

**THE COLOR OF HEALTH:  
HOW DOES INEQUALITY GET UNDER THE SKIN?**  
01:920:1XX  
Spring 2023

Professor: Dawne Marie Mouzon, Ph.D.  
Associate Professor  
Department of Sociology  
26 Nichol Avenue, New Brunswick, NJ 08901  
E-mail: [dawne.mouzon@rutgers.edu](mailto:dawne.mouzon@rutgers.edu)

Lecture Days/Times: TBA

Recitation  
Days/Times: TBA

# Credit Hours: 4

Course Website: TBA  
Course designation: TBA

**COURSE DESCRIPTION**

Non-Hispanic White people in the United States have a life expectancy at birth that is six years longer than non-Hispanic Black Americans, an inequity that has further worsened due to the COVID-19 pandemic. Yet many other health paradoxes exist, such as the longer life expectancy of both Asian and Hispanic/Latino Americans relative to non-Hispanic Whites, and the better health status of immigrants in the United States compared to their U.S.-born counterparts. What are the best explanations for these expected and unexpected patterns in health?

The primary objective of this course is to orient students to the nature of racial/ethnic structural inequalities in the United States and how these inequities often manifest into poor health outcomes among people of color. Although we often think of inequality as the result of individual choices and values, students will develop a sociological imagination in order to understand how social and health inequities based on race, ethnicity, and immigration status are very much a function of structural inequalities. Students will learn to apply this sociological imagination to challenge typical assumptions regarding the nature of social and health inequality through the investigation of a wide range of intersecting social, historical, and environmental factors. Students will be exposed to a wide variety of sources (e.g., academic journal articles, book chapters, government reports and databases, news and magazine articles, podcasts) meant to bring awareness of contemporary health issues facing marginalized populations of color.

This course is inherently interdisciplinary, drawing on literature from sociology, racial and ethnic studies, and public health. The entire class will meet for lectures twice weekly, supplemented by hourly weekly recitation in smaller groups. You are expected to regularly attend and actively participate in both lecture and recitation meetings.

**READINGS**

There is no assigned textbook for this course. I will post all assigned readings as PDF documents on Canvas. Although the reading load will vary from week to week, you should plan on an average of approximately 30 pages of required reading per week.

## **Learning Goals**

Upon successful completion of this course, students will be able to:

1. Understand patterns of health inequalities in the United States based on systems of social stratification, with a focus on race/ethnicity and nativity status.
2. Describe elements of the biological stress process, including stress embodiment and weathering.
3. Identify and restate both the patterns and causes of the central health paradoxes that exist among populations of color.
4. Become enthusiastic about using the sociological imagination to shift their perspective to a sociohistorical and contextual analysis of inequality.
5. Become consistent readers of a wide range of news sources in order to raise awareness of ongoing societal trends.
6. Link time trends in population health to specific historical events and social policies.

## **Department Learning Goals Met By This Course**

1. Students will understand the sociological perspective, a distinctive analysis of the ways people think, feel, and behave that focuses on how they are situated in historically, culturally, and socially specific environments.
2. Students will understand key questions addressed by the discipline and the ways in which social structure and social interaction shape human behavior.

## **COURSE GRADING AND EVALUATION CRITERIA**

### **GRADING RUBRIC**

To achieve a high grade in this course, you must regularly attend and participate in both lecture and recitation meetings, read the assigned readings, watch the assigned films, and perform well on quizzes and the final paper.

Final grades will be determined on the basis of:

- 45%..... Unit Quizzes (3 total, 15% each)
- 30%..... Final Paper
- 10%..... Lecture Participation
- 10%..... Recitation Participation
- 5%..... Syllabus Quiz

### **GRADE AND NUMERICAL EQUIVALENTS**

- A = 90-100
- B+ = 85-89
- B = 80-84
- C+ = 75-79
- C = 70-74
- D = 60-69
- F = 59 and lower

*\* Final grades are rounded up at 0.5 (i.e., 89.5%+ will be rounded to an A; 89.4% is a B+). In the case of two decimal places, an 89.45% will be rounded to an A; an 89.44% is a B+.*

### **Grading Policy**

There are no extra credit opportunities for this class. Please plan to do well on all assigned work. If you are concerned about your grade in the course, I strongly encourage you to attend my office hours for more detailed feedback on your work and how to improve your future grades. Please do not ask me to reconsider grades I have already assigned unless you believe there has been a calculation error.

## WEEKLY SCHEDULE AT-A-GLANCE

Week #	Lecture Topics
1	Lecture 1: The Sociological Imagination Lecture 2: What is Health Equity?
<i><b>Unit 1: If the U.S. is so wealthy and has the best health care, why do we have poor health outcomes?</b></i>	
2	Lecture 3: Population Health Trends in the United States Lecture 4: U.S. Health in a Global Context
3	Lecture 5: The U.S. Health Care System in a Global Context
<i><b>Unit 2: The meaning of race: is race real?</b></i>	
3	Lecture 6: The Social Construction of Race
4	Lecture 7: The Problem With Colorblindness
<i><b>Unit 3: Aren't racial disparities in health really just about poverty?</b></i>	
4	Lecture 8: Diminishing Returns and the Social Gradient in Health
5	Lecture 9: The "Stickiness" of Poverty Lecture 10: Stress and Health
6	Lecture 11: Racism and Health
<i><b>Unit 4: How do SES, race, and culture intersect to produce the immigrant health experience?</b></i>	
6	Lecture 12: Red Light, Green Light: The Revolving Door of U.S. Immigration Policy
7	Lecture 13: The Immigrant Experience in America Lecture 14: Case Studies: Black Immigrant Health
8	Lecture 15: Case Studies: Latinx Immigrant Health Lecture 16: Case Studies: Asian Immigrant Health
<i><b>Unit 5: What role has the government played in creating and reducing health disparities?</b></i>	
9	Lecture 17: The Transmission of Historical Trauma Lecture 18: Colonization and Health
10	Lecture 19: Big Pharma and the Opioid Crisis Lecture 20: Redlining and the Growth of the White Suburbs
11	Lecture 21: Racial Residential Segregation and Health Lecture 22: The Role of the U.S. Military
12	Lecture 23: Water Rights Among Native Americans Lecture 24: Policing, Mass Incarceration, and Health
<i><b>Unit 6: An eye toward the future</b></i>	
13	Lecture 25: Wrap-Up: What have we learned? Lecture 26: What does the future hold in terms of racial/ethnic health inequities?
14	Lecture 27: Final Paper Consultations Lecture 28: Final Paper Consultations

## INTRODUCTION

### Class #1

*The Sociological Imagination*

Mills, C. Wright. 1959. "The Promise of the Sociological Imagination." (8 pgs)

### Class #2

*What is health equity?*

Robert Wood Johnson Foundation. 2017. "What is Health Equity?" Executive Summary. (4 pgs)

Week 1 Recitation:

Group Discussions

---

**UNIT #1: If the U.S. is so wealthy and has the best health care system in the world, why do we have poor health outcomes?**

### Class #3

*Population Health Trends in the United States*

Mills, C. Wright. 1959. "The Promise of the Sociological Imagination." (8 pgs)

### Class #4

*U.S. Health in a Global Context*

Hummer, Robert A. and Erin R. Hamilton. 2019. "U.S. Population Health in International Context." Pp. 53-75 in Population Health in America." (23 pgs)

Week 2 Recitation

Thompson, Derek. 2021. "Why Americans Die So Much." *The Atlantic.* (4 pgs)

### Class #5

*The U.S. Health Care System in Global Context*

"U.S. Health Care from a Global Perspective, 2019: Higher Spending, Worse Outcomes?" *The Commonwealth Fund.* (19 pgs)

---

**UNIT #2: The meaning of race: is race real?**

### Class #6

*The Social Construction of Race*

Goodman, Alan H., Yolanda T. Moses, Joseph L. Jones. 2012. "Regarding Race." Race: Are We So Different? (25 pgs)

Week 3 Recitation

Film: "The Differences Between Us" (Race: The Power of an Illusion) (55 min)

### Class #7

*The Problem With Colorblindness*

Neville, Helen A., Miguel E. Gallardo, and Derald Wing Sue. "Has the United States Really Moved Beyond Race?" *American Psychological Association.* (10 pgs)

---

**UNIT #3: Aren't racial disparities in health  
really just about poverty?**

**Class # 8**

*Diminishing Returns and the Social Gradient in Health*

Robert Wood Johnson Foundation. 2011. "Race, Socioeconomic Factors, and Health." (16 pgs)

Optional: Chetty, Raj, Nathaniel Hendren, Maggie Jones, and Sonya R. Porter. 2018. "Race and Economic Opportunity in the United States." *Opportunity Insights*, Harvard University. (5 pgs)

Watch at home: "In Sickness and Wealth" (Unnatural Causes: Is Inequality Making Us Sick?) (55 min)

**Week 4 Recitation**

QUIZ #1 (covers Units 1 and 2; classes 1-7)

**Class # 9**

*The "Stickiness" of Poverty*

Sharkey, Patrick. 2019. "Neighborhoods and the Black-White Mobility Gap." Economic Mobility Project. *Pew Charitable Trusts*. (22 pgs)

**Class # 10**

*Stress and Health*

"What is Stress?" *Developmental, Cognitive, and Neuroscience Laboratory, Brown University*. (8 pgs)

Harvard Medical School. 2020. "Understanding the Stress Response" (5 pgs)

**Week 5 Recitation**

Group Activity

**Class # 11**

*Racism and Health*

Yearby, Ruqaiyah, Crystal N. Lewis, Keon L. Gilbert, Kira Banks. 2020. "Racism is a Public Health Crisis." *The Justice Collaborative Institute, Saint Louis University*. (10 pgs)

---

**UNIT 4: How do SES, race, and culture intersect  
to produce the immigrant health experience?**

**Class # 12**

*Red Light, Green Light: The Revolving Door of U.S. Immigration Policy*

Migration Policy Institute. 2021. "Immigration Has Been a Defining, Often Contentious, Element Throughout U.S. History." (12 pgs)

**Week 6 Recitation**

Library Session

**Class # 13**

*The Immigrant Experience in the U.S.*

Artiga, Samantha and Petry Ubri. 2017. "Living in an Immigrant Family in America: How Fear and Toxic Stress Are Affecting Daily Life, Well-Being, & Health." *The Henry J. Kaiser Family Foundation*. (24 pgs)

(SKIM ONLY) Chasman, Deborah. 2021. "Life Under Extreme Hardship: Inside One Family's Decade-Long Ordeal With America's Cruelly Absurd Immigration Laws." *New York Magazine*. (8 pgs)

**Class # 14**

*Case Studies: Black Immigrant Health*

"Heart Health in Black Americans: The 'Healthy Immigrant Effect.'" 2022. *Medical News Today*. (4 pgs)

**Week 7 Recitation**

Group Activity

**Class # 15**

*Case Studies: Latinx Immigrant Health*

Painter, Thomas M. 2020. "Health Threats That Can Affect Hispanic/Latino Migrants and Immigrants." Pp. 169-195 in New and Emerging Issues in Latinx Health. Eds: Airin D. Martinez and Scott D. Rhodes. Springer Publishing. (8 pgs)

**Class # 16**

*Case Studies: Asian Immigrant Health*

Gadgil, Meghana D., Namratha R. Kandula, and Alka M. Kanaya. 2020. "Acculturation is Associated with Dietary Patterns in South Asians in America." *Journal of Immigrant and Minority Health* 22:1135-1140. (6 pgs)

Watch at home: "Asian Americans: Breaking Ground" (PBS; 60 min)

**Week 8 Recitation**

In-Class Film: "Collateral Damage" (Unnatural Causes: Is Inequality Making Us Sick?) (27 min)

---

**UNIT 5: What role has the government played in creating and reducing health disparities?**

**Class # 17**

*The Transmission of Historical Trauma*

Native Hope. 2021. "How Trauma Gets Passed Down Through Generations." (10 pgs)

Arambula, Teshia et al. 2022. "The Generational Impact of Racism on Health: Voices From American Indian Communities." *Health Affairs* 41:281-8. (9 pgs)

### **Class #18**

#### *Colonization and Health*

Moss, Margaret. 2019. "Trauma Lives on in Native Americans By Making Us Sick – While the U.S. Looks Away." *The Guardian*. (4 pgs)

Ayala, Israel Melendez and Alicia Kennedy. 2021. "How the U.S. Dictates What Puerto Rico Eats." *New York Times*. (8 pgs)

Poon, Emily. 2019. "How 'Indian Relocation' Created a Public Health Crisis." *City Lab*. (4 pgs)

In-Class Film: "How Alcohol Came to the American Indian" (PBS, 26 min)

### **Week 9 Recitation**

QUIZ #2 (covers Units 3 and 4; classes 8-16)

### **Class #19**

#### *Big Pharma and the Opioid Crisis*

Deweerd, Sarah. 2019. "The Natural History of an Epidemic." *Nature*. (3 pgs)

McCormick, Erin. 2022. "'Historically Tragic': Why are Drug Overdoses Rising Among Black and Indigenous Americans?" *The Guardian*. (6 pgs)

### **Class #20**

#### *Redlining and the Growth of the White Suburbs*

"Creating the Healthiest Nation: Health and Housing Equity." 2020. *American Public Health Association*. (17 pgs)

### **Week 10 Recitation**

Group Activity

### **Class #21**

#### *Racial Residential Segregation and Health*

UC-Berkeley, Haas Institute. 2018. "The Sick Side of Town: How Place Shapes Disparities in Health" (24 pgs)

### **Class #22**

#### *The Role of the U.S. Military*

Pelet, Valeria. 2016. "Puerto Rico's Invisible Health Crisis." *The Atlantic*. (5 pgs)

Diamond, Dan. 2020. "They Did Not Realize We Are Human Beings." *Politico*. (9 pgs)

In-Class Film: "Collateral Damage" (Unnatural Causes: Is Inequality Making Us Sick?) (27 min)

### **Week 11 Recitation**

Group Discussions

**Class # 23**

*Water Rights Among Native Americans*

Jones, Lisa. 2011. "A Dam Brings a Flood of Diabetes to Three Tribes." *Indian Country Today*. (8 pgs)

In-Class Film: "Bad Sugar" episode of "Unnatural Causes: Is Inequality Making Us Sick?" (29 min)

**Class # 24**

*Policing, Mass Incarceration, and Health*

Robert Wood Johnson Foundation. 2019. "Mass Incarceration Threatens Health Equity in America." Executive Summary. (12 pgs)

Esposito, Michael. 2021. "Aggressive Policing, Health, and Health Equity." *Health Affairs, Health Policy Brief*. (6 pgs)

**Week 12 Recitation**

Quiz #3 (covers Unit 5; classes 17-24)

---

***UNIT 6: An eye toward the future***

**Class # 25**

*Wrap-Up: What have we learned?*

Hummer, Robert A. and Erin R. Hamilton. 2019. "Policy Implications of Population Health Science." Pp. 179-194 in Population Health in America. (16 pgs)

**Class # 26**

*What does the future hold in terms of racial/ethnic health inequities?*

TBA

**Week 13 Recitation**

TBA

**Class # 27**

Office Hours: Final Paper Consultations

**Class # 28**

Office Hours: Final Paper Consultations

**\*Final Capstone Paper due date: TBA**

## COURSE GRADING

### **QUIZZES (3 total, 15% each = 45% total)**

Quizzes are based on the lectures, required readings, and films. The quizzes are non-cumulative and there will be a combination of close-ended (e.g., multiple choice, true/false, matching) and open-ended (e.g., short answer) questions.

Quizzes will be administered in your recitation meetings. There will be a total of three (3) quizzes. Please note that these are not “reading check” quizzes. In order to achieve a high grade, you should plan to spend time studying before each quiz.

Makeup quizzes are rarely granted and only for extreme extenuating circumstances. If you have conflict due to religious observation, you must notify me at least two weeks before the quiz. If granted, makeup quizzes will be given during the Sociology Department scheduled makeup sessions.

### **FINAL CAPSTONE PAPER (30%)**

For the final capstone paper, you will select one focal race/Hispanic origin group of color and one of the 15 leading causes of death. Using the sociological imagination, you will describe the ways in which health inequality for that leading cause of death is a function of broad institutional/structural factors (rather than individual-level risk factors). You must draw primarily on sources presented in this course, rather than outside research. The paper must be 3-4 pages, single-spaced, 11- or 12-point Times New Roman font.

### **LECTURE PARTICIPATION (10%):**

Lectures will take place twice weekly. Despite the large size of the class, I encourage and welcome active participation from all students. Most classes will include iClicker activities that log your participation in class polls and exercises. You will receive 1 point for each question you answer throughout the semester. Your lecture participation grade will be calculated as (# of questions you respond to)/(total number of questions) x 100%. You can earn a high grade for lecture participation by attending lecture regularly, engaging in active listening, and participating in the iClicker activities. You will be able to track your participation grade throughout the semester using the iClicker app.

### **RECITATION PARTICIPATION (10%):**

Recitation sections meet weekly and are intended to complement the lectures. You will have the opportunity to discuss and apply the course material in small groups. You are expected to complete all of the assigned readings and film viewing (if applicable) before the due date and be prepared to discuss them during recitation. You can earn a high grade for recitation participation by attending recitation regularly, being prepared to discuss the course material (lectures, assigned readings, and films), and engaging in active listening and interactive discussions with both the instructor and your student peers. Your recitation leader will provide individual midsemester feedback regarding your current participation grade, which is intended to guide your efforts during the last half of the semester. Please see the recitation participation rubric below for more information about how this component of your grade will be determined.

### **SYLLABUS QUIZ (5% total)**

This quiz will assess your understanding of the course requirements and policies. It is open-note and will take place on Canvas. You are allotted up to three (3) attempts to take each syllabus quiz before it closes. The highest grade will stand.

### **ATTENDANCE (0%)**

Attendance will be recorded for every lecture and recitation sessions, although given the unique circumstances of the pandemic, attendance will not be counted in your final grade. However, the quizzes are derived largely from lecture and recitation materials. Therefore, it will be hard to attain a good grade in this class if you do not attend class.

In the event of a missed class, I recommend that you acquire the lecture notes from at least one fellow classmate. Please note that I am unable to review a missed lecture during office hours. Be sure to check the Canvas site for any important announcements that may have been made during a missed class.

Students are expected to attend all classes. If you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.

**Important caveat:** although attendance is not formally counted in the final grade, multiple absences will reduce your participation grades.

\*\*\*\*\*

### **MASK REQUIREMENT**

In order to protect the health and well-being of all members of the University community, masks must be worn by all persons on campus when in the presence of others (within six feet) and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). Masks must be worn during class meetings; any student not wearing a mask will be asked to leave.

Masks should conform to CDC guidelines and should completely cover the nose and mouth: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>

Each day before you arrive on campus or leave your residence hall, you must complete the brief survey on the My Campus Pass symptom checker self-screening app.

### **TECHNOLOGY REQUIREMENTS**

I will communicate with you via the course website at [canvas.rutgers.edu](https://canvas.rutgers.edu). Please make it a habit to check your Rutgers e-mail and/or the course website so you don't miss important information. Please ensure that your Canvas settings are set up to send you email and/or push notifications so you do not miss anything important.

Please visit the [Rutgers Student Tech Guide](#) page for resources available to all students. If you do not have the appropriate technology for financial reasons, please email Dean of Students [deanofstudents@echo.rutgers.edu](mailto:deanofstudents@echo.rutgers.edu) for assistance. If you are facing other financial hardships, please visit the Office of Financial Aid at <https://financialaid.rutgers.edu/>.

### **E-MAIL**

E-mail is the best way to reach me. You can expect a response within 48 business hours. I encourage you to come to office hours or communicate via email if you have questions about the class material. However, please first make a concerted effort to find the answer yourself in the class or book material. Include your name and the course name in your correspondence.

### **DIVERSITY STATEMENT**

The Rutgers Sociology Department strives to create an environment that supports and affirms diversity in all manifestations, including race, ethnicity, gender, sexual orientation, religion, age, social class, disability status, region/ country of origin, and political orientation. We also celebrate diversity of theoretical and methodological perspectives among our faculty and students and seek to create an atmosphere of respect and mutual dialogue. We have zero tolerance for violations of these principles and have instituted clear and respectful procedures for responding to such grievances.

### **CLASS CONDUCT AND GROUND RULES**

The Department of Sociology encourages the free exchange of ideas in a safe, supportive, and productive classroom environment. To facilitate such an environment, students and faculty must act with mutual respect and common courtesy. Thus, behavior that distracts students and faculty is not acceptable. Such behavior includes cell phone use, surfing the internet, checking email, text messaging, listening to music, reading newspapers, leaving and returning, leaving early without permission, arriving late, discourteous remarks, and other behaviors specified by individual instructors. Courteous expression of disagreement with the ideas of the instructor or fellow students is, of course, permitted and encouraged.

**\*\*\*Please note: Any videotaping, audiotaping, and/or distribution of my lectures is strictly prohibited.\*\*\***

### **SYLLABUS CHANGES**

I reserve the right to make necessary changes to the syllabus. In that event, I will be sure to give you ample notice.

### Recitation Participation Rubric

A	B+	B	C+	C	D/F
<ul style="list-style-type: none"> <li>• Actively supports, engages, and listens to peers (ongoing)</li> <li>• arrives fully prepared at every session</li> <li>• plays an active role in discussions (ongoing)</li> <li>• comments consistently advance the level and depth of the dialogue</li> <li>• group dynamic and level of discussion are consistently better because of the student's presence</li> </ul>	<ul style="list-style-type: none"> <li>• actively supports, engages and listens to peers (ongoing)</li> <li>• arrives fully prepared at almost every session</li> <li>• plays an active role in discussions (ongoing)</li> <li>• comments occasionally advance the level and depth of the dialogue</li> <li>• group dynamic and level of discussion are often better because of the student's presence</li> </ul>	<ul style="list-style-type: none"> <li>• makes a sincere effort to interact with peers (ongoing)</li> <li>• arrives mostly, if not fully, prepared (ongoing)</li> <li>• participates constructively in discussions (ongoing)</li> <li>• makes relevant comments based on the assigned material (ongoing)</li> <li>• group dynamic and level of discussion are occasionally better (never worse) because of the student's presence</li> </ul>	<ul style="list-style-type: none"> <li>• limited interaction with peers</li> <li>• preparation, and therefore level of participation, are both inconsistent</li> <li>• when prepared, participates constructively in discussions and</li> <li>• when prepared, makes relevant comments based on the assigned material</li> <li>• group dynamic and level of discussion are not affected by the student's presence</li> </ul>	<ul style="list-style-type: none"> <li>• virtually no interaction with peers</li> <li>• rarely prepared</li> <li>• rarely participates</li> <li>• comments are generally vague or drawn from outside of the assigned material</li> <li>• demonstrates a noticeable lack of interest (on occasion)</li> <li>• group dynamic and level of discussion are harmed by the student's presence</li> </ul>	<ul style="list-style-type: none"> <li>• little/ no interaction with peers</li> <li>• rarely/ never prepared</li> <li>• rarely/ never participates</li> <li>• rarely/ never demonstrates a noticeable lack of interest in the material (ongoing)</li> <li>• group dynamic and level of discussion are moderately/ significantly harmed by the student's presence</li> </ul>

## STATEMENT ON INTELLECTUAL PROPERTY

Almost all original work is the intellectual property of its authors. This includes not just books and articles, but the syllabi, lectures, lecture slides, recorded lectures, course materials, presentations, homework problems, exams, and other materials used in this course, in either printed or electronic form.

Providing course materials to commercial suppliers such as CourseHero, Chegg, etc. and/or publicly distributing or displaying course materials, or helping others to do so, is a violation of academic integrity.

The authors hold copyrights in their works, which are protected by U.S. statutes. Copying this work or posting it online without the permission of the author may violate the author's rights. More importantly, these works are the product of the author's efforts; respect for these efforts and for the author's intellectual property rights is an important value that members of the university community take seriously.

For more instructions on copyright protections at Rutgers University, please refer to the [Rutgers Libraries](#).

## ACADEMIC INTEGRITY POLICY

Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the Academic Integrity Policy and the possible penalties (including suspension and expulsion) for violating the policy. As per the policy, all suspected violations will be reported to the Office of Student Conduct. Academic dishonesty includes (but is not limited to):

- Cheating
- Plagiarism
- Aiding others in committing a violation or allowing others to use your work
- Failure to cite sources correctly
- Fabrication
- Using another person's ideas or words without attribution—re-using a previous assignment
- Unauthorized collaboration
- Sabotaging another student's work

If in doubt, please consult the instructor. Please review the [Academic Integrity Policy](#).

The Rutgers honor pledge will be included on all (major) assessments for you to sign: *On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment).*

## LEARNING RESOURCES

Learning Centers: <https://rlc.rutgers.edu/>

Academic Advising for SAS students: <https://sasundergrad.rutgers.edu/advising/advising>

Online Learning Tools from Rutgers University Libraries including Rutgers RIOT, Searchpath and RefWorks <http://www.libraries.rutgers.edu/tutorials>

## **STUDENT WELLNESS SERVICES**

**Report a Bias Incident** If you experience or witness an act of bias or hate, report it to someone in authority. You may file a report online and you will be contacted within 24 hours. The bias reporting page is [here](#). [Click here to report a bias incident](#)

Bias is defined by the University as an act, verbal, written, physical, psychological, that threatens, or harms a person or group on the basis of race, religion, color, sex, age, sexual orientation, gender identity or expression, national origin, ancestry, disability, marital status, civil union status, domestic partnership status, atypical heredity or cellular blood trait, military service or veteran status.

### **Counseling, ADAP & Psychiatric Services (CAPS)**

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ <http://health.rutgers.edu/medical-counseling-services/counseling/>

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community, and consultation and collaboration with campus partners.

**Crisis Intervention** : <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/>

**Report a Concern**: <http://health.rutgers.edu/do-something-to-help/>

### **Violence Prevention & Victim Assistance (VPVA)**

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

### **Disability Services**

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

### **iClicker**

I will be using iClicker software this semester to conduct polls in class. This will help me gauge student comprehension and understanding of particular topics throughout this course.

You can use the iClicker Student app through a smartphone, tablet or laptop, and the particular question that I am asking you will be stored on your device (along with the answer). This is an excellent study tool as well.

Using this tool helps me to understand what you know about the course material, gives everyone a chance to participate in class and allows you to review the lecture topics and questions after class. I will also use iClicker to track attendance, although it is not counted in your final grade.

You are required to bring your smartphone, tablet or laptop device to participate in my iClicker sessions during class. It is also your responsibility to properly set up your iClicker account in a timely fashion and to regularly check your iClicker grades for any discrepancies and bring them to my attention quickly.

#### **Registration Instructions:**

Regardless of which device you use in class (smartphone, tablet or laptop), you must create an iClicker account— **or** use your existing iClicker account if you already have one—to ensure that your grades sync to my iClicker grade book. You can do this by downloading the iClicker Student app via the App Store or Google Play, or by visiting [iclicker.com](http://iclicker.com). **You do not need to purchase an iClicker subscription.**

Students who fail to properly set up their iClicker accounts within the first two weeks of the semester will miss out on iClicker points. It is your responsibility to make sure your account is in working order and to regularly check your grades for any discrepancies and bring them to my attention immediately. If you already have an iClicker account, simply add my course to it. **Do not create a duplicate account.**

#### **Grading Information**

iClicker activities will be worth 10% of your final grade. You will earn 1 point for each question you answer. Likely, 2-3 questions will be asked during each lecture period. Your final iClicker grade will be calculated as (# of questions you respond to)/(total number of questions) x 100%. This percentage will be synced once a week from iClicker into Canvas once you properly set up your iClicker account, but you can also view your points on the iClicker website or iClicker Student app.

#### **Academic Integrity Information**

iClicker activities fall under the provisions of our campus's academic honesty policy. Students must not engage in academic dishonesty while participating in iClicker activities. This includes but is not limited to answering polling questions while not physically in class, looking at other students' devices while answering live questions, or using more than one iClicker account at a time.

Any student found to be in violation of these rules will lose iClicker points for the entire term and may be reported to the Office of Student Conduct.

#### **Need Help?**

You can find the answers to many of your questions by visiting <https://www.iclicker.com/> at any time. If you continue to experience issues, please contact iClicker support via phone (866 209-5698 ) or email ([support@iclicker.com](mailto:support@iclicker.com)). Live support is available Monday – Thursday from 9 a.m. – 11 p.m. ET and Friday from 9 a.m. – 9 p.m. ET.