

## **Social Forces, Health, and the Lifecourse (Credits: 4)**

Sociology Soc 356 Fall 2024; T/R 2:30-3:45p; Location: Machmer W-25

Instructor: Prof. Mark C. Pachucki, Ph.D., [mpachucki@umass.edu](mailto:mpachucki@umass.edu) [www.markpachucki.com](http://www.markpachucki.com)

Office hours (934 Thompson): to be arranged at class

**Overview.** How healthy you are depends on far more than how often you see a doctor, your genes, or the decisions that you make about your health. Where you grow up, who your family are, where you live, and who you know also play important roles in your well-being. Yet many of these characteristics change throughout your life, and early events can have important effects later in your life. This course provides an introduction to social determinants of health and how they matter throughout the lifecourse, with a special focus given to stages of human development and transitions between stages. In this course we will explore the following Qs:

- What are social determinants of health, and where do health disparities come from? How does where you live affect your health? How does who you know shape your health? How does one's social status matter? How does the social world interact with our genetics to shape health?
- How might circumstances and events early in life shape later-life health outcomes? How is health transmitted between generations within a family? Which social factors matter most to our health when we're young? When we're older? What kinds of health risks are associated with life transitions? Are there periods of the life course that are more consequential to health than others?

**Goal:** You should leave this course with an ability to think critically about how one's health may be shaped by a mix of social and biological circumstances, and to question how one's health could be related to the health of others. An equally important goal is to help develop skills *that will transfer beyond this course*: a) evaluating the quality of evidence, b) interpreting data, and c) writing.

**Grading.** This course uses Canvas to facilitate active learning, and it will reward consistent engagement with the material and with your classmates. Letter grades will be used (A: 95-100, A-: 90-94.9, B+: 87-89.9, B: 83-86.9, B-: 80-82.9; C+: 77-79.9; C: 73-76.9; C-: 70-72.9; D+: 67-69.9, D: 60-66.9, F: 0-59.9). There are multiple ways to do well; the grade composition consists of: 25% response papers; 20% in-class (Part 1) exam; 10% in-class (Part 2) quiz, 20% final paper; 15% active attendance; 10% peer engagement. For all assignments, a full letter grade will be deducted for every day the assignment is turned in late. There is no grading curve for this course.

**Prerequisites.** You are expected to come to class having read the material. There are no formal prereqs besides an active curiosity for the topics; a willingness to read material across the social sciences, public health, and medicine; and a willingness to engage with data presented in a variety of ways. We'll encounter a variety of data tables, graphs, and diverse kinds of qualitative and quantitative analytic methods, *but this is **\*not\*** a statistics course*. I'm more interested in you taking away the larger lessons from a paper than you being able to recall the particular statistical models used to make conclusions.

**Readings.** 75% of course materials are primary-source (original) scientific journal articles, and a few short films. The course material is challenging but rewarding – staying on top of the readings and engaging in class will help you get the most out of class. PDFs of readings and links to the films are available on Canvas. I've aggregated the .pdfs into "Part I" and "Part 2/3" compilation so that you can easily bring it to a vendor to print out a coursepack if you wish. I **strongly** encourage printing these out (rather than reading it on your computer) because we'll often discuss these in class, and you may benefit from marking up your copy.

We will also read three books during the term: PLEASE ORDER THESE EARLY (any version – paper/hard/e-book is ok, and we'll have a copy on reserve in Du Bois Library of each as well).

- Life under Pressure: The Social Roots of Youth Suicide and What to Do About Them (2024, Mueller/Abrutyn)
- Weathering: The Extraordinary Stress of Ordinary Life in an Unjust Society (2023, Arlene Geronimus)
- Being Mortal (2014, Atul Gawande)

### **What I expect of you:**

Attendance (0%). Attendance is expected. I will not be grading for attendance, because you're all adults and it's your grade. It's *your* responsibility to obtain notes/material from a classmate. We'll post slides on Canvas at week's end, but make a few friends as well. Get in touch if you have extenuating circumstances that make attendance difficult, and we can try to find a solution.

Brief check-in (5%). Every student is required to sign up for a 10-minute office hour meeting with me during the first 2 weeks. This is a small class – we'll all get to know each other. You'll learn that I take my job as a teacher very seriously. It helps me if I know more about your interests in the course material, and if there are ways that I can help you learn. (Pro tip: it helps you too. It's easier for professors who know more about their students than a name & face to write letters of recommendation for them. Think ahead.)

Short response papers (30%). There will be 3 of these due through Canvas throughout the term, at times of your choosing (\*1<sup>st</sup> no later than **[DATE] @ 5p**; 2<sup>nd</sup> no later than **[DATE] @ 5p**; 3<sup>rd</sup> no later than **[DATE] @ 5p**) A well-written response paper will critically engage with the themes introduced in a given week's readings, advance an argument, and support it with evidence from the course material. Length should be no more than 800 words (i.e. 3-4p double-spaced, 12pt font). I will provide more grading guidelines in class.

Peer engagement (15%). This will happen in several ways: (a) Each student will participate in two small-group assignments to be detailed during class (one during "part 1" due **[DATE] @ 5p**, one during "part 2" due **[DATE] @ 5p**; (b) Each student will be randomly assigned to be part of a peer writing group that will critique each other's final paper proposal to help improve it prior to submission.

In-class "Class Part 1" midterm (20%). This 70-minute in-class exam on **[DATE]** will be a combination of short-answer and an essay question intended to test your grasp of key ideas from the 1<sup>st</sup> part of the term. Note: I write a brand-new exam every term.

In-class "Class Part 2" quiz (10%). This 30-minute in-class exam on **[DATE]** will be multiple-choice only, and is intended to test your grasp of key ideas from the 2<sup>nd</sup> part of the term.

Final research paper (20%). This research paper can be on a topic of \*your choice\*. The goal is for you to gain a better practical understanding of some health condition or disease outcome that you're interested in, and to gather evidence as to how social and biological factors may play into how an individual or population experiences that condition. Paper length should be between 8-10 pp. double-spaced, 12pt font, and the paper should probe how the condition you choose is affected by social and biological forces during at least two life course stages, if not the entire life-course. You should augment whatever course readings you choose as sources with 4-6 additional sources related to your chosen topic. A ~300-word paper *proposal/outline* is due to me via Canvas no later than **[DATE] @ 5pm**. The final paper is due no later than **[DATE] @ 12n**. Additional guidelines will be distributed in class.

**Class norms:** I have a no technology in class policy – this means no laptops, tablets, phones, etc. I’ve designed our sessions together as interactive, discussion-based lectures. It sounds old-fashioned, but taking notes, asking questions, and reviewing notes in preparation for exams are the best predictors of deep learning in college coursework. I’m happy to point out numerous pieces of research that show this.

**Missed work:** Make-up quizzes, exams, and written assignments are only available if you produce a valid excuse (illness, family emergency, excused university absence). If you have to miss an exam due to a family crisis or personal emergency, please contact the Dean of Students’ office first (413-545-2684). Consult with me immediately if you want to request a make-up assignment. No late work will be accepted past the last day of class.

### **What you should expect from me:**

**To help co-create a constructive learning environment.** This means being knowledgeable, prepared, and willing to puzzle through questions prompted by the material. It means helping us to take stock of where we’ve been each week, and where we’re headed the following week. It also means being as responsive to your concerns as we can.

**To be available to you outside of class.** I’ll take a short poll during the first week to set my student office hours according to what works best for **your** schedules. This is because I want this time to be helpful for you. Sometimes I’ll hold them at my office, and other times around campus; I’ll update the class on where I’ll be that week on Monday in lecture. If you email, you can usually expect a response within 24h. I check email about 2x/day during the week.

**To be transparent and clear about how you are being evaluated during the term.** I want you to be apprised at all times about how you’re doing in the class. This syllabus gives you an overview of how your grade is calculated, and I update the gradebook weekly. You can check your grade at any time on the Canvas website. If you prefer, you can also use a grade calculator spreadsheet in the “class documents” folder on Canvas so you can forecast what your grade will be if you were to get a [X] grade on assignment [Y].

## **Part I: Health in social context**

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### **Week 1. Overview & life-course perspective (Tues, 9/3 & Thurs, 9/5):**

The first lecture will give an overview of the course. What do we mean when we say “the life course”? Are there phases that are more important than others? What is a “sensitive period” or “critical window”? What are some of the major theories about how early-life conditions are linked to later-life health status?

*For Tuesday:* no preparation necessary.

*For Thursday:*

- [Video](#): “How childhood trauma affects health across a lifetime.” Nadine Burke Harris, TedTalk. ([Canvas](#))
- Kalmakis, Karen A., and Genevieve E. Chandler. "Health consequences of adverse childhood experiences: A systematic review." *Journal of the American Association of Nurse Practitioners* 27.8 (2015): 457-465.

### **Week 2. Social determinants of health & “shifting the curve” (Tues, 9/10 & Thurs, 9/12):**

What is a “social determinant of health”, and how does it differ from a biological, genetic, or physiological determinant of health? How do social forces affect health behaviors and interact with the environment and biology to shape disease outcomes? How does individual health matter to population health? What are “upstream”, “downstream”, and “fundamental” causes of disease?

*For Tuesday:*

- Berkman, Lisa F. and Ichiro Kawachi. 2014. “A historical framework for social epidemiology: Social determinants of population health.” Chapter 1 in *Social Epidemiology*.
- Link, B. G. and J. Phelan. 1995. "Social Conditions as Fundamental Causes of Disease." *Journal of Health and Social Behavior* 35:80-94.

*For Thursday (no class- Prof. Pachucki at conference):*

### **Week 3. Racism and socioeconomic health disparities (Tues, 9/17 & Thurs, 9/19):**

Individuals and subgroups in society have vastly different health outcomes, as well as differential opportunities to access, and use, health care, and often times, racism is part of the story. How does this vary across the lifecourse?

*For Tuesday:*

- [Video](#): “Unnatural causes. In sickness and in wealth.”, ~1 hour ([Linked on Canvas page](#)).
- Geronimus, Arline T. 2023. *Weathering*, Chs 1-4

*For Thursday:*

- Geronimus, Arline T. 2023. *Weathering*, Chs 5-7
- Jones, C. P. 2014. “Allegories on race & racism.” *TedxEmory*. Link [here](#).

– Response paper 1 due [DATE], by 5:00pm –

#### **Week 4. Social status and health (Tues, 9/24 & Thurs, 9/26)**

One of the fundamental mechanisms through which human (and many animal) societies are organized is a status-based system where some individuals become ranked higher or lower than others. This ranking has implications for stress levels, health behaviors, and happiness. In this week we'll discuss how social status is linked in a variety of ways to our well-being.

##### For Tuesday:

- Sapolsky, R. M. 2004. "Social Status and Health in Humans and Other Animals." *Annual Review of Anthropology* 33:393-418.
- Marmot, Michael G., Stephen Stansfeld, Chandra Patel, Fiona North, Jenny Head, Ian White, Eric Brunner, Amanda Feeney, and G. Davey Smith. 1991. "Health inequalities among British civil servants: the Whitehall II study." *The Lancet* 337(8754): 1387-1393.

##### For Thursday:

- Braveman, P. A., C. Cubbin, S. Egerter, D. R. Williams and E. Pamuk. 2010. "Socioeconomic Disparities in Health in the United States: What the Patterns Tell Us." *American Journal of Public Health* 100 Suppl 1:S186-96.
- Sweet, E., 2010. "If your shoes are raggedy you get talked about": Symbolic and material dimensions of adolescent social status and health. *Social science & medicine*, 70(12), pp.2029-2035.

#### **Week 5. Social relationships and health (Tues, 10/1 & Thurs, 10/3)**

Some of the most powerful observations in the social sciences are based in the fact that people are interconnected in society at many different levels. In the next two sessions, we'll investigate how connections between people can shape how doctors decide to prescribe drugs, how spouses' health is linked, and how a person's health decisions can diffuse through a larger population.

##### For Tuesday:

- Berkman, Lisa F., and S. Leonard Syme. "Social networks, host resistance, and mortality: a nine-year follow-up study of Alameda County residents." *American journal of Epidemiology* 109.2 (1979): 186-204.
- Thoits, Peggy A. "Mechanisms linking social ties and support to physical and mental health." *Journal of Health and Social Behavior* 52.2 (2011): 145-161.

##### For Thursday:

- Christakis, N. A. and J. H. Fowler. 2007. "The Spread of Obesity in a Large Social Network over 32 Years." *New England Journal of Medicine* 357(4):370-79.
- Umberson, D., 2017. "Black Deaths Matter: Race, Relationship Loss, and Effects on Survivors." *Journal of health and social behavior*, 58(4), pp.405-420. \*\*\*

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## **Part II: Key health issues within and across life course stages**

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### **Week 6. Early life-course: Birth & childhood (Tues, 10/8 & Thurs, 10/10).**

The pre-natal phase of the lifecourse is thought to represent one of the most delicate sensitive periods for health development. Why is this?

#### For Tuesday:

- Barker, D. J. and C. Osmond. 1986. "Infant Mortality, Childhood Nutrition, and Ischaemic Heart Disease in England and Wales." *Lancet* 1(8489):1077-81.
- Lauderdale, D. S. 2006. "Birth outcomes for Arabic-named women in California before and after September 11." *Demography*, 43(1), 185-201.

#### For Thursday:

- Video: "Raising America: DNA is Not Destiny - How the Outside Gets Under the Skin". 35m ([Link to film](#))
- Daniel, Caitlin. 2016. "Economic constraints on taste formation and the true cost of healthy eating." *Social Science & Medicine* 148:34-41.

– Response paper 2 due [DATE], by 5:00pm –

### **Week 7. ([DATE]): Midterm & Childhood**

For Tuesday: No class – university follows a Monday schedule. But prepare for midterm, which will include all material **Week 1-Week 6**.

For Thursday: Midterm (2:30-3:45p, 75m)

### **Week 8. Adolescence (Tues, 10/15 & Thurs, 10/17):**

#### For Tuesday:

- Dahl, Ronald E. "Adolescent brain development: a period of vulnerabilities and opportunities. Keynote address." *Annals of the New York Academy of Sciences* 1021.1 (2004): 1-22.
- Kimm, Sue YS, Nancy W Glynn, Andrea M Kriska, Bruce A Barton, Shari S Kronsberg, Stephen R Daniels, Patricia B Crawford, Zak I Sabry and Kiang Liu. 2002. "Decline in Physical Activity in Black Girls and White Girls During Adolescence." *New England Journal of Medicine* 347(10):709-15.

#### For Thursday:

- Life under pressure: The social roots of youth suicide, Chs 1-4

– Small-group assignment on Chs 5-7 of "Life under Pressure" due to Canvas by Friday 10/18, by 5:00pm –

## **Week 9. Adulthood, Part I (Tues, 10/22 & Thurs, 10/24):**

### For Tuesday:

- Merton, Robert. 1968. "The Matthew Effect in Science." *Science* 159: 56-63.
- Dahlhamer, James M., et al. 2016. "Barriers to Health Care Among Adults Identifying as Sexual Minorities: A US National Study." *American journal of public health* 106.6: 1116-1122.

### For Thursday:

- Elwert, F. and N. A. Christakis. 2008. "The Effect of Widowhood on Mortality by the Causes of Death of Both Spouses." *American Journal of Public Health* 98(11):2092-98. \*\*\*
- Ballard, Parissa J., Lindsay Till Hoyt, Mark C. Pachucki. 2019. "The impact of adolescent civic engagement on socioeconomic status and well-being in youth & adulthood." *Child Development*. Vol. 90(4):1138-1154.

– Response paper 3 due Friday, March 30, by 5:00pm –

## **Week 10. Adulthood, Part II (Tues, 10/29 & Older adulthood, Part I (Thurs, 10/31))**

### For Tuesday:

- Case, Anne and Angus Deaton. 2015. "Rising Morbidity and Mortality in Midlife among White Non-Hispanic Americans in the 21st Century." *Proceedings of the National Academy of Sciences*. \*\*\*
- Umberson, D., 2017. Black Deaths Matter: Race, Relationship Loss, and Effects on Survivors. *Journal of health and social behavior*, 58(4), pp.405-420. \*\*\* (REPOSITIONED FROM WEEK 5)

### For Thursday:

- English, T. and L. L. Carstensen. 2014. "Selective Narrowing of Social Networks across Adulthood Is Associated with Improved Emotional Experience in Daily Life." *International Journal of Behavioral Development* 38(2):195-202.
- Gawande, Atul. "Being Mortal". Introduction, Chapter 1-4 (pp. 1-110)

– Due via email to me by **[DATE] @ 5pm**: your 300-word final paper proposal –

## **Week 11. Older adulthood, Part II (Tues, 11/5 & Thurs, 11/7):**

### For Tuesday: no class, election day

### For Thursday:

- Gawande, Chaps 7-8 (pp. 191-258)
- VIDEO: "What really matters at the end of life." (TedTalk, BJ Miller)
- Brown, Karen. 2018. "This was not the good death we were promised." New York Times Op-Ed.

– Due via email to me by **[DATE] @ 5pm**: your critique of your group members' 2 paper proposals –

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### **Part III: Current developments and future directions**

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#### **Week 12. (Tues 11/12 & Thurs 11/14), How social & biological forces jointly shape health, Part I**

How is the synthesis of genetic, and social scientific perspectives changing our ability to not only gain deeper understandings of a range of health conditions, but to refine interventions based on new forms of knowledge? Can we assess how much of our health we inherit from our parents, and how much of our health is due to the social environment, or culture?

##### For Tuesday:

- Hertzman, C. and T. Boyce. 2010. “How Experience Gets under the Skin to Create Gradients in Developmental Health.” *Annual Review of Public Health* 31:329-47. \*\*\*

##### For Thursday:

- Cole, Steven W. “Social regulation of human gene expression: mechanisms and implications for public health.” *American journal of public health* 103, no. S1 (2013):S84-S92. \*\*\*

– Short quiz (30m) during class Thursday, inclusive of material [DATE]-[DATE]–

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#### **Week 13. Thanksgiving week – no class**

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#### **Week 14. How social & biological forces jointly shape health, Part II (Tues 11/19 & Thurs 11/21)**

##### For Tuesday:

- Freese, Jeremy. 2018. “The arrival of social science genomics.” *Contemporary Sociology* 47(5): 524-536.
- Hayden, E.C. (2013). “Taboo Genetics,” *Nature* 502 (3): 26-28.

##### For Thursday:

- Domingue, B.W., Belsky, D.W., Fletcher, J.M., Conley, D., Boardman, J.D. and Harris, K.M., 2018. The social genome of friends and schoolmates in the National Longitudinal Study of Adolescent to Adult Health. *Proceedings of the National Academy of Sciences*, p.201711803.\*\*\*
- Lee, James J, Robbee Wedow, Aysu Okbay, Edward Kong, Omeed Maghzian, Meghan Zacher, Tuan Anh Nguyen-Viet, Peter Bowers, Julia Sidorenko and Richard Karlsson Linnér. 2018. “Gene Discovery and Polygenic Prediction from a Genome-Wide Association Study of Educational Attainment in 1.1 Million Individuals.” *Nature genetics* 50(8), 1112-1121.

#### **Week 15. Medical Sociology, Big data, and Interventions (Tues 12/3 & Thurs 12/5)**

How is the era of “big data” and complex computing affecting how we understand human health and well-being? How are new technologies making the observation of health-related phenomena possible? What are the advantages of these new approaches? What are some of the challenges, limitations, and dangers?

##### For Tuesday

- TBD

##### For Thursday:

- Peer-review final paper workshop

Final papers are due in Canvas by \*\*\*[DATE] by 12:00n\*\*\*



**We want you to succeed in this course! See below for additional resources.**

### **Sexual Harassment, Sexual Assault, and Relationship Violence at UMass**

As a faculty member I am a *mandatory referrer* – this means that I have a responsibility to all students to provide resources and assistance to anyone who wishes to disclose potential sexual misconduct. I am not a *mandatory reporter* – this allows students to approach me confidentially if they wish. Students can also contact the Title IX office directly at [eod@admin.umass.edu](mailto:eod@admin.umass.edu) if they want to make a report, file a complaint, find out about resources and/or accommodations. Other resources include the Title IX webpage: <http://www.umass.edu/titleix/> and the Policy Against Discrimination, Harassment, and Related Interpersonal Violence: <https://www.umass.edu/equalopportunity/titleix>

### **UMass Amherst Office of Disability Services**

<http://www.umass.edu/disability/students>

**Accommodations and Services For Students:** Disability Services provides a wide variety of services to students with disabilities. Our office promotes the empowerment of people with disabilities and their full integration into campus life and the community.

**Accommodations:** An accommodation is a modification or adjustment to a course, program, service, job, activity, or facility that enables a qualified student or employee with a disability to participate equally in a program, service, activity, or employment at the University. A “reasonable” accommodation refers to an accommodation that is appropriate as well as effective and efficient, and is agreed upon by the University and the consumer with a disability. Many accommodations are available at the University to ensure that students with disabilities participate fully in academic and student life. They provide a student with a disability equal access to the educational and co-curricular process, without compromising essential components of the curriculum. Accommodations are determined on an individual basis, based on the student’s documentation. For accommodations to be timely, they must be arranged in advance. *Students are responsible for contacting Disability Services at the beginning of each semester so that reasonable accommodations can be made in a timely manner (first two weeks of classes).*

**Common Accommodations For Students:** most frequently provided include, but are not limited to:

Additional time to complete assignments / Alternate Formats for Printed Course Materials  
Alternate Types of Exams / Assistive Technology /Captioning Services / Classroom Access Assistants  
Document Conversion / Extended Time on Exams / Extension of Statute of Limitations  
Exam Proctoring / Learning Specialists / Modification of Graduation Requirements  
Note-Taking Services / Paratransit Services / Prepared Materials Before Class  
Reduced Course Load / Sign Language Interpreters and Oral Translitterators /Tape Recorders

Note (Update 1/31/24 from Office of Disability Services): just because a student has requested and are entitled to accommodations, that student still needs to coordinate with teaching staff and be proactive in communication if they will be making use of an accommodation for a given assignment. *Accommodations are not intended to be applied retroactively.*

## Department of Sociology Statement of Values

The Department of Sociology at the University of Massachusetts Amherst is committed to creating and maintaining an inclusive and equitable department. We ask that all members of the Sociology community - faculty, staff, and students -- be mindful of our responsibility to create an environment that is welcoming to all, and where each person feels accepted, included, seen, heard, valued, and safe. We recognize that learning how to be inclusive and respectful is an iterative process and sometimes we all act in imperfect ways. As sociologists, we are aware that we are all inheritors of systems of inequality, whether to our advantage or our disadvantage. We also acknowledge that we each are privileged in various ways. We strive to create safe spaces to encourage productive dialogue with the goal of learning from our mistakes and changing for the better.

We strive for excellence in all we do. True excellence requires each individual to be able to work and learn in an atmosphere of respect, dignity, and acceptance. Our commitment to equity and inclusion requires each of us to continuously ensure that our interactions are respectful. We recognize that marginalized groups of people have unique experiences in the Pioneer Valley and within the larger society. We are committed to making our department a place that counteracts, to the best of our abilities, those processes of marginalization, and that inspires academic freedom and creativity.

Whenever and wherever possible, our department will affirm this commitment to values that oppose racism, sexism, homophobia, xenophobia, transphobia, classism, and hatred based on religious identity publicly and explicitly. As a department dedicated to social justice, we will take very seriously reports, formal or informal, of harassment and discrimination. We will make every effort to ensure that this commitment manifests in our department's policies, programs, and practices.

In the Department of Sociology, we:

- Value equity, inclusion, and dignity for all.
- Insist on a culture of respect and recognize that words and actions matter. The absence of action and words also matter.
- Encourage respectful expression of ideas and perspectives.
- Will not tolerate sexism, racism, homophobia, transphobia, xenophobia, and other overt and covert forms of prejudice and discrimination.
- Share in the responsibility to create a positive culture and to safeguard equity, inclusion, dignity, respect, and safety for all. Each member of our community - faculty, staff, and students - should be a role model for others.
- Will take action when we observe people being treated unfairly or in a demeaning manner.
- Envision and strive to foster an inclusive, welcoming department.

## **UMass Amherst statement on academic honesty**

[http://www.umass.edu/dean\\_students/academic\\_policy](http://www.umass.edu/dean_students/academic_policy)

All members of the University community must participate in the development of a climate conducive to academic honesty. While the faculty, because of their unique role in the educational process, have the responsibility for defining, encouraging, fostering, and upholding the ethic of academic honesty, students have the responsibility of conforming in all respects to that ethic. Intellectual honesty requires that students demonstrate their own learning during examinations and other academic exercises, and that other sources of information or knowledge be appropriately credited. Scholarship depends upon the reliability of information and reference in the work of others. Student work in this class may be analyzed for originality of content, electronically or by other means. No form of cheating, plagiarism, fabrication, or facilitating of dishonesty will be condoned in the University community. Academic dishonesty includes but is not limited to cheating, fabrication, plagiarism, facilitating dishonesty among others.

In terms of the above clause that “other sources of information or knowledge be appropriately credited”, please be advised that AI-generated content is severely frowned upon in this course, though there is a rich debate about its place in our society that we will explore together. Here’s the ultimate position of this course: (a) your engagement with and understanding of the material is one of the primary ways for you to learn about the world; circumventing this with AI will slow your intellectual growth; (b) a major objective of college is to help you to get better at writing so that when you enter the workforce, you’re equipped to succeed. For most of us, this will involve making mistakes and learning from them.