Indigenous Health and Environmental Racism

Wednesday, November 13: Behavioral determinants of health

Case study: HIV/AIDS in Black and Latino LGBTQ+ Communities

Due Sunday, Nov 17, 11:59pm CT: Term paper Part 1

Public Health Interventions to Address Health Disparities

Week 12

Monday, November 18: Public health interventions to address health disparities

Case study: n/a

Wednesday, November 20: Spotlight on community-based participatory research methods

Case study: n/a

Week 13

Monday, November 25: Systems thinking in public health

Case study: n/a

Wednesday, November 27: Off for Thanksgiving

Week 14: Research poster presentations

Note: no blog posts this week

Monday, December 2: Poster presentations

Case study: n/a

Wednesday, December 4: Poster presentations

Case study: n/a

Week 15

Note: no blog posts this week

Monday, December 9: Effective public health interventions & looking ahead

Case study: n/a

Wednesday, December 11: Applying systems thinking to public health careers

Case study: n/a

Due Sunday, Dec 15, 11:59pm CT: Term paper Part 2

Exam Week:

No exam in this course!

Grading

Assessments

Your grade in this course will be based on the following components:

1. Weekly Blog Posts and Peer Commentary Assignment (300 points total)

Purpose:

The goal of this assignment is to facilitate engagement with the course material and encourage thoughtful reflection on the topics and readings. Writing blog posts will allow you to critically analyze and synthesize the content, while commenting on your peers' posts will promote collaborative learning and foster deeper discussions in class.

Assignment Overview:

Each week, you will be responsible for posting a 300-word blog entry based on the assigned topics and readings for one of the week's sessions (either Monday or Wednesday). Alternatively, you may post

another kind of expression/communication that responds to the assigned topics and readings (e.g., a poem, original song, drawing, collage, podcast episode, op-ed). No matter what format you choose, your posts should take approximately 1-2 hours to write. Over the course of the semester, you will write **10 blog posts** in total, each graded out of 30 points. I will drop your **two lowest grades**, meaning your highest eight blog post scores will contribute to your final grade (240 points total).

Posting Schedule:

- Blog posts are due weekly from **Week 2 to Week 15**, with the exception of **Weeks 13 and 14**. This allows flexibility during particularly busy times of the semester.
- You will be assigned a **consistent day** (either Friday or Sunday) to post by each week. The day is selected randomly prior to the first day of class, and you will find your assigned day posted on Canvas.
 - **Friday posts (due by 11:59 PM)** correspond to the next **Monday class**.
 - **Sunday posts (due by 11:59 PM)** correspond to the next **Wednesday class**.

Important: If you don't submit a post by the deadline, it will not be graded, and you will receive a zero for that week. No exceptions, not even in emergencies. Be sure to manage your time carefully and plan ahead for your assigned post days.

Peer Commentary:

In addition to creating your own posts, you are required to **comment on at least one other student's blog post** each week. Comments should be about 100 words in length and should offer a thoughtful response that engages with the content of the original post. You may choose to agree, disagree, ask questions, or add insights based on your own understanding of the readings and topics.

- Comments are due by **7:00 PM the night before** the relevant class session (either Sunday for Monday classes or Tuesday for Wednesday classes).
- Failure to comment on a peer's post will result in a **5-point deduction** from your blog post grade for that week.
- **Students must post a comment to another student's blog entry at least once per week, and it may be for either Mon or Weds content. [Clarification added 9/12/2024]**

Grading Criteria:

Each blog post will be graded out of **30 points** based on the following criteria:

- **Engagement with course material (15 points):** Does the post demonstrate thoughtful analysis and synthesis of the assigned readings and topics? Does it provide insights or raise questions for discussion?
- **Clarity and organization (10 points):** Is the post well-written, clear, and easy to follow? Does it have a logical structure?
- **Completeness (5 points):** Was the post submitted within the word count guidelines and address the course material assigned for the week?

Comments will not be graded individually, but failure to comment will result in a **5-point deduction** from your post score that week.

Attendance and Participation:

Regular class attendance is expected, but I will not take formal attendance every day. However, if I observe **repeated absences or lack of preparation** (more than 2 or 3 instances) and you have not communicated the reasons for missing class, I will discuss this with you and may start tracking your attendance more closely. Repeated absences or a lack of participation will result in **deductions from your blog post grades**, as this affects both your individual performance and the learning environment of the class.

2. Presentation of a public health case study to the class (50 points)

Once during the semester, you will work with a classmate to lead a short discussion of a public health case study. You will read the assigned case study reading, complete additional research on the topic on your own (including in mainstream media), prepare a 10-minute oral presentation of the case study to the class, and lead a 15-20 minute discussion of the case in class. More details will be provided on Canvas. Your presentation should (a) condense and thematically organize the key issues for the case study; and (b) make at least one connection to the issues or themes covered in the course readings and discussions. See Canvas for case study signup, due dates, and details about each case study.

3. An analysis of public health data of a Wisconsin county (100 points)

Using the County Health Rankings (a project hosted here at Wisconsin), you'll choose a Wisconsin county and, in a 3-4 page report, you'll use the data available to briefly describe the state of health behaviors, clinical care, and social, economic, and physical environment in that county. Due at the end of **Week 5** via Canvas. Detailed instructions will be posted on the course website.

4. A term paper submitted in three parts (15-20 pages total) (450 points total)

Details will be posted on the website. Topics will be developed in consultation with me. Your project will be completed in three phases:

(a) Prospectus (1-2 pages): A description of a specific health problem in a specific place and why you're interested in writing your term paper about it. Due at the end of **Week 7** via Canvas. 50 points.

(b) Part 1 (8-10 pages): Describe and justify the selection of the health problem chosen through the prospectus process, and analyze its causes and consequences. Due at the end of **Week 11** via Canvas. 200 points.

(c) Part 2 (6-8 pages): Review policies and interventions that have been proposed to mitigate the problem, evaluate their merits and drawbacks, and provide your own recommendations. Due at the end of **Week 15** via Canvas. 200 points.

5. A research poster that describes your term paper research project. (100 points)

Attendance at these two class sessions is mandatory. Instructions for poster will be posted on the course website.

Assignment Schedule

Assignment	Due	Points
Blog posts, preparation, participation, and attendance	Weekly, by 11:59pm on either Friday (for Monday sessions) or Sunday (for Wednesday sessions)	300
Analysis of Wisconsin PH data	By 11:59pm on Sunday, Oct 6	100
Case study presentation	In class, various dates	50
Term paper prospectus	By 11:59pm on Sunday, Oct 20	50
Term paper Part 1	By 11:59 pm on Sunday, Nov 17	200
Term paper Part 2	By 11:59pm on Sunday, Dec 15	200
Research poster	In-class on day of presentation (Week 14)	100
		Total: 1000

Overall Course Grading Policy:

1. The final grades will be determined based on the following scale:
 - A (outstanding): 93+%
 - AB (excellent): 88-92%
 - B (very good): 83-87%
 - BC (good): 78-82%
 - C (fair): 70-77%
 - D (poor): 60-69%
 - F (fail): <60%
2. All final grades will be rounded to the nearest whole percent to produce a letter grade.
3. Interim grades will be provided regularly.
4. All questions regarding any grade in the course must be directed to the instructor.
5. I do not adjust final grades at the end of the semester for any reason other than an error in recording a grade. Letter grades are calculated based on the scheme listed above. To be fair to all students, I do not adjust the cut-off for students who just missed a higher grade. There are no exceptions to this policy for any reason.

Attendance Policy

Regular attendance is expected and contributes to your blog post grade. Late arrivals and early departures will also be noted. There is no way to make up missed sessions except in extreme circumstances (e.g., you are hospitalized for many weeks in a row). If you miss one or two sessions, it will have no effect on your grade. If you miss a lot of sessions, you need to have an officially documented excuse or it will affect your grade.

Policy on Absences Due to Religious Observances

State law mandates that any student with a conflict between an academic requirement and any religious observance (including travel time) must be given an alternative for meeting the academic requirement. Students with such a conflict should notify the instructor within the first two weeks of the semester. I will make alternative arrangements.

Policy on Absences on Election Days

If you are not registered to vote locally, I encourage you to cast an absentee ballot to avoid disruptions to your schedule. If you must travel to cast your vote in an election and will miss class, please notify the instructor with at least 2 weeks' notice. I will make alternative arrangements.

Late and Missed Assignment Policy

The following policy applies to all assignments and assessments in this course:

1. Grace period

No penalty applies for assignments and assessments submitted within 12 hours of the due date.

2. Penalty for Late Submissions

Late blog posts and comments on others' blog posts will not be graded and will a grade of zero. This is because I cannot spend all semester chasing down 300 blog posts and their comments and also do the rest of my job. If they aren't in when I read them, they aren't getting graded. No exceptions!

With the important exception of blog posts and comments, the following late penalty policy applies: after the 12-hour grace period, the assignment/assessment grade will be reduced by 10% per 24 hours beyond the due date. This penalty applies up to 11:59 pm on the 5th day beyond the due date. At that point, the assignment/assessment will no longer be accepted. Students will receive a zero for the assignment/assessment, and the assignment/assessment will not be graded. See the late assignment penalty structure detailed in the table below:

1 Day Late (under 12 hrs)	1 Day Late (more than 12 hrs)	2 Days Late	3 Days Late	4 Days Late	5 Days Late	6+ days late
Up to 12:00 hours after time due	12:01 - 24:00 hours after time due	24:01 - 48:00 hours after time due	48:01 - 72:00 hours after time due	72:01 - 96:00 hours after time due	96:01 - 108:00 hours after time due	More than 108 hours
No Penalty	10% penalty	20% penalty	30% penalty	40% penalty	50% penalty	100% penalty

3. Exceptions for Emergencies

If you have a serious issue such as illness, family emergency, or significant personal challenges, and that issue is preventing you from completing an assignment/assessment on time, communicate with your instructor early and often about your need for more time. Deadline extensions are possible before the deadline has passed. After the deadline has passed, the instructor may require documentation of your emergency to consider extending the deadline. However, in no circumstance will an assignment deadline be extended beyond the course deadline.

4. Course grading deadline: All work for the course must be submitted by 11:59 CT on Wednesday, December 18th. No coursework can be accepted after that time. This is not flexible. The instructor must submit final grades to the registrar on Sunday, Dec 20th.

Plagiarism Policy

Students are expected to present their own work, writing, and understanding for assessment in this course, like all courses at UW-Madison.

Plagiarism is presenting someone else's work or ideas as your own. This includes but is not limited to copy-pasting text from any source (including from the internet) without using quotations and citations, improper or missing citations, and presenting another person's original ideas as your own even if you do not use their words.

I use Turnitin to check all written assignments for potential plagiarism. As a guideline, anything identified as having greater than a 12% match with Turnitin will be examined closely to determine if the student may have plagiarized content. I reserve the right to examine assignments with matches less than 12% for plagiarism.

I will follow up on all significant plagiarism concerns. The first step in this process is a one-on-one meeting with the course instructor. After that conversation, the student is typically given the opportunity to revise their work to address any plagiarism concerns. Depending on the severity of the issue, sanctions may be applied including: grade penalties, completing alternative assignments, and/or reporting academic misconduct to the Office of Student Conduct and Community Standards.

Taking shortcuts is guaranteed to create more work for you in the end. Do not plagiarize. When in doubt, use citations.

If you aren't sure what that means, please go to the excellent UW Library resource Intro to Plagiarism: <https://lo.library.wisc.edu/plagiarism/#/>.

Policy on Re-using Your Own Work in this Course

The University of Wisconsin-Madison's [policy on Academic Misconduct](#) is vague on self-plagiarism. Although some people consider re-using one's own work to be a form of plagiarism, Dr. Jones does not think copying your own words and ideas meets the definition of plagiarism, which is defined as "the practice of taking someone else's work or ideas and passing them off as one's own."

However, this practice might have other problems. If you submit your own work from another course, Turnitin will flag it as potential plagiarism. In this case, it's not always clear to your instructional team that the original source was you.

In addition, recycling your previous work violates the basic expectation that you will learn new things during this course.

Therefore if you have completed an assignment for another course that substantially overlaps with an assignment given in this course, you should speak to Dr. Jones about it before the due date. I can find a slightly modified assignment or a way to modify your previous work. Thus, I will ensure that Turnitin doesn't confuse us all, and I can avoid an awkward conversation about possible plagiarism.

Policy on the Use of Generative AI for Assessments

As an educational institution committed to fostering intellectual growth and academic integrity, students must engage deeply with course material and demonstrate their understanding through their own efforts. I strongly believe that students' best learning outcomes are achieved through independent thought and problem-solving. While generative AI tools might offer quick answers and are quite useful in many situations, they deprive learners of the opportunity to develop critical thinking skills and a deeper comprehension of the subject matter. Accordingly, our policy on the use of generative AI tools, such as language models and other AI-driven content creation tools, is as follows:

1. **Original Work Requirement:** Students are expected to submit entirely their own work. This includes, but is not limited to research papers, quiz responses, and lab assignments. The core of learning is in the process of thinking, analyzing, and creating, which cannot be outsourced to artificial intelligence. Using generative AI tools to complete quiz questions, lab assignments, or other forms of assessments is prohibited. This policy is in place to ensure that the work submitted is a true reflection of a student's own understanding and capabilities.
2. **How I Would Know:** The course instructor reserves the right to investigate whether any student has learned the course content by asking them about it during class or private meetings. If I suspect you may have used generative AI in an assessment, I will contact you to discuss it in person. I may ask students to complete an in-person written assessment/quiz on the course content in question to verify that they have learned it themselves.
3. **Consequences for Violations:** Any use of generative AI in contravention of this policy will be considered a breach of academic integrity. Violations will be subject to disciplinary action as outlined in the university's academic code of conduct, including grade penalties, course failure, or further disciplinary measures.
4. **Exceptions and Clarifications:** This prohibition is limited to the course content, not its presentation in English. You may use a grammar/language-checking software such as Grammarly. If there are any other aspects of the course where generative AI tools may be used constructively and ethically, the instructor will explicitly state such exceptions. Students are encouraged to seek clarification if unsure about the applicability of this policy in specific contexts.

My goal is to support your educational journey by encouraging authentic learning experiences. I appreciate your cooperation in upholding these standards and look forward to a productive and intellectually rewarding semester.

Rules, Rights & Responsibilities

See the Undergraduate Students' Guide for [Rules, Rights and Responsibilities of students](#).

Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are

examples of academic misconduct, which can result in disciplinary action. Disciplinary actions include (but are not limited to) grade penalties, repeating the assignment, failure on the assignment/course, disciplinary probation, or suspension. Substantial cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

Accommodations for Students with Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. The course instructor will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

Diversity and Belonging

UW-Madison's institutional statement on diversity is as follows: “Diversity is a source of strength, creativity, and innovation for UW-Madison. I value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. I commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

<https://diversity.wisc.edu/>

In this course, I take our commitment to diversity and belonging seriously. Instructors and students are expected to adhere to the Norms and Working Agreements detailed in this syllabus, which include the explicit expectation that all students come to class with an attitude of mutual respect and humility.

The instructor of this course are human beings and are not perfect. I will make mistakes and miss things. If you feel that any situation in class has impacted your learning experience in a negative way due to a violation of our commitment to belonging, and it is not addressed during class, you should reach out to me. You may use the [anonymous feedback box](#) if you prefer to remain anonymous. I commit to taking steps to address any such situation.

Academic Calendar & Religious Observances

Students should refer to the [academic calendar](#) regarding specific dates for religious observances. If a student wants relief due to a religious observance or election official responsibility, they must notify the course faculty during the first two weeks of class. Make-ups may be scheduled before or after the regularly scheduled requirements.

Student Campus Resources

Some of the topics discussed in this course relate to sensitive health and social issues. Many students have had experiences with health issues such as depression, suicide, violence, or serious health issues.

Discussing these issues may be difficult for some students. I recommend that all students be sensitive when discussing these issues. In addition, students should be aware of resources that are available at the UW: <https://www.uhs.wisc.edu/mental-health/getting-started/>

UW-Madison has many other resources for students. The office of the Dean of Students is often a good starting place. You can contact them at doso@studentaffairs.wisc.edu. They can direct you to other resources on and off campus as needed.

Here are a few resources listed by category:

Food and housing assistance

- Dean of Students: doso@studentaffairs.wisc.edu or (608) 263-5700
- Basic Needs Resources: <https://financialaid.wisc.edu/success/basic-needs-resources/>
- Open Seat Food Pantry: <https://kb.wisc.edu/84346>
- The Keep Food Pantry: <https://www.luthermem.org/food-pantry/>
- Neighborhood House Walk-In Meals & Food Pantry: <https://neighborhoodhousemadison.org/meals/>

McBurney Disability Resource Center

- mcburney@studentlife.wisc.edu or (608) 263-2741

Mental health services

- University Health Services (UHS): (608) 265-5600 (Option 2) or (Option 9 for crisis line)
- Counseling Psychology Training Clinic (CPTC): Sliding scale counseling provided by UW-Madison Department of Counseling Psychology, <https://counselingpsych.education.wisc.edu/clinic-and-outreach/cptc/>
- Let's Talk: Free mental health consultations, <https://www.uhs.wisc.edu/mental-health/lets-talk/>
- Journey Mental Health: Therapy and counseling care, <https://journeymhs.org/>
OR call 608-280-2720 for an appointment
- NAMI (National Alliance on Mental Illness) Dane County Support Groups: <https://www.namidaneconomy.org/support>
- Dane County Behavioral Health Resource Center, <https://danebhrc.org/>
- Really comprehensive Dane County Mental Health resource list put out by NAMI : <https://www.namidaneconomy.org/resource-guide>

Other course information

Relationship to the Council for Education on Public Health (CEPH)

The content of this course fulfills Council for Education on Public Health (CEPH) requirements for foundational knowledge in the following areas:

Profession & Science of Public Health

1. Explain public health history, philosophy, and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the U.S. or other community relevant to the school or program
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health

7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political, cultural, and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)