

Glendale College Course Outline of Record Report

Course ID 010707
Revision - December 2025

SOC S107 : Health and Social Justice

General Information

Author:	• Michelle Stonis
Course Code (CB01) :	SOC S107
Course Title (CB02) :	Health and Social Justice
Department:	SOC S
Proposal Start:	Fall 2026
TOP Code (CB03) :	(1201.00) Health Occupations, General*
CIP Code:	(51.0000) Health Services/Allied Health/Health Sciences, General.
SAM Code (CB09) :	D - Possibly Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000646452
Curriculum Committee Approval Date:	12/10/2025
Board of Trustees Approval Date:	01/13/2026
Last Cyclical Review Date:	05/08/2024
Course Description and Course Note:	SOC S 107 provides an in-depth analysis of health inequities within the United States. We will explore how socioeconomic status, gender, race, and disability status contribute to health disparities and epidemics, and we will discuss theories and solutions involving government policies, community organizing, and social justice. Note: This course may not be taken for credit by students who have successfully completed HLTH 107.
Justification:	Content Change
Academic Career:	• Credit
Mode of Delivery:	• In-Person • Remote • Hybrid • Proctored Online • Online
Author:	No value
Course Family:	No value

Academic Senate Discipline

Primary Discipline:	• Social Science
Alternate Discipline:	• Health
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

GCC General Education Requirements

Area 4: Social and Behavioral Sciences

Area

Social and Behavioral Sciences

Status

Approved

Approval Date

09/02/2025

Comparable Course

No Comparable Course defined.

C-ID

PH

Area

Public Health

Status

Approved

Approval Date

02/18/2025

Comparable Course

PH 102 - Health and Social Justice

Units and Hours

Summary

Minimum Credit Units (CB07)

3

Maximum Credit Units (CB06)

3

Total Course In-Class (Contact) Hours

54

Total Course Out-of-Class Hours

108

Total Student Learning Hours

162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

Advisory

ABSE186 - Essentials in Reading and Paragraph Writing

Objectives

- Comprehend both literature and information-based texts at a high school level.

OR

Advisory

ESL151 - Reading and Composition V (in-development)

Objectives

- Read and critically analyze various academic readings;

- Summarize readings;
- Organize fully-developed essays in both expository and argumentative modes;
- Compose a 500 to 550-word essay that summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion;
- Revise writing to eliminate errors in syntax, and grammatical constructions;
- Employ basic library research techniques;
- Compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.

OR

Advisory

ABSE187 - Preparation for College Reading and Composition

Objectives

- Identify the main idea and supporting details in a non-fiction text and understand figurative language in fiction.
- Read, and analyze contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone.
- Complete the writing process for a given prompt based on one or more source texts.
- Compose a well-organized essay with an introduction, body paragraphs, and conclusion.
- Recognize and correct errors, revise sentences or passages for word choice, sentence structure, and usage of mechanics errors.
- Use correct citation techniques.
- Solve the Extended Response portion of a practice test for a High School Equivalency Exam and/or meet the entry criteria for ENGL 101.

Outcomes

- Read, analyze, and evaluate concepts within literary and nonfiction texts.
- Compose and edit a five-paragraph (300+ word) essay which includes a thesis, introduction, body, conclusion, and citations.

AND

Advisory

LIB100 - Critical Approaches to Information Research

Objectives

- Recognize the information cycle as a community conversation that may include primary, secondary, popular, peer-reviewed, and other source types.
- Formulate a research question to guide inquiry.
- Design and use search strategies by brainstorming key words, refining search terms, and using advanced limiters in different systems.
- Distinguish between different source types, understanding the characteristics of various publication practices, purposes, audiences, and formats.
- Assess sources for credibility, considering indicators such as authority, currency, accuracy, point of view, purpose, evidence and the context of how information is produced.
- Recognize that critical assessment of information is an empowering practice that furthers civic engagement in a democratic society.
- Use citation and attribution to give credit to the ideas and work of others.
- Recognize underlying factors (racial, ethnic, gendered, linguistic, and socioeconomic) that impact inequities in the access to and the creation of information sources.

Outcomes

- Recognize research as a nonlinear, iterative process of inquiry.
- Evaluate sources for credibility, accuracy, relevance, point of view, and authority as a part of the information landscape.
- Apply critical thinking to interpret the ethical, legal, socioeconomic, and cultural value of information.

Entry Standards

Entry Standards	Description
No value	No value

Course Limitations

Cross Listed or Equivalent Course	Description
HLTH 107 Health and Social Justice	No Value

Requisite Validation

Upload Statistical Validation and/or other documents (if necessary)

No Value

Specifications

Methods of Instruction

Methods of Instruction	Lecture
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Methods of Instruction	Collaborative Learning
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Methods of Instruction	Discussion
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Methods of Instruction	Field Activities (Trips)
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Methods of Instruction	Guest Speakers
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Methods of Instruction	Multimedia
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Methods of Instruction	Presentations
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Out of Class Assignments

- Written assignments (e.g., essay on how socioeconomic status affects the risk of chronic disease)
- Data research activities (e.g. compare diabetes prevalence in different counties across the U.S. using geographical information systems)

Research assignments (e.g., summarize and analyze public health research on social determinants of health and their effect on disparate health outcomes)

Methods of Evaluation

Description of Activity/Interaction

Exam/Quiz/Test	Quizzes
Exam/Quiz/Test	Written exams
Activity (answering journal prompt, group activity)	Journal prompts
Presentation (group or individual)	Group presentations

Textbook Rationale

The Donohoe book is a seminal work in the field without a contemporary equivalent replacement.

Textbooks

Author	Title	Publisher	Date	ISBN
Lillian D. Burke and Barbara Weill	Public health and society: current issues	Jones & Bartlett Learning, Burlington, Massachusetts	2024	9781284211320
Martin Donohoe	Public Health and Social Justice	John Wiley & Sons, Incorporated, Newark	2012	9781118223093

Other Instructional Materials (i.e. OER, handouts)

No Value

Learning Outcomes

Course Objectives

Identify disparities in health outcomes in the U.S. by race, socioeconomic status, disability status, and gender.

Compare the U.S. Healthcare System to that of other countries and contrast the characteristics and outcomes of each system.

Describe strategies or tactics to improve health inequalities.

Analyze the contribution of environmental conditions to disparate health outcomes.

Discuss policies, environments, and systems that contribute to health inequities.

SLOs

Critique healthcare systems within the U.S.

Expected Outcome Performance: 70.0

ST DV

Liberal Arts: Social and Behavioral Sciences Emphasis A.A.
Degree

Analyze how people act and have acted in response to their societies.

Describe the principles, perspectives, and methods of inquiry used by the social and behavioral sciences.

Explain the contribution of socioeconomic status to health outcomes.

Expected Outcome Performance: 70.0

ST DV

Liberal Arts: Social and Behavioral Sciences Emphasis A.A.
Degree

Analyze how people act and have acted in response to their societies.

Describe the principles, perspectives, and methods of inquiry used by the social and behavioral sciences.

Identify and compare local and Federal programs and policies that can help alleviate poor health outcomes.

Expected Outcome Performance: 70.0

ST DV

Liberal Arts: Social and Behavioral Sciences Emphasis A.A.
Degree

Analyze how people act and have acted in response to their societies.

Describe the principles, perspectives, and methods of inquiry used by the social and behavioral sciences.

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

What Creates Health Inequities? (16 hours)

- Social Determinants of Health
 - Ecological Model
 - Economic stability
 - Access to Quality Healthcare
 - Access to Quality Education
 - Neighborhood and Built Environment
 - Social and Community Context
- Regional Issues
 - Jobs
 - Access to Resources (food deserts)
 - Housing
 - Educational opportunities
 - Chronic Diseases
- Race
 - Historic origins of race in the United States
 - Social construct vs. biological category
 - Explicit/Implicit Bias
 - Stereotypes
 - Medical Inequities
 - Structural/systemic racism
- Gender
 - Explicit/Implicit Bias
 - Stereotypes
 - Medical Inequities
- Class
 - Education level
 - Socioeconomic status
 - Distribution of educational levels, income, and wealth in the United States
 - Access to Resources
 - Clean air/water/green spaces
- Disability status
 - Americans with Disabilities Act
 - Built environment
 - Hidden disabilities

Government Policies that Contribute to Health Inequities (6 hours)

- Environmental policies (corporation pollution)
- Redlining, poor housing quality
- Lack of Maternity Leave, Abortion Restrictions, and Prenatal Care
- Labor Issues (minimum wage, restrictions on Unions)

Health Issues due to Inequities (6 hours)

- Diabetes
- Obesity
- Infectious Diseases
- Chronic Diseases
- Disabilities
- Asthma
- Addiction
- Suicide
- Gun Violence
- Premature Death

Healthcare (8 hours)

- Access to Healthcare Resources
- Access to Insurance (Private & Public)
- Policies
- Medicare/Medicaid
- Obamacare/Affordable Care Act

Solutions to Repair Healthcare Inequities (12 hours)

- Individual behavior change approach versus public health approach
- Advocacy
 - Minimum Wage
 - Raise the Poverty Line
 - Jobs

- Neighborhood Clean-ups
- Community Organizing
 - Outreach, Organizing, and Mobilizing
 - Creating Green Spaces
 - Food Delivery Programs
- Government
 - Additional research studies
 - Policies & Programs to address poverty
 - Policies & Programs to address racial and gender differentials
 - Access to Information & Resources
 - Program and Policy Development

Global Community and their Health Outcomes (3 hours)

- Countries with Universal Healthcare
- Countries without Universal Healthcare
- Comparative analysis of healthcare and insurance across the United States and globally

Research on Health Disparities (3 hours)

- Representation of health inequities and disparities in news media
- Scholarly research
 - Credible sources
 - Ethical concerns with conducting research

Total hours: 54

Additional Information

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Is it possible this course will have a material fee?

No

I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liaisons>):

No

What term(s) will this course be offered?

Fall/Spring

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value