

## WST 4704

### DISCRIMINATION AND HEALTH

Spring 2021  
class number 31490 ([online](#)), 31489 (onsite)  
MWF periods 6, 12:50-1:40 p.m.  
Turlington 2322  
last updated 1/10/21

**Professor:** Alyssa N. Zucker, Ph.D.

**Office:** Ustler Hall 204 (note, all office hours will be [on Zoom](#) this semester)

**Phone:** 352-273-0384

**E-mail:** [azucker@ufl.edu](mailto:azucker@ufl.edu)

**Office hours:** Mondays and Thursdays [2 – 3:30 p.m.](#), and by appointment

**Teaching Assistant:** Sky Martin, [skymartin@ufl.edu](mailto:skymartin@ufl.edu) (available by appointment)

In this class we will study discrimination and health, primarily in the U.S., from a variety of disciplinary perspectives (e.g., women’s studies, public health, psychology). The course is organized into three broad sections. The first explores mechanisms by which discrimination “gets under the skin” to affect health behaviors and health outcomes. The second dives deep into the influence of discrimination on maternal mortality. The third emphasizes routes to eliminating discrimination and improving health. Within each of these sections we will focus on a variety of types of discrimination, including those based on race, sex, social class, and sexual orientation/gender identity. Because these categories do not influence people in isolation, we will examine the intersection of oppressions whenever possible in our analysis.

(WST: SS/G&S; HDS Minor: Tier 1/Category B)

Content Warning: we will be tackling hard topics in this class, looking directly at material related to oppression, COVID-19 and other illnesses, and untimely death. My aim is that we will do so in a way that is educational, empowering, and hopeful. However, I acknowledge that some people may not have the bandwidth to tackle these topics at this moment in time. If that is the case for you, I urge you to consult with me and/or choose a different class instead.

#### DISCLAIMER

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly in class and via Canvas, are not unusual and should be expected.

## COURSE OBJECTIVES

Students who successfully complete this course will be able to:

- List and discuss physical and mental health challenges and disparities faced by populations targeted by discrimination (e.g., racial & ethnic minorities, women, LGBT people, poor people).
- Analyze how social and environmental factors create, contribute to, and exacerbate health challenges for people targeted by discrimination.
- Evaluate how multiple systems of power and oppression interlock to shape individuals' experience of the world and impact their health.

## HYFLEX AND COVID-RELATED INFORMATION AND EXPECTATIONS

### HyFlex information

Due to the COVID-19 pandemic, UF is adopting a HyFlex model, short for Hybrid-Flexible, which combines online and onsite classroom-based instructional components. Classrooms equipped with HyFlex technology provide instructors the ability to teach in-person (onsite) and remote learners (online) simultaneously and to record their lectures for their online sections while teaching face-to-face. In a HyFlex course, all learning content and materials are designed for both classroom and online learning environments and address all learning outcomes, regardless of the delivery medium. This way, whether a student attends class in a face-to-face environment, remotely through their computer, or by watching a recording if a recording is available, the learning objectives and outcomes will remain equivalent. (Source: [Teaching in a Classroom with HyFlex - Center for Instructional Technology and Training - University of Florida](#)). For more information on learning during the COVID-19 pandemic, refer to the UF Keep Learning website: [Keep Learning - eLearning - University of Florida](#).

*What to expect during the class session?* You have registered to attend the class sessions in person (onsite) or remotely (online). If you are joining a class session remotely, please practice using Zoom ahead of time. Plan to have access to a microphone, speakers or headphones, and a webcam. Most laptops should have all these components. In cases of slow Internet connectivity, you can participate through your phone (audio only) by joining the Zoom meeting via a telephone number. ([Keep Learning – eLearning – University of Florida](#)). If you are joining the class session onsite, it may be helpful to have a laptop computer to access material online during class. The URL to the live class sessions will be shared with students via email and also in the weekly modules. Zoom sessions may be recorded and the link posted in the module.

### Onsite and online simultaneous (OOS) learning plan

Class will begin as promptly as possible each day, taking into consideration our extra COVID safety and technology challenges of an OOS teaching and learning environment. In general, this course will be structured to follow regular weekly pattern (reflected in the Canvas modules): Mondays and Wednesdays = synchronous simultaneous interactive lecture, Fridays = synchronous discussions online only. Please review the HyFlex information. If you are attending class as an onsite student, please also review the COVID-19 safety protocols before attending class. If you are an online student, please also review the Technology and Zoom information.

## OOS Attendance

This class depends on everyone's active participation and thoughtful discussion. Because we are operating with a unique onsite & online simultaneous (OOS) teaching/learning structure due to COVID-19, participation and discussion will be differently defined (further details provided in class). **If you are an onsite student you may choose, at any time, to attend class online. Online students may not choose to attend onsite.** (If these expectations change, you will be notified).

## COVID-related policies and requirements for *onsite* students

In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- **You are required to wear approved face coverings at all times during class and within buildings.** Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. Find more information in the [UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the [university attendance policies](#).
- Our class sessions *may* be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. *As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited. I do not plan to record class on a regular basis, if at all. In the event that I do need to record class, I will warn everyone before doing so.*

## Minimum technology requirements

The University of Florida expects students entering an online program to acquire computer

hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Speakers or headphones
- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- Your instructor might request that you obtain the Iclicker Cloud (Reef) (free for students) to respond to polls and in-class quizzes
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations, which students should review prior to the start of their program.

### **Minimum technical skills**

To complete your tasks in this course, you will need a basic understanding of how to operate a computer, how to use Zoom, and how to use word processing software. We may also use Flipgrid and Perusall, but instructions for how to do so will be provided.

*Zoom:* Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at <https://ufl.zoom.us>. See also the orientation module

### **Technology resources**

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu>
- ☎ (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues should be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

### **Privacy & accessibility policies**

For information about the privacy policies of the tools used in this course, see the links below:

- Instructure (Canvas)
  - [Privacy Policy](#)
  - [Accessibility](#)
- Zoom
  - [Privacy Policy](#)
  - [Accessibility](#)

## ADDITIONAL COURSE AND UF POLICIES

### Course technology

All students are required to access course materials on Canvas via [e-learning](#). Additionally, I expect you to check your UF email daily for any updates I send out.

### Attendance and make-up work

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online [catalog](#).

Regardless of whether you are an onsite or online student, attendance is not required, but it is very strongly recommended. Among other benefits, you will perform better on written assignments if you have participated in Discussion. In addition to attending class, please come prepared to engage with the material and to participate in the class discussion. This means you should do the readings assigned for that day *before* you attend class.

### Late policy

You may not receive extensions on work in the class or take make-up exams, except in the most extraordinary circumstances (in which you will need documentation from the Dean's Office or Health Services). **Work which is turned in late for any other reason will lose five percent of its points for each day that it is late.** The "day late" begins immediately after the time the assignment is due.

### Cell phone and laptop/tablet policy

Please turn off all cell phones before the beginning of each class. Even when phones are on vibrate, they disturb you and others around you. Texting, social media use, checking email, or any use of devices other than to access readings, take notes, or conduct approved research during class is not acceptable.

### Netiquette and communication courtesy

All members of the class are expected to follow rules of common courtesy during, before, and after class, in all email messages, threaded discussions, and chats. Be on time. If you join the class session remotely, try and join the session at least 5 minutes before the class starts. Before your very first class session, try joining about 10-15 minutes to make sure that everything works.

### Academic etiquette

Regular attendance is expected. Please remember that for onsite students arriving late or leaving early is disruptive to the class, especially so with COVID safety rules. For offsite/online students, please follow online learning etiquette (e.g., microphone off unless speaking).

Respect for opinions voiced in class is essential and I expect everyone to treat each other professionally. In order for us to learn from each other, we have to allow each other to make mistakes, and to offer unpopular positions for debate. However, name-calling, other forms of verbal harassment, sexual harassment and microaggressions will not be tolerated and will result in being asked to leave the class.

### UF Academic Integrity

This course will subscribe to the University of Florida Student Honor Code. A central part of the [UF Honor Code](#) is the Honor Pledge: *"The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code. On all work submitted for credit by Students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."* Further information about the UF Honor Code and guidelines for Academic Honesty are [here](#). In this course, plagiarism or cheating of any kind will not be

tolerated and will result in failing the course and other disciplinary action. In all instances, you must do your own work. There is no excuse for plagiarism, or for submitting another's work, ideas, or wording as your own. This includes using direct quotes from online sources without citation or submitting a paper you bought but did not write. Ignorance is not an excuse. Please be aware that there are various anti-plagiarism techniques available for use by University of Florida faculty that enables faculty members to determine if research papers have been plagiarized. There is a difference between plagiarism and collaboration. Collaboration, for purposes of this class, is the act of discussing ideas with classmates, debating issues, and examining readings from the class together so that each of you arrives at your own independent thought. Collaboration in this class is encouraged.

### **Student conduct code and sexual harassment**

This course also operates under UF's Student Conduct Code. The Student Conduct Code is a set of standards and regulations which describe the rights, privileges, and responsibilities for all currently enrolled students at the University of Florida. For more information, click [here](#). UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more information, see [UF policies regarding harassment](#). Furthermore, in order to make this an effective course for everyone, all participants will be expected to meet the professional standards of integrity expected for members of the Center for Gender, Sexualities, and Women's Studies Research. This means I expect all participants to interact with peers "professionally," meaning with honesty, ethical behavior, cultural sensitivity, teamwork, and effective communication. Additionally, I expect all course participants will fulfill work obligations in a thoughtful and timely way, and display collegiality and sensitivity to faculty and other students.

### **UF gender equity**

The Office for Accessibility and Gender Equity provides support to anyone affected by sexual or gender-based misconduct, harassment, or discrimination. Please know that both your instructor and TA in this course are considered Officials with Authority who are required to report violations of the gender equity policy. "Title IX is a federal law that requires officials with the authority to take action, to report violations of the gender equity policy. Officials with authority must report these violations to the Title IX Coordinator or their deputies. The obligation to report applies whenever an Official with Authority receives, in the course and scope of employment, information about the alleged misconduct and policy violation. The report must include all information known to the employee which would be relevant to an investigation or redress of the incident, including whether the alleged victim has expressed a desire for confidentiality." For further information, including how to make a report, click [here](#). Below are some specialist support services. You might not need them, but you might know someone who does. For specialist support in the aftermath of sexual assault, the Office of Victim Services on campus offer confidential, free support 24 hours a day, 7 days a week.

#### *Office of Victim Services*

1515 Museum Road, (352) 392-5648 (Monday – Friday, 8:00 a.m. – 5:00 p.m.)  
(352) 392-1111 (after business hours and on weekends)

*Alachua County Victim Services & Rape Crisis Center* 352-264-6760 Monday-Friday, 8:30AM - 5PM,  
some services available 24/7

*Peaceful Paths Domestic Abuse Network* 352-377-8255 (24-hour helpline)

### **Accommodations**

The University of Florida is committed to providing equal educational access to students with disabilities. The Disability Resource Center (DRC) collaborates with campus partners to facilitate access

and inclusion for Gators with disabilities. Students with disabilities requesting accommodations should first register with the [UF Disability Resource Center](#) (0001 Building 0020-Reid Hall, [accessuf@dso.ufl.edu](mailto:accessuf@dso.ufl.edu); Voice 352-392-8565; Fax, 352-392-8570) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester. Information for students from the DRC is available [here](#). In this course, I am committed to providing equitable education access through reasonable accommodations as outlined in your accommodation letter. Please notify me within the first two weeks of class about any accommodations needed for the course. Late notification may cause the requested accommodation to be unavailable.

### **Community resources**

Your well-being is important to the University of Florida. The [U Matter, We Care](#) initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor are available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helpful resources available including, but not limited to, Victim Advocates, Housing staff, and the [Counseling and Wellness Center](#). Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1. Here are additional resources:

- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit [shcc.ufl.edu](http://shcc.ufl.edu).
- UF Health Shands Emergency Room/Trauma Center: For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [ufhealth.org/emergency-room-trauma-center](http://ufhealth.org/emergency-room-trauma-center).

### **Extra course fees**

There are no additional fees for this course.

### **Academic resources**

The following are academic resources that may be helpful for completing this course:

- [E-learning technical support](#) - 352-392-4357 (select option 2) or email to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu). [Student help FAQs](#)
- [Library support](#) - Ask-a-librarian. Various ways to receive assistance with respect to using the libraries or finding resources
- [Teaching Center](#) - Broward Hall, (352) 392-2010 or 392-6420. Study skills workshops, study groups, and tutoring.
- [University Writing Studio](#) - 2215 Turlington Hall, (352) 846-1138, The [UF Writing Program](#) offers all UF students help in the ongoing process of becoming better writers. One-on-one tutoring, online tutoring, and workshops.
- [Career Connections Center](#) - 352-392-1601. Career assistance and counseling services.

### **Evaluations**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/> Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Elearning/Canvas course menu under GatorEvals, or via

<https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>

### Reading, writing, and study time

Each week the class meetings will include interactive lectures and structured discussion. Before class you should complete the assigned readings and think critically about their application to topic of the day; there are sometimes written assignments to help you reach that goal. Course lecture each week will also include overviews of readings to help students with material. Please note, university courses, in general, are designed such that *every hour in class is expected to be accompanied by at least 3 hours of study outside of class*.

## REQUIRED READINGS

### Book

Donoghue, E. (2020). *The pull of the stars*. New York: Little, Brown, and Company. [referred to as PotS in the weekly schedule; hard copy or ebook is fine]

### Articles and other resources (available on Canvas through weekly modules)

Bowleg, L. (2012). The problem with the phrase *women and minorities*: Intersectionality—an important theoretical framework for Public Health. *American Journal of Public Health*, 102, 1267-1273.

Braveman, P. A., et al. (2011). Health disparities and health equity: The issue is justice. *American Journal of Public Health*, 101 (S1), S149-S155.

Clifton, L. (1987). the lost baby poem. *good woman: poems and a memoir, 1969-1980*. Accessible via [Poetry Foundation](#).

Creer-Perry, J., et al. (2020). Social and structural determinants of health inequities in maternal health. *Journal of Women's Health*, 1-6.

DiPlacido, J., & Fallahi, C. R. (2020). Stigma and sexual and gender minority mental health. In E. D. Rothblum (Ed.), *The Oxford handbook of sexual and gender minority mental health* (pp. 419-428).

Donald, C. A., DasGupta, S., Metzl, J. M., & Eckstrand, K. L. (2017). Queer frontiers in medicine: A structural competency approach. *Academic Medicine*, 92 (3), 345-350.

Douthard, R. A., Martin, I. K., et al. (2020). U.S. maternal mortality within a global context: Historical trends, current state, and future directions. *Journal of Women's Health*, 1-10.

Feinberg, L. (2001). Trans health crisis: For us it's life or death. *American Journal of Public Health*, 91 (6), 897-900.

Gravlee, C. C. (2020). Systemic racism, chronic health inequities, and COVID-19: A syndemic in the making? *American Journal of Human Biology*, e23482, 1-8.

Hatzenbuehler, M. L. (2018). Structural stigma and health. In B. Major, J. F. Dovidio, & B. A. Link (Eds.), *The Oxford Handbook of Stigma, Discrimination, and Health* (pp. 105-121). Oxford: Oxford University Press.

Kapilashrami, A., & Hankivsky, O. (2018). Intersectionality and why it matters to global health. *Lancet*, 391, 2589-2591.

Latt, S. M., Milner, A., & Kavanagh, A. (2019). Abortion laws reform may reduce maternal mortality: an ecological study in 162 countries. *BMC Women's Health*, 19 (1), 1-9.

Majmudar, A. (2016) T.S.A. *Dothead*. Accessible via [Poetry Foundation](#).

- Martin, N. (2017, Dec 7). Black mothers keep dying after giving birth. Shalon Irving's story explains why. [NPR](#).
- Marmot, M. (2005). Social determinants of health inequalities. *Lancet*, 365, 1099-1104.
- Meier, S., Sundstrom, B., DeMaria, A. L., & Delay, C. (2019). Beyond a legacy of coercion: Long-acting reversible contraception (LARC) and social justice. *Women's Reproductive Health*, 6 (1), 17-33.
- Nunez-Smith, M., Curry, L. A., Berg, D., Krumholz, H. M., & Bradley, E. H. (2008). Healthcare workplace conversations on race and the perspectives of physicians of African descent. *Journal of General Internal Medicine*, 23, 1471-1476.
- Ogunwole, S. M., & Golden, S. H. (2021). Social determinants of health and structural inequities—Root causes of diabetes disparities. *Diabetes Care*, 44, 11-13.
- Poteat, T. (2021). Navigating the storm: How to apply intersectionality to public health in times of crisis. *American Journal of Public Health*, 111 (1), 91-92.
- Ross, L. J. (2017). Conceptualizing reproductive justice theory: A manifesto for activism. In L. J. Ross, L. Roberts, E. Derkas, W. Peoples, \* P. Bridgewater Toure (Eds.), *Radical Reproductive Justice: Foundations, Theory, Practice, Critique* (pp. 170-180 only). New York: Feminist Press.
- Taylor, J. K. (2020). Structural racism and maternal health among Black women. *Journal of Law, Medicine, and Ethics*, 48, 506-514.

### **Consider adding a (second) major in Women's Studies!**

Do you want to learn about issues of diversity, power, equity, and justice and gain the scholarly knowledge and skills to change the world? Adding the Women's Studies major can deepen your critical thinking, analysis, and skills in intersectional feminist approaches to **studying and transforming gender, race, class, sexualities and other systems of power**. The Women's Studies major shows graduate schools and employers that you bring advanced knowledge and skills about diversity and equity issues. The 30-credit Women's Studies major consists of four core courses and six electives. It's simple to combine with another major, and up to 15 credits can double count with another degree (English, Psychology, and Sociology in particular have many courses that can double count). It's also the perfect complement to pre-health studies. Contact undergraduate coordinator Dr. Alyssa Zucker ([azucker@ufl.edu](mailto:azucker@ufl.edu)) to make an appointment to discuss adding the major.

## ASSIGNMENTS

### Exams

There will be two take-home exams. You will be asked to write short essays in response to questions that will allow you to demonstrate understanding of course concepts and readings and to apply them to real world issues. There is no cumulative final exam during exam week.

### Personal Reflections

There will be two personal reflection essays to bookend the course. More instructions are on Canvas.

### Reading Reflections

There will be eight reading reflections throughout the semester. These assignments will help you understand and reflect on selected readings/video. Completing them will help you prepare to write your take-home essays. More instructions, and specific prompts for the different readings, are on Canvas.

## GRADING

Please be aware that the level of effort you put into the class may not correspond to the quality of your work (which is the basis of your grades for assignments). To earn a good grade, you will be expected to do the work and meet the expectations for good quality work outlined in course assignment guidelines and discussed in class. There are 100 points possible in the class.

### SUMMARY OF GRADING PERCENTAGE POINTS

Assignment	Point value	Number of assignments	Total points accruable
Exams	25	2	50
Personal Reflections	5	2	10
Reading Reflections	5	8	40
<b>Total</b>			<b>100</b>

### FINAL GRADE

At the end of the semester, final grades will be determined by the following formula:

94 and more points = A	80-83 points = B-	67-69 points = D+
90-93 points = A-	77-79 points = C+	64-66 points = D
87-89 points = B+	74-76 points = C	60-63 points = D-
84-86 points = B	70-73 points = C-	59 and fewer points = E

In cases where the number of points falls in between letter grades, points will be rounded to the nearest whole number.

### IMPORTANT GRADE NOTE

A grade of C- will not qualify for credit toward a major, minor, Gen Ed, Gordon Rule or College Basic Distribution credit. For more information, see "Grades and Grading Policies" at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## SCHEDULE

	Date	Topic	Location	Read/Watch before today's class	Due Today
<b>Part 1: Theoretical Models</b>					
<b>M</b>	1/11	Course Introduction	Online only		
<b>W</b>	1/13	Health Disparities	HyFlex	Braveman et al.	
<b>F</b>	1/15	Discussion	Online only		
<b>M</b>	1/18	<b>No Class-</b> MLK Day			
<b>W</b>	1/20	Social Determinants of Health	HyFlex	Marmot The Social Factors of Health ( <a href="#">video</a> )	Personal reflection
<b>F</b>	1/22	Discussion	Online only	Ogunwole & Golden	
<b>M</b>	1/25	Discrimination and Mental Health	HyFlex		
<b>W</b>	1/27	Discrimination and Physical Health	HyFlex	Gravlee	Reading reflection
<b>F</b>	1/29	Discussion	Online only	<a href="#">Majmudar</a>	
<b>M</b>	2/01	Intersectionality I	HyFlex	Bowleg	Reading reflection
<b>W</b>	2/03	Intersectionality II	HyFlex	Poteat Kapilashrami & Hankivsky	
<b>F</b>	2/05	Discussion	Online only		
<b>M</b>	2/08	LGBTQ+ discrimination & health	HyFlex	DiPlacido & Fallahi	Reading reflection
<b>W</b>	2/10	Patient perspectives	HyFlex	Feinberg	
<b>F</b>	2/12	Discussion	Online only	Transgender Healthcare Storytime ( <a href="#">video</a> )	
<b>M</b>	2/15	<b>No Class-</b> Recharge day			
<b>W</b>	2/17	Provider perspectives	HyFlex	Nunez-Smith et al.	
<b>F</b>	2/19	Discussion	Online only		Take-home Exam
<b>Part 2: Maternal Mortality</b>					
<b>M</b>	2/22	Maternal Mortality (MM) unit overview	HyFlex	Douthard et al.	
<b>W</b>	2/24	Discrimination and MM	HyFlex	Taylor	Reading reflection
<b>F</b>	2/26	Discussion	Online only	Martin ( <a href="#">audio/print</a> )	

	Date	Topic	Location	Read/Watch before today's class	Due Today
<b>M</b>	3/01	Reproductive Justice I	HyFlex	Ross (pp. 170-80 only)	
<b>W</b>	3/03	Reproductive Justice II	HyFlex		
<b>F</b>	3/05	Discussion	Online only	<a href="#">Clifton</a>	
<b>M</b>	3/08	Abortion care to reduce MM	HyFlex	Latt et al.	
<b>W</b>	3/10	<b>No Class</b> -watch <a href="#">Trapped</a> on your own		(must be at UF or on VPN)	Reading (movie) reflection
<b>F</b>	3/12	<i>Trapped</i> discussion	Online only		
<b>M</b>	3/15	Contraception to reduce MM	HyFlex		
<b>W</b>	3/17	Complications of LARCs and racism	HyFlex	Meier et al.	
<b>F</b>	3/19	Discussion	Online only		
<b>M</b>	3/22	Catch up/open questions	Online only		
<b>W</b>	3/24	<b>No Class</b> -Recharge day			
<b>F</b>	3/26	<b>No Class</b> -begin reading PotS			
<b>M</b>	3/29	PotS Discussion of Red	HyFlex	PotS Red (pp. 1-92)	Reading reflection
<b>W</b>	3/31	<b>No Class</b> -continue reading PotS			
<b>F</b>	4/02	PotS Discussion of Brown	Online only	PotS Brown (pp. 93-161)	Reading reflection
<b>M</b>	4/05	PotS Discussion of Blue	HyFlex	PotS Blue (pp. 163-231)	Reading reflection
<b>W</b>	4/07	PotS Discussion of Black	HyFlex	PotS Black (pp. 233-291)	
<b>F</b>	4/09	PotS Discussion	Online only		
<b>Part 3: Making Changes</b>					
<b>M</b>	4/12	Structural competency I	HyFlex	Donald et al.	Take-home Exam 2
<b>W</b>	4/14	Structural competency II	HyFlex	Creer-Perry et al.	
<b>F</b>	4/16	Discussion	Online only		
<b>M</b>	4/19	State/Policy changes	HyFlex	Hatzenbuehler et al.	
<b>W</b>	4/21	Last Day of Classes, wrap up	HyFlex		Personal reflection 2