



Professor contact

HOW CAN YOU CONTACT ME?

1. Best way is email:
merickson@ithaca.edu
2. If necessary, text me
at 607-592-7151.

I won't respond to emails or texts between 8 pm and 8 am and will respond more slowly on weekends.

I prefer to be addressed as "Professor Erickson" and my preferred pronouns are she/her/hers.

Ithaca College Fall 2025

HLTH 41700 Public Health Policy and Justice

Mary Ann Erickson, Ph.D.

Class meetings

WHEN AND HOW ARE WE MEETING?

Class sessions are scheduled for **Mondays, Wednesdays, and Fridays 2:00-2:50 pm.**

We are meeting in person in Friends 201.

What materials do I need?

We will be using 2 books you have access to through the Ithaca College library:

- Thomas A. Birkland (2020). An Introduction to the Policy Process
- Sandro Galea (2019). Well: What we need to talk about when we talk about health.

Other readings will be available through Canvas.

What will I be learning?

The course description and objectives tell you what I hope you will know by the end of the class.

Because this is my first time teaching this course, I may make some modifications in the syllabus during the semester.

Course Description

Catalog Description:

History and theories of the public health perspective. Detailed analysis of major contemporary public health issues in the context of political, economic, and social factors. Theories and uses of epidemiology as a descriptive, analytical, and political tool of public health. Community, regional, national, and/or international public health policies are studied. Attention is paid to current public health issues in the news. Prerequisites: HLTH 21700 and HLTH 31700. SS LA WI (writing intensive).

Course Summary:

Public health is about preventing illness, injury, and death and the circumstances contributing to these events. From auto crashes to racial injustice to zoonotic infections like SARS-CoV-2, public health crosses political, disciplinary, social, and cultural borders using tools and strategies from the natural and social sciences, humanities, and communication. But you already know this because of the courses you've taken.

This course takes public health to another level. We engage with the analytical and critical questions that need to be asked in order to achieve a public health goal, assuming communities can agree what that goal is. Thus, a major focus of attention will be placed on how we establish what a public health problem is, how we argue about best strategies to deal with them, and how we develop policies to deal with them. Policy makers gather, organize, analyze, interpret, and communicate data and use information to reach those goals.

What are the sciences theories, skills and history of public health?

As indicated above, many social and physical sciences have contribution to make to public health, however within public health the central science is epidemiology and the central skill is communication. Both are required for finding evidence and presenting it to the public and policy makers. When we think of the skills of public health for this course, we can also pay attention to the skill of inquiry.

Course Objectives

By the end of the course, students should be able to:

1. Describe the history and theoretical and ethical foundations of public health.
2. Apply an understanding of the policy process and political context in the U.S. to current public health issues.
3. Analyze the impact of the social determinants of health from a social justice perspective.
4. Analyze and synthesize information on an issue over the course of the semester through two major writing projects of at least 1500 words each.

Integrative Core Curriculum (ICC) Designation

This course is designated as Writing Intensive. From the ICC website:

“Courses that carry a writing intensive designation (WI) emphasize the ability to develop and articulate content knowledge and critical thinking through frequent practice of informal and formal writing. You will learn to demonstrate understanding of audience expectations, genres, and conventions appropriate to a specific academic discipline or related profession. **The WI course requires you to compose one or more papers totaling at least 3,000 words through the stages of recursive writing—brainstorming, drafting, integrating sources, and revising comprehensively after receiving substantial, formative feedback on drafts.**”

How will our class be organized?

Overall Structure

We will begin by getting to know each other and discussing some articles describing the foundations of public health. We will then dive into the policy process in the United States, applying the concepts to long-term care, a public health problem in which I have some expertise!

During the remainder of the semester, you will do several short presentations related to your semester-long writing project, and we will read about and discuss public health issues in the news. We will also have guest speakers who will offer additional perspectives on public health policy and justice.

In contrast to my 100-level classes, I **will** be assessing **penalties for late work**. We cannot manage the requirements for the Writing Intensive designation if you wait until the final week of the semester to turn in assignments. Please talk to me if you are having difficulties keeping up with the work so we can develop a plan to get you back on track. I can be more flexible with individual short assignments, and not very flexible with the assignments related to the research project. For those assignments, the late policy is:

- 1 or 2 days late – no penalty
- 3 days late – 10% off
- 4 days late – 20% off
- 5 days late – 30% off
- 6 days late – 40% off
- One week or more – zero credit

Time Expectations: This course is a three-credit lecture course with substantial classroom discussion. This semester, you will spend your time as follows:

- **Instructional time in class**: 150 minutes per week (3 hours of instructional time)
- **Supplementary work time**: 6 hours per week on average, recognizing that some weeks may require more hours and other weeks may require fewer. You will spend your time each week on:
 - •completing required reading assignments ahead of class meetings
 - •taking online quizzes on the readings and doing several short assignments
 - •preparing five projects
 - •working on a summary of our class survey
- **Total time**: 45 in class + 90 supplementary = 135 hours
- **Final exam week**: During our final exam scheduled time, you will hand in your take-home final. This time counts towards the total instructional time for the semester.

Other key policies

The most important thing if you have questions or a problem is to COMMUNICATE with me!

ACADEMIC

INTEGRITY: Appendix II of the Ithaca College Student Handbook outlines the College policies regarding standards of academic conduct. Any evidence of academic misconduct **will** be referred to the College judicial system and will be assessed a significant grade penalty. This includes quoting without attribution (i.e., plagiarism).

ATTENDANCE: It is expected that you will attend class. If you are absent, it is your responsibility to make up missed work and to be aware of any schedule changes or assignments that were made in the class(es) you missed. Refer to the Attendance Policy in the Student Handbook.

STUDENTS WITH

DISABILITIES: In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, reasonable accommodation will be provided to students with documented disabilities on a case by case basis. Students must register with the Office of Academic Support Services and provide appropriate documentation to the college before any academic adjustment will be provided.

How will I be graded?

EVALUATION: Assignments will 400 total points:

<u>Research Project</u>	
Annotated bibliography	30
2 short presentations (20 each)	40
2 sets of comments on drafts	20
2 Papers (60 each)	120
<u>Final Exam</u>	100
<u>Class discussion and participation</u>	
Short assignments	60
Attendance and participation	30
Total	400

Using this scale, here is how final course grades will be calculated:

A	= 372-400
A-	= 360-371
B+	= 348-359
B	= 332-347
B-	= 320-331
C+	= 308-319
C	= 292-307
C-	= 280-291
D+	= 268-279
D	= 252-267
D-	= 240-251
F	= 239 or below

Details of all assignments and projects will be available on Canvas.

Course/Academic Policies

Current Ithaca College Attendance Policy:

Students at Ithaca College are expected to attend all classes, and they are responsible for work missed during any absence from class. At the beginning of each semester, instructors must provide the students in their courses with written guidelines regarding possible penalties for failure to attend class. These guidelines may vary from course to course but are subject to the following conditions:

- In accordance with Federal Law, students with a disability documented through Student Accessibility Services (SAS) may require reasonable accommodations to ensure equitable access. A student with an attendance accommodation, who misses a scheduled course time due to a documented disability, must be provided an equivalent opportunity to make up missed time and/or coursework within a reasonable time-frame. An accommodation that affects attendance is not an attendance waiver and no accommodation can fundamentally alter a course requirement. If a faculty member thinks an attendance-related accommodation would result in a fundamental alteration, concerns and potential alternatives should be discussed with SAS.
- In accordance with New York State law, students who miss class due to their religious beliefs shall be excused from class or examinations on that day. The faculty member is responsible for providing the student with an equivalent opportunity to make up any examination, study, or work requirement that the student may have missed. Any such work is to be completed within a reasonable time frame, as determined by the faculty member.
- Any student who misses class due to a family or individual health emergency or to a required appearance in a court of law shall be excused. If the emergency is prolonged or if the student is incapacitated, the student or a family member/legal guardian should report the absence to the Dean of Students or the Dean of the academic school where the student's program is housed. Students may consider a leave of absence, medical leave of absence, selected course withdrawals, etc., if they miss a significant portion of classwork.
- A student may be excused to participate in local, state, or federal elections. The student is responsible to make up any work that is missed due to the absence. Any such work is to be completed within a reasonable time frame, as determined by the faculty member.

A student may be excused for participation in College-authorized co-curricular and extracurricular activities if, in the instructor's judgment, this does not impair the specific student's or the other students' ability to succeed in the course.

For all absences except those due to religious beliefs, the course instructor has the right to determine if the number of absences has been excessive in view of the nature of the class that was missed and the stated attendance policy.

Students should notify their instructors as soon as possible of any anticipated absences.

Accommodations for Students via Student Accessibility Services

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, reasonable accommodations will be provided to qualified students with documented disabilities through an interactive process. Students seeking accommodations must register with Student Accessibility Services and provide appropriate documentation before accommodations can be provided. Please note that accommodations are not retroactive, so timely contact with Student Accessibility Services is encouraged. To discuss accommodations or the accommodation process, students should schedule to meet with a SAS specialist. 607-274-1005 | sas@ithaca.edu.

Students may register with SAS at the following link:

<https://elbert.accessiblelearning.com/Ithaca/ApplicationStudent.aspx>

Ithaca College Standards of Academic Conduct

The Ithaca College Policy Manual describes the Standards of Academic Content embedded in the Student Code of Conduct. It is the responsibility of every student and faculty member to be familiar with, and comply with, these expectations for rigor, authenticity, trust, and honesty in academic work. You may find the full policy at the following web link:

<https://www.ithaca.edu/policy-manual/volume-vii-students/71-general-student-policies/714-standards-academic-conduct>

We will discuss this policy more thoroughly in our course. As the Policy Manual states, "Because Ithaca College is an academic community, ignorance of the accepted standards of academic honesty in no way affects the responsibility of students who violate standards of conduct in courses and other academic activities."

Additional Policies and Resources

Mental Health and Stress Management Support via CAPS:

The Ithaca College Center for Counseling and Psychological Services (CAPS) promotes and fosters the academic, personal, and interpersonal development of Ithaca College students by providing short-term individual, group, and relationship counseling, crisis intervention, educational programs to the campus community, and consultation for faculty, staff, parents, and students. Their team of licensed and licensed-eligible professionals value inclusivity, and they are dedicated to creating a diverse, accessible, and welcoming environment that is safe and comfortable for all those they serve and with whom they interact. CAPS sees students in-person at their offices in the Hammond Health building, but Telehealth meetings through Zoom can be arranged in some circumstances.

Staff in the office will answer questions by phone at 607-274-3136; please leave a voicemail if you do not reach a live person. You can also reach the office via email at counseling@ithaca.edu. CAPS hours remain Monday-Friday 8:30 a.m. to 5:00 p.m. After-hours connections to a live counselor are available by calling the CAPS number and following the prompts.

In the event I suspect you need additional support, expect that I will express to you my concerns. It is not my intent to know the details of what might be troubling you, but simply to let you know I am concerned and that help, if needed, is available. Remember, getting help is a smart and courageous thing to do.

Title IX

Please note that if you disclose an experience related to sexual misconduct (including sexual assault, dating violence, and/or stalking, sexual harassment or sex-based discrimination, your professor can inform the Title IX Coordinator, lkoenig@ithaca.edu, of all relevant information, including your name. The college will take initial steps to address the incident(s), protect, and, support those directly affected, and enhance the safety of our community. The Title IX Coordinator will work with you to determine the best way to proceed. Information shared in class assignments, class discussions, and at public events do not constitute an official disclosure, and faculty and staff do not have to report these to the Title IX Coordinator. Faculty and staff should be sure that access to campus and community resources related to sexual misconduct are

available to students in the case these subjects do arise. Any other disclosure to faculty and staff needs to be reported to the Title IX Coordinator. For more information: <https://www.ithaca.edu/share>.

Academic Advising Availability

Students are asked to consult with their faculty advisor, or the advising contact within their school, for all advising matters. Faculty advisors will be able to assist students with most advising questions, or they may collaborate with the dean's office for more complicated matters.

Students can find the name of their assigned faculty advisor in Homer or in Degree Works. Additionally, below is a list of advising contacts in deans' offices.

Business Katy Hall, Academic Services Coordinator, khall2@ithaca.edu

H&S Jim Riegel, Academic Services Coordinator, hsadvising@ithaca.edu

HSHP Michelle Lang, Academic Services Coordinator, mlang@ithaca.edu

Park Kristin Morse, Academic Services Coordinator, kmorse@ithaca.edu

Music, Theatre & Dance –

Center for Music: Shannon Hills, Academic Services Coordinator,
musicacademicsupport@ithaca.edu

Music, Theatre & Dance –

Center for Theatre & Dance: Mary Scheidegger, Theatre Operations
Coordinator, scheideg@ithaca.edu

Religious Observances

At Ithaca College, we uphold diverse religious and spiritual traditions - each with its own set of beliefs, practices, and observances that are part of our community. If you anticipate needing accommodations for attending class, taking exams, or submitting assignments due to a religious observance, you can work directly with me to accommodate your needs. Please share the potential dates with me by [insert date/process] so we can plan for your success in our class.

The Office of Religious and Spiritual Life is also available to support you as you navigate your religious observances at IC. If you have questions or suggestions, please contact the Office of Religious and Spiritual Life at

spirituallife@ithaca.edu. More information on religious observances and accommodations at IC is available [here](#).

Bias Impact Reporting Form

[The Bias Impact Reporting Form](#) is intended to provide students, staff, and faculty with a centralized way of accessing resources if they experience or witness a bias incident on campus, via social media, virtually, or at a college-affiliated event. This process is a tool that is being used in addition to formal complaint options. The information submitted is used to identify patterns of behavior and address areas where culture is counter to the College's values of respect, accountability and equity. The reports will help the college to be more strategic when educating and/or preventing acts of bias in the future.

The Bias Impact Reporting Form is not an immediate response service and may take up to three (3) college business days to receive confirmation of submission. The information you provide in this form will be forwarded to members of the Bias Impact Resource Team.

Diversity, Equity, and Inclusion

Ithaca College values diversity because it enriches our community and the myriad experiences that characterize an Ithaca College education. Diversity encompasses multiple dimensions, including but not limited to race, culture, nationality, ethnicity, religion, ideas, beliefs, geographic origin, class, sexual orientation, gender, gender identity and expression, disability, and age. We are dedicated to addressing current and past injustices and promoting excellence and equity. Ithaca College continually strives to build an inclusive and welcoming community of individuals with diverse talents and skills from a multitude of backgrounds who are committed to civility, mutual respect, social justice, and the free and open exchange of ideas. We commit ourselves to change, growth, and actions that embrace diversity as an integral part of the educational experience and of the community we create.

Please learn more about Ithaca College's commitment to diversity, equity, and inclusion:

<https://www.ithaca.edu/diversity-and-inclusion/diversity-statement>

Basic Needs Awareness

Access to basic needs such as food and safe shelter are vital to your successful academic experience. If you are experiencing challenge affording groceries,

accessing sufficient food to eat every day, or finding stable, safe housing, I want you to be aware of resources available to all members of our Ithaca College community. You can learn more about these resources at the following links. You may also reach out to the Dean of Students for support.

Working for Food Security (food resources) <https://www.ithaca.edu/student-affairs-and-campus-life/working-food-security>

Financial Security Support (a range of resources)
<https://www.ithaca.edu/student-affairs-and-campus-life/supporting-financial-security>

Tutoring and Academic Enrichment Services

As a supplement to faculty advising and office hours, Tutoring and Academic Enrichment Services offers exceptional peer resources free of charge. Learning Coaches provide content-specific peer tutoring in a variety of courses. Peer Success Coaches mentor students who wish to develop collegiate-level academic and social engagement skills. To access these courses and for more information, please visit us at <https://www.ithaca.edu/tutoring-services>.

Writing Center

Located in 107 Smiddy Hall, the Writing Center provides students with the opportunity to work on effective strategies for all types of written work including essays, research papers, cover letters, applications, and creative writing. Students in all disciplines — humanities and sciences, business, health sciences and human performance, communications, and music — can bring assignments at any stage in their process, whether prewriting, drafting, or editing, and in one-on-one conferences, they will receive guidance on the writing, revising, and editing process so that they can develop confidence as independent thinkers and writers. The Writing Center is staffed by trained peer tutors as well as Department of Writing faculty. The Writing Center offers Zoom tutoring as well as in-person appointments. More information about the Center's hours, policies, and appointments is available at 607-274-3315, or consult the [Writing Center webpage](#).