

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**HSC4930: Social, Economic, and Environmental Drivers of Health (3 credits)**  
Semester: Spring 2024  
Delivery Format: On-Campus/Canvas

---

**Instructor Name:** Brittney N. Dixon, PhD, MPH, CPH, TTS  
**Course Day and Time:** Thursdays, Periods 3-4, 9:35 AM - 11:30 AM  
**Room Number:** HPNP G103  
**Office Phone:** 352-273-6068  
**Email Address:** [brittneyndixon@ufl.edu](mailto:brittneyndixon@ufl.edu)  
**Office Hours:** Thursdays, 11:30 AM - 12:30 AM or by appointment

**Teaching Assistant:** Acquel Allen, MPH, MBA  
**Email Address:** [a.allen@ufl.edu](mailto:a.allen@ufl.edu)  
**Office Hours:** TBA

**Preferred Course Communications (e.g., email, office phone):** Direct email ([brittneyndixon@ufl.edu](mailto:brittneyndixon@ufl.edu)) through Outlook email. This is the preferred method of communication, not the message function within Canvas. Emails received on weekdays (Monday-Thursday) can expect a response within 24 hours. If I have not responded within two days, please contact me again. Your message is important to me, but it may have been overlooked. Emails received during the weekend or after 5 pm on Friday will be answered by 2 pm on the following Monday.

---

### **Prerequisites**

PHC4101 or instructor approval.

---

## **PURPOSE AND OUTCOME**

### **Course Overview**

This is a 3-credit course that provides an overview of the non-medical drivers of health. Students will explore social, economic, environmental, and political factors contributing to health and health disparities across various populations. Students will be challenged to reflect upon the non-medical drivers of health and propose innovative and sustainable strategies to reduce health disparities and improve health.

### **Relation to Bachelor of Public Health Foundational Domains**

1. Examine population health challenges, including the concepts of population health and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.
2. Analyze the underlying science of human health and disease, including opportunities for promoting and protecting health across the life course.
3. Describe and address the socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.
4. Utilize the basic concepts of public-health specific communication, including technical and professional writing and the use of mass media and electronic technology.
5. Build foundational knowledge and skills in advocacy for protecting and promoting the public's health.

## Course Objectives and/or Goals

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

1. Identify and critically examine the non-medical drivers of health, populations most impacted by the drivers, the role the drivers play in understanding health disparities, and how the drivers can impact health across the life course.
2. Analyze the historical underpinnings, systemic, and structural factors that influence and inform factors contributing to health.
3. Discuss how structural bias, social inequalities, and racism undermine health and create challenges to achieving health equity across social ecological levels.
4. Utilize evidence-based research and social and behavioral science theories to develop upstream interventions to address the non-medical drivers of health and their impact on marginalized populations.
5. Cultivate advocacy skills and hone oral and written communication skills to address critical public health issues.
6. Design a grassroots advocacy organization that seeks to raise awareness of and address a particular non-medical driver of health.

## Instructional Methods

This course is offered in person, utilizing blended learning techniques to deliver course content and facilitate student learning.

1. Lectures: Will expand upon the week's content (posted in Canvas or delivered in-person)
2. Assigned readings and materials: Course readings, supplementary materials, and resources will be posted on the course Canvas page. Readings and resources may be supplemented during the course.
3. Assessments: A variety of assessments will be used to facilitate student learning, including quizzes, assignments, and active participation in class discussions and weekly in-class activities.

## Blended Learning

*What is blended learning, and why is it important?*

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher-order thinking skills such as critical thinking, problem-solving, and collaboration. Competency in these skills is critical for today's public health and health professionals.

*What is expected of you?*

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher-level learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters

a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

---

## DESCRIPTION OF COURSE CONTENT

### Course Materials and Technology

**Required Book:** While there is no textbook for the course, students are required to purchase the book by Matthew Desmond. (2017). *“Evicted: Poverty and Profit in the American City”* Matthew Desmond. Crown. ISBN-10: 0553447459 or ISBN-13: 978-0553447453.

Course materials and readings will be posted within the weekly modules on the course Canvas site. Additional readings may be provided in the weekly modules as identified by the instructor.

**Please note** that a computer/laptop is required for the course to fully participate and engage with the instructor and your peers.

For technical support for this class, please contact the UF Help Desk at:

- [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

### Additional Academic Resources

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010, or to make an appointment 352-392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).

Online Students Complaints: [View the Distance Learning Student Complaint Process](#).

---

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

**Syllabus Quiz (0 Points, 0% of final grade):** You will review the course syllabus and complete the syllabus quiz. *Please review the syllabus, course overview, and academic integrity materials before completing the quiz.* **NOTE:** While the quiz is ungraded, you must receive 100% to unlock the course materials. You will **NOT** be able to access course materials without passing the quiz. Students are required to print a copy of the syllabus from Canvas.

**Weekly Quizzes (44 points, 10% of final grade):** There will be 11 quizzes covering the course lectures, readings, documentaries, films, or videos. The quizzes will be taken in class during the first **10 minutes**. The questions will be multiple-choice but may also include true/false, matching short answer, and other similar formats. Quizzes will be 4-5 questions assessing your knowledge and applicability of the week's content. Quizzes are closed-book/closed notes. ***The lowest quiz grade will be dropped, so a total of 10 quizzes will contribute to the final course grade.***

**A Tale of Two Counties (50 points, 10% of final grade):** You will identify and compare two Florida counties (using the County Health Rankings & Roadmaps website) by examining their social and economic factors. After critically examining these factors, you will discuss and reflect upon the major drivers and differences in health outcomes and quality of life between individuals in these two counties. Please see Canvas for the rubric and additional assignment details.

**Book Club Reflection (50 points, 15% of final grade):** As a class, we will read a book that discusses a critical public health issue and the social, economic, and environmental drivers of health. You will be reading this book throughout the semester, along with any other materials required for the course. Student groups (to be determined by the end of the 2<sup>nd</sup> week of classes) will lead discussions as we engage in reflective dialogue and small group discussions throughout the semester. In these discussions, you will reflect upon the book's message and content, challenge your thoughts and perceptions (and your peers' thoughts) about the book, and elucidate new meanings and ideas. Upon completing the book, you will be asked to write a 2-4 page, double-spaced reflection paper submitted in Canvas.

**A Week in the Life (50 points, 10% of final grade):** You will be assigned a person with specific characteristics in this assignment. You will make decisions, live as this person for one week, and document your experience. Please see Canvas for more details.

**Advocacy and Grassroots Organization Development and Presentation (145 points, 30% of final grade):** You will be assigned to a team of 4-5 students for this project. As a team, you are tasked with creating and developing your own grassroots organization that seeks to take action on a health disparity by addressing at least one non-medical driver of health. Your team will work on completing this 5-part project throughout the semester.

- **Part 1:** Identification of a Health Disparity and Non-Medical Driver of Health
- **Part 2:** Developing Your Organization
- **Part 3:** Capacity Building
- **Part 4:** Public Service Announcement/Ad Campaign
- **Part 5:** Presentation to Funders

**Peer Reviews (10 points each, 5% of final grade):** You will be provided a structured opportunity to assess your peers and provide constructive and helpful feedback regarding their contributions to the collaborative group project. There will be a Mid-Semester Peer Review and a Final Peer Review. Please see Canvas for additional details.

**Participation (110 points, 20% of final grade):**

**Attendance:** Attendance is required and will be taken each week. As outlined in the course schedule, we will meet once each week (Thursdays). Students are expected to attend each class session, arrive on time, and remain in class for the entire class period. Arriving more than 10 minutes late to class will impact your attendance grade and, subsequently, your course grade. It will also impact your ability to take the quiz, which is completed within the first 10 minutes of class. If

you have a schedule conflict, you should communicate this to the instructor **prior** to that class session (at least 24-48 hours prior to the scheduled class).

**Participation:** Simply attending is not the same as actively participating. Students are expected to actively engage in course discussions, come to class prepared, and provide thought-provoking ideas and questions. It is your responsibility to review the course materials (i.e., lectures, videos, or any other forms of multimedia) prior to coming to class so that the class time is used to engage in deeper critical thinking and application. Students are expected to participate in each class session and significantly contribute to class discussions and activities. Reading and watching the assigned material will help you prepare for the weekly quizzes and in-class activities and facilitate course discussions.

**Professionalism:** Professionalism and team-based collaboration are essential to the learning experience of becoming a public health and health care practitioner. Professionalism includes applying professional skills, accepting responsibility, completing tasks appropriately, exercising good judgment, and demonstrating polite behavior, among other attributes. It is expected that your participation in class meetings and all activities related to the class will be conducted in a professional manner. All class sessions will be conducted in a respectable and professional environment. Comments and opinions of others can be questioned and debated, but everyone must be respected and entitled to their own opinion. Your professionalism, including attendance, participation, and attention, will be reflected in your grade.

**Note:** Each class is worth 10 points, for a total of 110 points (not counting workshop or presentation days).

### Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
<b>Syllabus Quiz</b>	Thursday, 1/11 at 9:35 AM EST	(0%)
<b>Tale of Two Counties</b>	Friday, 2/02 at 11: 59 PM EST	(10%)
<b>Book Club Reflection</b>	Friday, 4/05 at 11:59 PM EST	(15%)
<b>A Week in the Life</b>	Friday, 4/12 at 11:59 PM EST	(10%)
<b>Quizzes</b>	Ongoing, Due Weekly (in-class)	(10%)
<b>Attendance, Participation, and Professionalism</b>	Ongoing	(20%)
<b>Grassroots Organization Development Collaborative Group Project</b>	Ongoing See Canvas <b>Note:</b> Final Presentation due on 4/19	(30%)
<b>Peer Reviews (Mid-Semester and Final)</b>	Submit via Canvas during Weeks 7 and 16	(5%)
<b>TOTAL PERCENTAGE</b>		<b>100</b>

## Translating Course Percentages to Letter Grades

Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E
Percentage Earned	93-100	90-92	87-89	83-86	80-82	77-79	70-76	67-69	63-66	60-62	< 60

**Note:** The Bachelor of Public Health and Bachelor of Health Science Programs do not use C-grades.

**More information on UF grading policy may be found at:**

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

### Policy Related to Make-up Exams or Other Work

**Requirements:** Students are responsible for all course material, including reading and watching the required course materials. Students should read your email and announcements in the course several times a week. Please note that announcements and emails sent out from the course site will go to your UFL email address (versus your Google, etc.); please check this mail at <http://webmail.ufl.edu> regularly. Students should also reference the calendar in the course to keep up with weekly requirements and deadlines.

**Make-Ups:** If you are unable to meet a deadline in this course for [approved reasons](#), you will be given adequate time to make up any coursework missed. All other missed or late work will receive a grade of zero. Make-up exams will be provided only in cases of excused absences or conflict during final exams per University policy. Make-up exams will differ from the regularly scheduled exam/quiz.

**Please note:** Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

**Quiz Policy:** This course will use LockDown Browser, a proctoring service for taking quizzes and exams. You are required to download Lockdown Browser for the in-class quizzes. This should be done before the first quiz (which is the 2nd week of classes). If you do not have LockDown Browser installed, you will not be permitted to take the quiz until after the browser is downloaded and set up. LockDown Browser ensures quiz and exam integrity and enables the administration of online exams. Suspected violations of the Student Honor Code will be referred to the Dean of Student's Office for a determination of disciplinary action.

### Policy Related to Required Class Attendance

**Attendance Policy:** Attendance is required. Per the University of Florida, students are responsible for satisfying all academic objectives as defined by the instructor. Acceptable reasons for absence include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official University activities such as music performances, athletic competition, or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Remember that, when possible (i.e., extracurricular activities, official

University activities, and religious holidays), prior notification of absence is required if the student plans to be given an extension on assignments.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy, see the Registrar's website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Expectations Regarding Course Behavior**

#### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

#### **Recording Within the Course:**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal, educational use, (2) in connection with a complaint to the University, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student

participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### **Policy Related to Guests Attending Class:**

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or their designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:

<http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

### **Online Faculty Course Evaluation Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the course instructor to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are



encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. Online and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone, so do not be afraid to ask for assistance.

### **Diversity Statement**

I consider this classroom to be a safe space and place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, abilities – and other visible and non-visible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive learning environment for every class member.

### **Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in and promote openness and tolerance of differences in ethnicity and culture and respect differing personal, spiritual, religious, and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age,

disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

### Weekly Course Schedule

**Note:** See Canvas to access reading materials, lectures, and videos.

Dates	Topic(s)	Readings & Materials	Assignments
<b>MODULE 1: HEALTH DISPARITIES, DRIVERS OF HEALTH, AND KEY PERSPECTIVES</b>			
<b>Week 1: Jan 8 – Jan 12</b>	Intro/Health Disparities	KFF: Disparities in Health and Health Care: 5 Key Questions and Answers	<b>Syllabus Quiz due:</b> Thursday, 1/11, 9:35 AM EST
<b>Week 2: Jan 15 – Jan 19</b>	Intro to the Social, Economic, and Environmental Drivers of Health	See Canvas	<b>Week 2 Quiz:</b> in-class
<b>Week 3: Jan 22 – Jan 26</b>	Key Perspectives, Frameworks, and Terms	Jones et al.: Life Course Approaches to the Causes of Health Disparities	<b>Week 3 Quiz:</b> in-class  <b>Grassroots Organization Development - Part 1 due:</b> Friday, 1/26 at 11:59 PM EST
<b>MODULE 2: SOCIOECONOMIC FACTORS</b>			
<b>Week 4: Jan 29 – Feb 2</b>	Education and Income  Employment and Working Conditions	Braveman: Chp. 3 - Education Shapes Health and Health Disparities in Many Ways  Braveman: Chp. 9 - Work Can Be Good – or Bad – for Your Health  Godefroy and Lewis: What explains the socioeconomic status-health gradient? Evidence from workplace COVID-19 infections	<b>Week 4 Quiz:</b> in-class  <b>A Tale of Two Counties due:</b> Friday, 2/02 at 11:59 PM EST
<b>MODULE 3: ADDRESSING THE NON-MEDICAL DRIVERS OF HEALTH</b>			
<b>Week 5: Feb 5 – Feb 9</b>	Political Determinants of Health	Dawes: Chp.3 - The Political Determinants of Health Model	<b>Week 5 Quiz:</b> in-class
<b>Week 6: Feb 12 – Feb 16</b>	Advocacy, Grassroots, and Social Movements	McKenzie: Chp. 5 - Community Organizing/Building	<b>Week 6 Quiz:</b> in-class  <b>Grassroots Organization Development - Part 2 due:</b> Friday, 2/16 at 11:59 PM EST
<b>MODULE 4: NEIGHBORHOODS: HOUSING AND HEALTHCARE</b>			

Dates	Topic(s)	Readings & Materials	Assignments
<b>Week 7: Feb 19 – Feb 23</b>	Housing and Residential Segregation	Braveman: Chp.8 - Housing, Health, and Health Disparities  Ortiz & Johannes: Building the case for housing policy: Understanding public beliefs about housing affordability as a key social determinant of health	<b>Week 7 Quiz:</b> in-class  <b>Mid-Semester Peer Review due:</b> Friday, 2/23 at 11:59 PM EST
<b>Week 8: Feb 26 - Mar 1</b>	Healthcare Access and Health Literacy	Douthit et al.: Exposing some important barriers to healthcare access in the rural USA  Coughlin et al.: Health Literacy, Social Determinants of Health, and Disease Prevention and Control	<b>Week 8 Quiz:</b> in-class  <b>Grassroots Organization Development - Part 3 due:</b> Friday, 3/01 at 11:59 PM EST
<b>MODULE 5: BUILT AND SOCIAL ENVIRONMENT</b>			
<b>Week 9: Mar 4 – Mar 8</b>	Built Environment: Nutrition and Food Insecurity	Carrillo: Two communities, one county: how social determinants impact food security  APHA: Creating the Healthiest Nation: Food Justice	<b>Week 9 Quiz:</b> in-class
<b>Week 10: Mar 11 – Mar 15</b>	<b>SPRING BREAK!!!!</b>		
<b>Week 11: Mar 18 – Mar 22</b>	Crime, Violence, and Mass Incarceration	Rivara et al.: The Effects of Violence on Health  13 <sup>th</sup> Documentary	<b>Week 11 Quiz:</b> in-class  <b>Grassroots Organization Development - Part 4 due:</b> Friday, 3/22 at 11:59 PM EST
<b>Week 12: Mar 25 – Mar 29</b>	Environmental Conditions and Environmental Justice	APHA: Environmental Justice for All	<b>Week 12 Quiz:</b> in-class
<b>Week 13: Apr 1 – Apr 5</b>	Social and Community Context: Social Support, Social Networks, and Social Cohesion	Barr: Chp. 4 - Understanding How Low Social Status Leads to Poor Health  Gullet et al.: Neighborhood social cohesion and serious psychological distress among Asian, Black, Hispanic/Latinx, and White adults in the United States: a cross-sectional study	<b>Week 13 Quiz:</b> in-class  <b>Book Club Reflection Paper due:</b> Friday, 4/05 at 11:59 PM EST

<b>PREPARATION FOR IN-CLASS PRESENTATIONS</b>		
<b>Week 14: Apr 8 – Apr 12</b>	Workshop Day No readings this week!	<b>A Week in the Life due:</b> Friday, 04/12 at 11:59 PM EST  Work on Advocacy and Grassroots Organization Presentation
<b>Week 15: Apr 15 – Apr 19</b>	<b>PRESENTATIONS (in-class)!!!!</b>	<b>Grassroots Organization Development - Part 5 due:</b> Presentations due Thursday, 4/18
<b>Week 16: Apr 22 – 26</b>	<b>Submit Final Peer Review due Wednesday, 04/24 at 11:59 PM EST</b>	