

WST 2322
INTRODUCTION TO HEALTH DISPARITIES

Fall 2021
class number 18775
MWF periods 2, 8:30-9:20 a.m.
Turlington Hall L 005 (face to face)

Professor: Nilüfer Akalın

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COURSE DESCRIPTION

This course introduces the concepts of health disparities, social justice, and health equity. The course will overview ample instances of health disparities captured from different geographies, including the United States. Furthermore, the course will examine historical issues, theories on race, gender, sexuality, immigration status, and ability, and empirical data. The course will shed light on intermingled nature of structural inequalities and how they are reflected in health and healthcare. With this course, the participants will develop a deeper understanding of health disparities, their connection, and intersection with social categories of hierarchy. This course will offer empirical, analytical, and theoretical tools to promote health equity through a combination of readings, lectures, reflection, and audio-visual materials.

WST: SS/G&S; HDS Minor: Core

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 OBJECTIVE

Participants who successfully complete this course will be able to:

- List and discuss health disparities faced by populations targeted by discrimination (e.g., racial & ethnic minorities, women, LGBT people, poor people).
- Describe theoretical frameworks that explain health disparities.
- Identify and analyze the determinants of health disparities.
- Relate access to healthcare services to other critical concepts such as deservingness, right, exclusion, gender, race, class, and inequality.
- Generate ideas for programs and policies that promote health equity and social justice.

ADDITIONAL COURSE AND UF POLICIES

COVID-19 and Masks

The College of Liberal Arts and Sciences emphasizes that, in light of CDC recommendations, **face coverings, though not required, are expected in all UF facilities, including your classrooms**. Regardless of vaccination status, mask usage is a responsible and vital way of preventing transmission of COVID-19. Faculty may also ask for mask usage in their offices during one-on-one meetings (with a provision for remote office hour meetings as an alternative).

Course technology

All participants 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](#).

Attendance is not required, but it is very strongly recommended. Among other benefits, you will perform better on written assignments if you have attended the class. 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.

Academic etiquette

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; 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 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.
- 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.

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 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.

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](#)

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student

participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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.aa.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.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.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

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

Abbas, M., Garcia, J. J. (2021). Mental Health in LGBTQ PoC. In J. J. Garcia (Ed.), *Heart, Brain and Mental Health Disparities for LGBTQ People of Color* (pp. 109-120). Springer International Publishing.

Asad, A. L., Clair, M. (2018). Racialized Legal Status as a Social Determinant of Health. *Social Science & Medicine*, The role of Racism in Health Inequalities: Integrating Approaches from Across Disciplines, 199 (February), pp. 19–28.

Ballard, W. (Host). (2020, June). Racism as a Public Health Issue. In Show Me the Science. Washington University School of Medicine in St. Louis.

Boyd, Jenna (Host). (2021, August 18). The Emotional Toll on Healthcare Workers. In Outbreak Alabama: Stories from Pandemic. Acast.

- Braveman, P. A., et al. (2011). Health disparities and health equity: The issue is justice. *American Journal of Public Health*, 101 (S1), 149-155.
- Braveman, P., Gottlieb, L. (2014). The social determinants of health: It's time to consider the causes of the causes. *Public Health Reports*, 129(Supp. 2), 19-31.
- Braveman, P.A., Egerter, S.A., Mockenhaupt, R.E. (2011). Broadening the focus: The need to address the social determinants of health. *American Journal of Preventive Medicine*, 40(1S1), 4-18.
- Castaneda, H., Holmes, S.M., Madrigal, D.S., Young, M.D., Beyeler, N., & Quesada, J. (2015). Immigration as a social determinant of health. *Annual Review of Public Health*, 36, 375-392.
- Cerezo, A. et al. (2014). Trans Migrations: Exploring Life at the Intersection of Transgender Identity and Immigration. *Psychology of sexual orientation and gender diversity*, 1.2, 170–180.
- Chandanabhumma, P.P., Narasimhan, S. (2020). Towards health equity and social justice: an applied framework of decolonization in health promotion, *Health Promotion International*, 35 (4), 831–840.
- Chin, M.H., Clarke, A.R., Nocom, R.S., Casey, A.A., Goddu, A.P., Keesecker, N.M., & Cook, S.C. (2015). A roadmap and best practices for organizations to reduce racial and ethnic disparities in health care. *Journal of General Internal Medicine*, 27(8), 992-1000.
- Crenshaw, K. (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics. *University of Chicago Legal Forum*, 1989 (1), 139-167.
- deShazo, R. D. (2018) *The Racial Divide in American Medicine: Black Physicians and the Struggle for Justice in Health Care*. Jackson: University Press of Mississippi, pp. 50-60.
- 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).
- Douthit, N., S. Kiv, T. Dwolatzky, and S. Biswas. (2015). Exposing Some Important Barriers to Health Care Access in the Rural USA. *Public Health*, 129 (6), 611–20.
- Fraser, D. (Director). 2019. Patient No More [Documentary].
- Glustrom, A. (Director). 2019. Mossville: When Great Trees Fall [Documentary]. Fire River Films.
- 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.
- Hall, S. (2021). Race, the floating signifier: What more is there to say about race? In S. Hall, P. Gilroy, W. Gilmore (Eds.), *Selected Writings on Race and Difference*, Duke University Press (pp. 359-373).

Healthy People 2020: Disparities. (n.d.). Retrieved from <https://www.healthypeople.gov/2020/about/foundation-health-measures/Disparities>

Henry, J. (Director). 2014. *The Right to Heal* [Documentary]. Golden Hour Films.

Homan, P. (2019). Structural Sexism and Health in the United States: A New Perspective on Health Inequality and the Gender System. *American Sociological Review*, 84.3, 486–516.

Jacobs, L. R., Skocpol, T. (2012). *What Did They Deliver? The Promise of the Affordable Care Act, in Health Care Reform and American Politics: What Everyone Needs to Know*, Oxford: Oxford University Press (pp. 121-135).

Jacobson, K., Silverbush, L. (Directors). 2012. *A Place at the Table* [Documentary]. Motto Pictures.

Kempner, J. (2006). Uncovering the man in medicine: Lessons learned from a case study of cluster headache. *Gender & Society*, 20, 632-656.

Krahn, G. L., Walker, D. K., and Correa-De-Araujo, R. (2015). Persons with disabilities as an unrecognized health disparity population. *American Journal of Public Health*, 105 Suppl 2(Suppl 2), 198–206.

Lorber, J. (1994). ‘Night to His Day’: The Social Construction of Gender. In Rothenberg (Ed.), *Race, Class and Gender in the United States*.

Marrow, H.B, and Joseph, T. D. (2015). Excluded and Frozen Out: Unauthorised Immigrants' (Non)Access to Care after US Health Care Reform. *Journal of Ethnic and Migration Studies*, 41.14, 2253–2273.

Natarajan, Madison. 2021. “Moving from Cultural Competency to Decolonizing Health Care.” *Mad In America* (blog). Retrieved from <https://www.madinamerica.com/2021/06/moving-cultural-competency-decolonizing-health-care/>.

Newnham, N., Heywood, J. (Directors). 2018. *What Counts* [Documentary].

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.

Rios, P. G., Rodrigues, M. T. (Directors). 2009. *Becoming American* [Documentary]. Vital Pictures.

Robert Wood Johnson Foundation, Commission to Build a Healthier America. (2011). Exploring the social determinants of health – 2011. Issue Brief 4: Income, wealth and health.

Robert Wood Johnson Foundation, Commission to Build a Healthier America. (2011). Exploring the social determinants of health series. Issue Brief 8: Neighborhoods and health.

Shandra, C.L. (2018). Disability as Inequality: Social Disparities, Health Disparities, and Participation in Daily Activities, *Social Forces*, 97 (1), 157–192.

Tang, C., Wu, X., Chen, X. et al. (2019). Examining income-related inequality in health literacy and health-information seeking among urban population in China. *BMC Public Health*, 19 (221), 1-9.

Taylor, J. K. (2020). Structural racism and maternal health among Black women. *Journal of Law, Medicine, and Ethics*, 48, 506-514.

Truong, M., Paradies, Y. and Priest, N. (2014). Interventions to improve cultural competency in healthcare: a systematic review of reviews. *BMC Health Serv Res*, 14, 99.

Walker, R.E., Keane, C.R., and Burke, J.G. (2010). Disparities and access to healthy food in the United States: A review of food deserts literature. *Health & Place*, 16(5), 876-884.

Williams, DR., Mohammed, SA. (2009). Discrimination and Racial Disparities in Health: Evidence and Needed Research. *J Behav Med.*, 32(1), 20-47.

Woolf, S.H., and Braveman, P. (2011). Where health disparities begin: The role of social and economic determinants – and why current policies may make matters worse. *Health Affairs*, 30(10), 1852-1859.

Zachary, D.A., Palmer, A.M., Beckham, S.W., and Surkan, P.J. (2013). A framework for understanding grocery purchasing in a low-income urban environment. *Qualitative Health Research*, 23(5), 665-678.

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) to make an appointment to discuss adding the major.

ASSIGNMENTS

Exams

There will be two in-class exams. You will be asked to answer multiple-choice questions and write short essays in response to questions that will allow you to demonstrate understanding of course concepts and readings. There is no cumulative final exam during exam week.

Reading Reflections

There will be three reading reflections throughout the semester. These assignments will help you understand and reflect on selected readings/video. You will have to write short essays in response to questions.

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	30	2	60
Reading Reflections	10	3	30
Class Participation	10	-	10
Total			100

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	Read/Watch before today's class	Due Today
M	8/23	Course Introduction		
Part 1: Social Determinants of Health				
W	8/25	Introduction to Health Disparities	<ul style="list-style-type: none"> Braveman, et al. "Health disparities and health equity" Healthy People 2020: Disparities 	
F	8/27	Introduction to Health Disparities	<ul style="list-style-type: none"> Video: The Right to Heal (We will watch this video during the class) 	
M	8/30	Social Determinants of Health	<ul style="list-style-type: none"> Braveman, et al. "Broadening the focus: The need to address the social determinants of health" 	
W	9/1	Social Determinants of Health	<ul style="list-style-type: none"> Braveman et al. "The social determinants of health: It's time to consider the causes of the causes" 	
F	9/3	Social Determinants of Health -Socioeconomics	<ul style="list-style-type: none"> Woolf Robert Wood Johnson Foundation "Income, wealth and health" 	
M	9/6	No Class – Labor Day		
W	9/8	Social Determinants of Health -Neighborhoods, Housing, and Health	<ul style="list-style-type: none"> Video: A Place at the Table (We will watch this video during the class) 	
F	9/10	Social Determinants of Health -Neighborhoods, Housing, and Health	<ul style="list-style-type: none"> Walker, et al. Zachary 	
M	9/13	Social Determinants of Health -Neighborhoods, Housing, and Health	<ul style="list-style-type: none"> Robert Wood Johnson Foundation, "Neighborhoods and health" 	
W	9/15	Social Determinants of Health -Access to Health Literacy	<ul style="list-style-type: none"> Tang, et al. 	
Part 2: Social Categories and Health Inequalities				
F	9/17	The meaning of race/ethnicity	<ul style="list-style-type: none"> Hall 	
M	9/20	Race and Health inequalities	<ul style="list-style-type: none"> Williams and Mohammed 	
W	9/22	Race and Health Inequalities	<ul style="list-style-type: none"> Gravlee Listen to the podcast "Racism as a Public Health Issue" 	
F	9/24	Race and Health Inequalities	<ul style="list-style-type: none"> Video: Mossville: When Great Trees Fall (You will watch this video before the class) 	Reading Reflection I
M	9/27	The meaning of gender and sexuality	<ul style="list-style-type: none"> Lorber 	
W	9/29	Gender and Health Inequalities	<ul style="list-style-type: none"> Kempner 	

	Date	Topic	Read/Watch before today's class	Due Today
F	10/1	Gender and Health Inequalities	<ul style="list-style-type: none"> Homan 	
M	10/4	Gender and Health Inequalities	<ul style="list-style-type: none"> Video: Patient No More (You will watch this before the class) 	
W	10/6	In-Class Exam I		
F	10/8	No Class- Homecoming		
M	10/11	The meaning of immigration status	<ul style="list-style-type: none"> Asad and Clair 	
W	10/13	Immigration status and Health Inequalities	<ul style="list-style-type: none"> Castaneda, et al. 	
F	10/15	Immigration status and Health Inequalities	<ul style="list-style-type: none"> Video: Becoming American (We will watch this together in the class) 	
M	10/18	Ability and Health Inequalities	<ul style="list-style-type: none"> Shandra 	
W	10/20	Ability and Health Inequalities	<ul style="list-style-type: none"> Krahn, et al. 	
F	10/22	Intersectionality	<ul style="list-style-type: none"> Crenshaw 	
M	10/25	Intersectionality and Health Inequalities	<ul style="list-style-type: none"> Cerezo, et al. 	
W	10/27	Intersectionality and Health Inequalities	<ul style="list-style-type: none"> Taylor 	Reading Reflection II
F	10/29	Mental Health Inequality and Social Determinants	<ul style="list-style-type: none"> DiPlacido and Fallahi 	
M	11/1	Mental Health Inequality and Social Determinants	<ul style="list-style-type: none"> Abbas and García 	
Part 3: The Role of the Policies and Healthcare Workers				
W	11/3	Access to Care	<ul style="list-style-type: none"> Jacobs and Skocpol 	
F	11/5	Access to Care	<ul style="list-style-type: none"> Marrow and Joseph 	
M	11/8	Rural Health and Access	<ul style="list-style-type: none"> Douthit, et al. 	
W	11/10	Healthcare Workers	<ul style="list-style-type: none"> Nunez-Smith, et al. Podcast - Outbreak Alabama: Stories from a Pandemic (You will listen to it before the class) 	
F	11/12	Healthcare Workers and Cultural Competency	<ul style="list-style-type: none"> Truong and Priest 	

	Date	Topic	Read/Watch before today's class	Due Today
M	11/15	Cultural Competency	<ul style="list-style-type: none"> Natarajan 	
W	11/17	Cultural Competency	<ul style="list-style-type: none"> Guest Lecture (TBA) 	
F	11/19	In-Class Exam II		
Part 4: Making Changes				
M	11/22	Advocacy at the State Level	<ul style="list-style-type: none"> Guest Lecture (TBA) 	
W	11/24	No Class- Thanksgiving Break		
F	11/26	No Class- Thanksgiving Break		
M	11/29	Social Justice and Health Equity	<ul style="list-style-type: none"> deShazo 	
W	12/1	Social Justice and Health Equity	<ul style="list-style-type: none"> Chandanabhumma and Narasimhan 	
F	12/3	Health Disparities Solutions	<ul style="list-style-type: none"> Video: What Counts (We will watch this video in the class) 	
M	12/6	Health Disparities Solutions	<ul style="list-style-type: none"> Chin, et al. 	Reading Reflection III
W	12/8	Last Day of Classes – We wrap up		