University of Maryland School of Public Health

HLTH 325 – Poor in America: Health and Well-being

Semester: Fall 2018
Classroom and Time: Room 0307 SPH, Tues/Thurs 3:30 to 4:45
Instructor: Barbara Curbow, Ph.D. (she/her/hers)  Office Hours: Mondays 9:00-11:00
Office: 1234P SPH
Phone: 301-405-8783
Email: bcurbow@umd.edu
Teaching Assistant: Israel Abebe labebe@terpmail.umd.edu  Office Hour: TBA

Course Description: Using the ecological framework, students in this course will explore the complicated relationship between poverty and health and well-being in the United States. The course will focus on five themes: (1) characterization of America’s poor; (2) explanatory models of poverty; (3) poverty’s relationship with physical, psychological, and social health; (4) explanations for the poverty—health relationship; and (5) approaches to breaking the poverty—health cycle.

Course Pre- and Co-requisites: Required: none; Recommended: HLTH 130 or HLTH 140

Course Learning Objectives: Upon completing this course, the student will be able to:
1. Identify the major socio-demographic characteristics associated with poverty in the US.
2. Identify the geographic locations where poverty is clustered in the US.
3. Use the ecological framework to analyze explanations for poverty from the macro (socio-economic) to the micro (individual) levels.
4. Describe the strengths and weaknesses of explanations for poverty.
5. Identify physical, psychological and social health outcomes commonly associated with poverty.
6. Use the ecological framework to analyze the major explanatory models for the relationship between poverty and health.
7. Use the ecological framework to analyze major approaches for breaking the poverty—health relationship.
8. Demonstrate an increased understanding of the complexities of poverty, poverty and health, and poverty solutions in the US.
9. Demonstrate an increased understanding of the quality of life, well-being, and health of people living in poverty in the US.

Program Competencies Addressed in this Course: The following competencies for the Undergraduate Program in Community Health are addressed in this course:
1. Identify individual and community level needs for health promotion and disease prevention.
2. Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies.
3. Identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.
Readings

Required Text All Students

Recommended Text for Class; Required for Honors Section

Required Articles (in order of reading)
5. Video: Chain Gang lyrics
   https://www.bing.com/search?q=chain+gang+song&qs=SS&pq=chain+gang&sk=HS1SS1&sc=8-10&cvid=56988613E6544C33A77B1C3672E9E610&FORM=QBRE&sp=3
7. (skim; we will watch video in class) https://www.washingtonpost.com/graphics/2017/national/rural-america/?utm_term=.a963059c147f

Recommended books
Students will choose ONE of the books listed below for an in-class book club.

Additional Materials Required: Students will be asked to bring a laptop computer (or similar device) to selected classes. Students will be allowed to share a laptop with one or two peers.

Course Requirements: This course covers subject matter that some students may find unconformable – that is the unequal distribution of wealth in America and the effects of this inequality on health and well-being. It is expected that all opinions, beliefs, attitudes, and experiences will be respected and included in class discussions. Each class will consist of a variety of instructional techniques including brief lectures, media presentations, discussions, exercises, and in-class book club. Class attendance is expected as the class is largely experiential.

Major Graded Assignments

1. Exams
a. Midterm 1: Session 9 (9/25/18) at the beginning of class; covers materials from sessions 1-8; total = 100 points.
   b. Midterm 2: Session 18 (10/25/18) at the beginning of class; covers materials from sessions 10-17; total = 100 points.
   c. Final: (TBA) One-third will be cumulative, two-thirds will cover materials from sessions 19 through 28; total = 150 points.

2. Book club
a. 50 word summary and 2 discussion questions are due in sessions 4, 6, 8, 10, 12, 14, 17, 21, 24 and 27; each submission is worth 5 points; total = 50 points. Reports are due in class and participation in the book club is required to receive points. (No make-ups allowed.)
   b. 500 word response to the book (an outline will be provided); due session 29 (12/6/18); 25 points
   c. Group display of ideas from the book (e.g., such as would be seen in a museum); due session 29 (12/6/18); 25 points
3. **Experiential Component**
   a. With approval from the TA or instructor, students will carry out some form of individual or group project that is directly experiential (e.g., volunteering in a “soup kitchen,” mapping a nearby neighborhood for services for the poor). This experience will be described in a 500 word report. Due session 26 (11/27/18) 50 points.

4. **Bonus Assignment**
   a. Take a picture and build a power point slide of your vision of how a poor person looks. Send it to Dr. Curbow at bcurbow@umd.edu by 9 a.m. on 9/4/18. 5 bonus points to be added to your final grade.

**Total possible points for the course: 500(+5)**

### Course Policies

1. **Exams:** Students are expected to take exams when they are scheduled; make-up exams will only be allowed with documentation under these circumstances: (1) illness or injury, (2) death of an immediate family member, or (3) other circumstances specifically allowed by university policy. All instances falling under #3 MUST be approved by Dr. Curbow in advance.

2. **Assignments:** Book club summaries and questions must be turned in when due unless there is documentation of an illness or death in the immediate family. Other assignments will be docked 5% for each 24 hours they are late unless there is documentation of an illness or death in the immediate family.

3. **Email – The Official University Correspondence:** Please Verify your email address by going to www.my.umd.edu. All enrolled students are provided access to the University’s email system and an email account. All official University email communication will be sent to this email address (or an alternate address if provided by the student). Email has been adopted as the primary means for sending official communications to students, so email must be checked on a regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices. Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from “full mailbox” or “unknown user” errors for example), will not excuse a student from missing University announcement, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building. For technical support for University email: www.helpdesk.umd.edu or call 301-405-1400.

4. **Absence Policy:** In accordance with University policy if you are absent for a single (1) lecture due to illness or some form of personal or family emergency, this absence will be considered “excused” and the instructor will accept a note from you attesting to the date of the illness/incident, along with an acknowledgement that the information is true. Whenever feasible, you should try to contact the instructor in advance. Multiple or prolonged absences, and absences that prevent attendance at a major scheduled grading event (like an exam or test) will require written documentation from an appropriate health care provider/organization. A link to pull information on the new policy covering absences from class can be found at http://www.president.umd.edu/policies/v100g.html

5. **Classroom etiquette:** It is expected that all members of the class will be treated with respect at all times. This includes listening to the ideas of others, waiting one’s turn to talk, not engaging in verbal and nonverbal disparaging communications. Cell phones are not allowed to be out unless they are being used for a class purpose.

6. **Course Evaluations:** The University, the School of Public Health, and the Department of Behavioral and Community Health are committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction. Your evaluations help instructors improve their courses; help deans and department chairs decide on merit pay for faculty, renewal of contracts, and support tenure and promotion decisions; and help current and future students decide on classes. The system can be viewed through canvas.
7. **Grading Procedures**: As noted above, students may earn up to 500 points in the class. Grades will be based upon total points earned throughout the semester as follows:

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<tr>
<th>Percent</th>
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<td>100 to 96</td>
<td>500 to 480</td>
<td>A+</td>
<td>75 to 73</td>
<td>379 to 365</td>
<td>C</td>
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<td>95 to 93</td>
<td>479 to 465</td>
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<td>72 to 70</td>
<td>364 to 350</td>
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<td>92 to 90</td>
<td>464 to 450</td>
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<td>89 to 86</td>
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<td>85 to 83</td>
<td>429 to 415</td>
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<td>82 to 80</td>
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<td>59 and below</td>
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<td>79 to 76</td>
<td>399 to 380</td>
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<td>8/30/18</td>
<td>What does it mean to be poor? External view</td>
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<td>9/4/18</td>
<td>What does it mean to be poor? Internal view</td>
<td>1, 9</td>
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<td># 4</td>
<td>9/6/18</td>
<td>The Just World Belief: Rationalizing poverty</td>
<td>1, 3</td>
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<td># 5</td>
<td>9/11/18</td>
<td>Debate 1: Poverty in the news</td>
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<td># 6</td>
<td>9/13/18</td>
<td>Historical view of the causes of and solutions for poverty in America, pre 1960</td>
<td>1, 4</td>
<td>3, 1</td>
<td>Book club 2</td>
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<td>9/18/18</td>
<td>Historical view of the causes of and solutions for poverty in America, post 1960</td>
<td>1, 4</td>
<td>3, 1</td>
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<td># 8</td>
<td>9/20/18</td>
<td>Where are the poor in America and how do they live? Urban, Suburban, Rural part 1</td>
<td>1, 2, 8, 9</td>
<td>1, 3</td>
<td>Book club 3</td>
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<td># 9</td>
<td>9/25/18</td>
<td>Exam 1 (Classes 1-8)</td>
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<td># 10</td>
<td>9/27/18</td>
<td>Where are the poor and how do they live? Urban, Suburban, Rural part 2</td>
<td>1, 2, 8, 9</td>
<td>1, 3</td>
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<td>Where are the poor and how do they live? Special populations part 1</td>
<td>1, 2, 8, 9</td>
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<td>10/4/18</td>
<td>Where are the poor and how do they live? Special populations part 2</td>
<td>1, 2, 8, 9</td>
<td>1, 3</td>
<td>Book club 5</td>
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<td># 13</td>
<td>10/9/18</td>
<td>A social epidemiological view of social class, poverty, and health: Causal or correlation?</td>
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<td># 14</td>
<td>10/11/18</td>
<td>The ecological model #1: poverty, health, policy</td>
<td>3, 6, 8</td>
<td>1, 2</td>
<td>Book club 6</td>
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<td># 15</td>
<td>10/16/18</td>
<td>The ecological model #2: poverty, health, neighborhoods</td>
<td>3, 6, 8</td>
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<td># 16</td>
<td>10/18/18</td>
<td>The ecological model #3: poverty, health, communities</td>
<td>3, 6, 8</td>
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<td># 17</td>
<td>10/23/18</td>
<td>The ecological model #4a: poverty, health, family</td>
<td>3, 6, 8</td>
<td>1, 2, 3</td>
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<td># 19</td>
<td>10/30/18</td>
<td>Families: mental health, homelessness, resilience Poor Kids (movie)</td>
<td>3, 6, 8, 9</td>
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<td># 20</td>
<td>11/1/18</td>
<td>Guest speakers on becoming homeless</td>
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<td># 21</td>
<td>11/6/18</td>
<td>The ecological model #4b: Other Relationships</td>
<td>3, 6, 8</td>
<td>1, 2, 3</td>
<td>Book club 8</td>
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<td># 22</td>
<td>11/8/18</td>
<td>The ecological model #5: Bio-behavioral</td>
<td>3, 6, 8</td>
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<td># 23</td>
<td>11/13/18</td>
<td>The ecological model #6: health behaviors Guest speaker: Randi Williams, MPH</td>
<td>3, 6, 8</td>
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<td># 24</td>
<td>11/15/18</td>
<td>Debate # 2 Can more money solve poverty?</td>
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<td>Book club 9</td>
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<td># 25</td>
<td>11/20/18</td>
<td>Honors presentation: Blame it on the upper middle class</td>
<td>4, 7, 8</td>
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<td>11/22/18</td>
<td>Thanksgiving</td>
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<td># 26</td>
<td>11/27/18</td>
<td>The ecological model #7: The unifying constructs of stressor, stress, and strain</td>
<td>5</td>
<td>1, 2, 3</td>
<td>Experiential Component</td>
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<td># 27</td>
<td>11/29/18</td>
<td>Stress, health, and mental health</td>
<td>5</td>
<td>1, 2, 3</td>
<td>Book club 10</td>
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<td># 28</td>
<td>12/4/18</td>
<td>Summary: How can we improve the health and well-being of the poor?</td>
<td>7</td>
<td>1, 2, 3</td>
<td>Story/article</td>
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<td># 29</td>
<td>12/6/18</td>
<td>Book club presentations</td>
<td>8, 9</td>
<td>3</td>
<td>Book Club Report</td>
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<td>a. Topic: (a) Introduction to course; (b) Exercise and discussion; (c) Book selection</td>
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<td>a. Topic: What does it mean to be poor? External definitions</td>
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<td><a href="https://www.forbes.com/sites/timworstall/2014/08/27/by-global-standards-there-are-no-american-poor-all-in-the-us-are-middle-class-or-better/#249fae9f5cb5">https://www.forbes.com/sites/timworstall/2014/08/27/by-global-standards-there-are-no-american-poor-all-in-the-us-are-middle-class-or-better/#249fae9f5cb5</a></td>
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<td><a href="https://www.bing.com/videos/search?q=who+calls+themselves+poor+in+america%3f&amp;view=detail&amp;mid=329F7EACABF335A4E8DD329F7EACABF335A4E8DD&amp;FORM=VIRE">https://www.bing.com/videos/search?q=who+calls+themselves+poor+in+america%3f&amp;view=detail&amp;mid=329F7EACABF335A4E8DD329F7EACABF335A4E8DD&amp;FORM=VIRE</a></td>
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<td>3. Jimenez, pages 1-44. (“Under the Wire” through “Miracle in Tent City”)</td>
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<td>c. Assignments</td>
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<td>1. Your picture bonus assignment slide due at 9 AM to <a href="mailto:bcurbow@umd.edu">bcurbow@umd.edu</a></td>
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<td>a. Topic: The Just World Belief: Rationalizing Poverty</td>
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<td>2. Book Club 1</td>
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<td>1. Book cub response #1 (50-100 word response and 2 questions) – due at end of class</td>
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<td>a. Topic: Debate on “Poverty in the News”</td>
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<td>1. Debate materials will be handed out in class</td>
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<td>2. Jimenez, pages 45-83 (“El Angel de Oro” through “The Circuit”)</td>
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<td>c. Assignment: Be prepared for debate</td>
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<td>a. Topic: Historical view of the causes of and solutions for poverty in America, pre 1960</td>
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<td>2. Sam Cook (1960). Lyrics of <em>Chain Gang</em>. <a href="https://www.bing.com/search?q=sam+cooke+chain+gang&amp;filters=ufn%3a%22sam+cooke+chain+gang%22+sid%3a%22ea81a539-5dc0-953d-a879-ea49cb31a955%22&amp;FORM=SNAPST">https://www.bing.com/search?q=sam+cooke+chain+gang&amp;filters=ufn%3a%22sam+cooke+chain+gang%22+sid%3a%22ea81a539-5dc0-953d-a879-ea49cb31a955%22&amp;FORM=SNAPST</a></td>
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<td>3. Book Club #2</td>
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<tr>
<td></td>
<td>1. Book club response #2 (50-100 word response and 2 questions); hard copy due at end of class</td>
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<tr>
<td>7</td>
<td>1, 4</td>
<td>9/18/18</td>
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<tr>
<td></td>
<td>a. Topic: Historical view of the causes of and solutions for poverty in America, post 1960</td>
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<tr>
<td></td>
<td>b. Required readings</td>
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<tr>
<td></td>
<td>2. Jimenez, pages 84-134 (“Learning the Game” through “Moving Still”)</td>
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<tr>
<td></td>
<td>c. Assignments</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>1. None</td>
<td></td>
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<tr>
<td>Session 8 Learning Objectives: 1, 2</td>
<td>9/20/18</td>
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<tr>
<td><strong>a. Topic:</strong> Where are the poor in America and how do they live? Urban, Suburban, Rural part 1</td>
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<tr>
<td><strong>b. Required readings</strong></td>
<td></td>
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</tr>
<tr>
<td>1. (skim; we will watch video in class) <a href="https://www.washingtonpost.com/graphics/2017/national/rural-america/?utm_term=a963059c147f">https://www.washingtonpost.com/graphics/2017/national/rural-america/?utm_term=a963059c147f</a></td>
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<tr>
<td>2. Book Club 3</td>
<td></td>
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<tr>
<td><strong>c. Assignments:</strong></td>
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<tr>
<td>1. Book club response #3 (50-100 word response and 2 questions); hard copy due at end of class</td>
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</table>

<table>
<thead>
<tr>
<th>Session 9 Exam 1 (Classes 1-8)</th>
<th>9/25/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Topic:</strong> Where are the poor in America and how do they live? Urban, Suburban, Rural part 2</td>
<td></td>
</tr>
<tr>
<td><strong>b. Required readings</strong></td>
<td></td>
</tr>
<tr>
<td>2. Book Club 4</td>
<td></td>
</tr>
<tr>
<td><strong>c. Assignments</strong></td>
<td></td>
</tr>
<tr>
<td>1. Book club response #4 (50-100 word response and 2 questions); due at end of class</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Session 10 Learning Objectives:</th>
<th>9/27/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Topic:</strong> Where are the poor in America and how do they live? Special Populations part 1</td>
<td></td>
</tr>
<tr>
<td><strong>b. Required readings</strong></td>
<td></td>
</tr>
<tr>
<td><strong>c. Assignments</strong></td>
<td></td>
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<table>
<thead>
<tr>
<th>Session 11 Learning Objectives:</th>
<th>10/2/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Topic:</strong> Where are the poor in America and how do they live? Special Populations part 2</td>
<td></td>
</tr>
<tr>
<td><strong>b. Required readings</strong></td>
<td></td>
</tr>
<tr>
<td>2. Book Club #5</td>
<td></td>
</tr>
<tr>
<td><strong>c. Assignments</strong></td>
<td></td>
</tr>
<tr>
<td>1. Book club response #5 (50-100 word response and 2 questions); hard copy due at end of class</td>
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</table>

<table>
<thead>
<tr>
<th>Session 12 Learning Objectives:</th>
<th>10/4/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Topic:</strong> Where are the poor in America and how do they live? Special Populations part 2</td>
<td></td>
</tr>
<tr>
<td><strong>b. Required readings</strong></td>
<td></td>
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<tr>
<td><strong>c. Assignments:</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Session 13 Learning Objectives: 8</th>
<th>10/9/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Topic:</strong> A social epidemiological view of social class, poverty, and health: causation or correlation?</td>
<td></td>
</tr>
<tr>
<td><strong>b. Required readings</strong></td>
<td></td>
</tr>
<tr>
<td><strong>c. Assignments:</strong> none</td>
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<table>
<thead>
<tr>
<th>Session 14 Learning Objectives: 3, 5, 6, 7</th>
<th>10/11/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Topic:</strong> The ecological model #1: poverty, health, policy</td>
<td></td>
</tr>
<tr>
<td><strong>b. Required readings</strong></td>
<td></td>
</tr>
<tr>
<td>1. Book Club #6</td>
<td></td>
</tr>
<tr>
<td><strong>c. Assignments</strong></td>
<td></td>
</tr>
<tr>
<td>1. Book club response #6 (50-100 word response and 2 questions); hard copy due at end of class</td>
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</table>

<table>
<thead>
<tr>
<th>Session 15 Learning Objectives: 3, 5, 6, 7</th>
<th>10/16/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Topic:</strong> The ecological model #2: poverty, health, and neighborhood</td>
<td></td>
</tr>
<tr>
<td><strong>b. Required readings</strong></td>
<td></td>
</tr>
</tbody>
</table>
**Session 16**

**Learning Objectives:** 3, 5, 6, 7  
10/18/18

<table>
<thead>
<tr>
<th>Topic</th>
<th>Required readings</th>
</tr>
</thead>
</table>

| Assignments: | none |

**Session 17**

**Learning Objectives:** 3, 5, 6, 7  
10/23/18

<table>
<thead>
<tr>
<th>Topic</th>
<th>Required readings</th>
</tr>
</thead>
</table>
3. Book Club #7 |

| Assignments: | 1. Book club response #7 (50-100 word response and 2 questions); hard copy due at end of class |

**Session 18**

**Exam 2 (Classes 10-17)**  
10/25/18

**Session 19**

**Learning Objectives:** 3, 5, 6, 7  
10/30/18

<table>
<thead>
<tr>
<th>Topic</th>
<th>Required readings</th>
</tr>
</thead>
</table>

| Assignments: | |

**Session 20**

**Learning Objectives:**  
11/1/18

<table>
<thead>
<tr>
<th>Topic</th>
<th>Required readings</th>
</tr>
</thead>
</table>

| Assignments: | none |

**Session 21**

**Learning Objectives:** 9  
11/6/18

<table>
<thead>
<tr>
<th>Topic</th>
<th>Required readings</th>
</tr>
</thead>
</table>
2. Book club reading 8 |

| Assignments: | 1. Book Club response #8 (50-100 word response and 2 questions); hard copy due at end of class |

**Session 22**

**Learning Objectives:** 3, 5, 6, 7  
11/8/18

<table>
<thead>
<tr>
<th>Topic</th>
<th>Required readings</th>
</tr>
</thead>
</table>

<p>| Assignments: | none |</p>
<table>
<thead>
<tr>
<th>Session 23 Learning Objectives: 3, 5, 6, 7</th>
<th>11/13/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Topic:</strong> The ecological model #6: Health behaviors</td>
<td></td>
</tr>
<tr>
<td><strong>b. Required readings</strong></td>
<td></td>
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<tr>
<td><strong>c. Assignments:</strong> none</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Session 24 Learning Objectives: 9</th>
<th>11/15/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Topic:</strong> Debate #2 Can more money alone solve poverty?</td>
<td></td>
</tr>
<tr>
<td><strong>b. Required readings:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Book Club #9</td>
<td></td>
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<tr>
<td>2. To be handed out in class</td>
<td></td>
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<tr>
<td><strong>c. Assignments:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Book club response #9 (50-100 word response and 2 questions); hard copy due at end of class</td>
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<table>
<thead>
<tr>
<th>Session 25 Learning Objectives:</th>
<th>11/20/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Topic:</strong> Blame it on the upper middle class: Presentation by honors section</td>
<td></td>
</tr>
<tr>
<td><strong>b. Required readings</strong></td>
<td></td>
</tr>
<tr>
<td><strong>c. Assignments</strong></td>
<td></td>
</tr>
<tr>
<td>1. Honors section only: presentation and slides</td>
<td></td>
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</tbody>
</table>

**Thanksgiving!!!** 11/22/18

<table>
<thead>
<tr>
<th>Session 26 Learning Objectives: 3, 5, 6, 7</th>
<th>11/27/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Topic:</strong> The ecological model #7: The unifying constructs of stressor, stress, social support and strain</td>
<td></td>
</tr>
<tr>
<td><strong>b. Required readings</strong></td>
<td></td>
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<tr>
<td><strong>c. Assignments</strong></td>
<td></td>
</tr>
<tr>
<td>1. Experiential Component paper</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 27 Learning Objectives: 3, 5, 6, 7</th>
<th>11/29/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Topic:</strong> Stress, health, and mental health</td>
<td></td>
</tr>
<tr>
<td><strong>b. Required readings</strong></td>
<td></td>
</tr>
<tr>
<td>2. Book Club 10</td>
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<tr>
<td><strong>c. Assignments</strong></td>
<td></td>
</tr>
<tr>
<td>1. Book club response #10 (50-100 word response and 2 questions); hard copy due at end of class</td>
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<thead>
<tr>
<th>Session 28 Learning Objectives: 7</th>
<th>12/4/18</th>
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</thead>
<tbody>
<tr>
<td><strong>a. Topic:</strong> Summary: How can we improve the health of the poor?</td>
<td></td>
</tr>
<tr>
<td><strong>b. Required readings</strong></td>
<td></td>
</tr>
<tr>
<td>1. Search on line and find an idea to share with the class – you must bring a copy of your article/story.</td>
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<tr>
<td><strong>c. Assignments</strong></td>
<td></td>
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<tr>
<td>1. Article/story on how to improve the health of the poor; participate in class discussion.</td>
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<thead>
<tr>
<th>Session 29 Learning Objectives: 8, 9</th>
<th>12/6/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Topic:</strong> Book club presentations</td>
<td></td>
</tr>
<tr>
<td><strong>b. Required readings:</strong> none</td>
<td></td>
</tr>
<tr>
<td><strong>c. Assignments</strong></td>
<td></td>
</tr>
<tr>
<td>1. Group presentation on book. Display set up before class that day.</td>
<td></td>
</tr>
<tr>
<td>2. Summary paper on book club</td>
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</tbody>
</table>
Critical university policies

1. **Religious Observances:** The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. **It is the student’s responsibility to inform the instructor in advance of any intended absences for religious observance.**

2. **Special Accommodations / Disability Support Services:** If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Service (301-314-7682). If you are ill or encountering personal difficulties, please let the instructor know as soon as possible. You can also contact Learning Assistance Services (301-314-7693) and/or the Counseling Center (301-314-7651) for assistance.

   **Academic Integrity:** The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty. For more information see: [http://www.shc.umd.edu/code.html](http://www.shc.umd.edu/code.html).

   - **CHEATING:** intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
   - **FABRICATION:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
   - **FACILITATING ACADEMIC DISHONESTY:** intentionally or knowingly helping or attempting to help another to violate any provision of this code.
   - **PLAGIARISM:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

   The Honor Pledge is a statement undergraduate and graduate students should be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads:

   *I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.*

   The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit [http://www.shc.umd.edu](http://www.shc.umd.edu).

3. **Inclement Weather / University Closings:** In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website ([http://www.umd.edu](http://www.umd.edu)) and snow phone line (301-405-SNOW), as well as local radio and TV stations.