

**WST 2322**  
**INTRODUCTION TO HEALTH DISPARITIES**

Spring 2022  
class number 18443  
MWF periods 2, 8:30-9:20 a.m.  
Fine Arts B 0105 (in-person and over zoom until the omicron cases slow down)  
Zoom Meeting ID: 945 9293 5858

**Professor:** Nilüfer Akalın

**Office:** Ustler Hall 205

**Phone:** 352-273-0385

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

**Office Hours:** Tuesday and Thursday 11:00 a.m.– 12:00 p.m. (please email me in case you would like to have office hours over Zoom)

**Teaching Assistant:** Kelsey Malles

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

**Office Hours:** Tuesday and Wednesday 10.40 – 11.30 a.m.

(**Zoom link:** <https://ufl.zoom.us/j/93871148878>)

**Teaching Assistant:** Lephtherie Estime

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

**Office Hours:** Monday and Friday 3.00 – 4.00 p.m.

(**Zoom link:** <https://ufl.zoom.us/j/2897772876>)

**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. Given the concerning status of Covid-19 pandemic, I will start the semester by offering the possibility of attending the course over Zoom. However, 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

### Class Format

Due to the Omicron variant, I will hold the classes simultaneously both in the class and over Zoom. Since the class capacity is high, offering a zoom option seems to be a plausible one to protect everybody's health. The zoom option will be offered until the number of Covid cases decrease. Similarly, in-class exams might be virtual depending on the status of Covid-19.

### 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 participation

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 required. You can miss two classes in total without losing points. Two days do not include your sick days. We will keep attendance over zoom and in-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.

You are expected to participate in-class discussion. During the lectures, the instructor will raise a number of questions related to the course materials. They will also ask you to work on group activities and discussions. Your participation in these exercises and discussion is crucial and paramount. You will be graded based on your participation. To be able to participate in class discussion and in-class exercises, you are all expected to read and/or watch the materials assigned before coming to class.

### Late policy and make-up work

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). In this case, please get in touch with me via email before the due date of the assignment. **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](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.

### **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)**

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. Podcast.

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.

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.

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.

Criado-Perez, Caroline. (2021). *Invisible Women: Data Bias in a World Designed for Men*. New York: Abrams Press, **pages to read TBA**.

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).

Duvernay, A., Moran, J. (2016). 13th. USA.

Fielding-Singh, Priya. (2021). *How the Other Half Eats: the Untold Story of Food and Inequality in America* . First edition. New York: Little, Brown Spark, 2021. **Pages to read TBA**.

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.

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.

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.

Morenoff, J., and David J Harding. (2014). "Incarceration, Prisoner Reentry, and Communities." *Annual review of sociology* 40.1, pp. 411–429.

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.

Portes, Pedro R. (2005). *Dismantling Educational Inequality: A Cultural-Historical Approach to Closing the Achievement Gap*. New York: P. Lang, **pages to read TBA**.

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

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

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



Trounstein, Jessica. (2018). *Segregation by Design: Local Politics and Inequality in American Cities*. New York: Cambridge University Press. **Pages to read TBA.**

### **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 Devan Johnson (devnjohn@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. Depending on the developments about the pandemic, the instructor will decide whether the students should take them in-person or online. The students will be notified about this decision at least two weeks before the exam.

### **Reading Reflections**

There will be four 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**

<b>Assignment</b>	<b>Point value</b>	<b>Number of assignments</b>	<b>Total points accruable</b>
Exams	20	2	40
Reading Reflections	10	4	40
Attendance and Class Participation	20	-	20
<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>

	Date	Topic	Read/Watch before today's class	Due Today
W	1/5	Course Introduction		
F	1/7	Introduction to Health Disparities	<ul style="list-style-type: none"> <li>Braveman et al. (2011)</li> <li><a href="#">Healthy People 2020: Disparities</a></li> </ul>	
M	1/10	Introduction to Health Disparities	<ul style="list-style-type: none"> <li>Video: The Right to Heal (We will watch this video during the class)</li> </ul>	
<b>Part 1: Social Determinants of Health</b>				
W	1/12	Social Determinants of Health	<ul style="list-style-type: none"> <li>Braveman et al. (2014)</li> </ul>	
F	1/14	Economic (In)stability	<ul style="list-style-type: none"> <li>Video: <a href="#">A Place at the Table</a> (We will watch this video during the class)</li> </ul>	
M	1/17	<b>No Class-Martin Luther King Jr. Day</b>		
W	1/19	Economic (In)stability	<ul style="list-style-type: none"> <li>Fielding-Singh</li> </ul>	
F	1/21	Education Access and Quality	<ul style="list-style-type: none"> <li>Portes</li> </ul>	
M	1/24	Healthcare Access and Quality	<ul style="list-style-type: none"> <li>Marrow and Joseph</li> </ul>	
W	1/26	Neighborhood and Built Environment	<ul style="list-style-type: none"> <li>Trounstein</li> </ul>	
F	1/28	Social and Community Context: Incarceration	<ul style="list-style-type: none"> <li>Watch 13<sup>th</sup> (We will start watching the documentary in the class and you will finish watching it on your own)</li> </ul>	
M	1/31	Social and Community Context: Incarceration and Its Impact on Health	<ul style="list-style-type: none"> <li>Morenoff and Harding</li> </ul>	<b>Reading Reflection I</b>
W	2/2	Social Determinants of Health	<ul style="list-style-type: none"> <li>Guest Lecture</li> </ul>	
<b>Part 2: Social Categories and Health Inequalities</b>				
F	2/4	The Meaning of Race/Ethnicity	<ul style="list-style-type: none"> <li>Hall</li> </ul>	
M	2/7	Race and Health Inequalities	<ul style="list-style-type: none"> <li>Gravlee</li> <li>Listen to the Podcast "Racism as a Public Health Issue"</li> </ul>	
W	2/9	Race and Health Inequalities	<ul style="list-style-type: none"> <li>Video: Mossville: When Great Trees Fall (We will watch this video before the class)</li> </ul>	<b>Reading Reflection II</b>
F	2/11	The Meaning of Gender and Sexuality	<ul style="list-style-type: none"> <li>Lorber</li> </ul>	
M	2/14	Gender and Health Inequalities	<ul style="list-style-type: none"> <li>Kempner</li> </ul>	
W	2/16	Gender and Health Inequalities	<ul style="list-style-type: none"> <li>Criado-Perez</li> </ul>	

<b>F</b>	2/18	Gender and Health Inequalities	<ul style="list-style-type: none"><li>Video: Patient No More (We will watch this video together in the class)</li></ul>	
<b>M</b>	2/21	Gender and Health Inequalities	Guest Lecture	
<b>W</b>	2/23	<b>In-Class Exam I</b>		
<b>F</b>	2/25	The Meaning of Immigration Status	<ul style="list-style-type: none"><li>Asad and Clair</li></ul>	<b>This class will be taught only online</b>
<b>M</b>	2/28	Immigration Status and Health Inequalities	<ul style="list-style-type: none"><li>Castaneda et al.</li></ul>	
<b>W</b>	3/2	Immigration Status and Health Inequalities	<ul style="list-style-type: none"><li>Video: Becoming American (We will watch this together in the class)</li></ul>	
<b>F</b>	3/4		Discussion	
<b>M</b>	3/14	Ability and Health Inequalities	<ul style="list-style-type: none"><li>Shandra</li></ul>	
<b>W</b>	3/16	Intersectionality	<ul style="list-style-type: none"><li>Crenshaw</li></ul>	
<b>F</b>	3/18	Intersectionality and Health Inequalities	<ul style="list-style-type: none"><li>Cerezo et al.</li></ul>	
<b>M</b>	3/21	Intersectionality and Health Inequalities	<ul style="list-style-type: none"><li>Taylor</li></ul>	<b>Reading Reflection III</b>
<b>W</b>	3/23	Mental Health Inequality and Social Determinants of Health	<ul style="list-style-type: none"><li>DiPlacido and Fallahi</li></ul>	
<b>Part 3: The Role of the Healthcare Worker</b>				
<b>F</b>	3/25	Healthcare Workers	<ul style="list-style-type: none"><li>Nunez-Smith et al.</li><li>Podcast: Outbreak Alabama: Stories from a Pandemic (You will listen to it before the class)</li></ul>	
<b>M</b>	3/28	Healthcare Workers	Guest Lecture	
<b>W</b>	3/30	Healthcare Workers and Cultural Competency	<ul style="list-style-type: none"><li>Natarajan</li></ul>	
<b>F</b>	4/1	Cultural Competency	Guest Lecture	
<b>Part 4: Making Changes</b>				
<b>M</b>	4/4	Social Justice and Health Equity	<ul style="list-style-type: none"><li>Chandanabhumma and Narasimhan</li></ul>	<b>Reading Reflection IV</b>
<b>W</b>	4/6	Social Justice and Health Equity	Guest Lecture	
<b>F</b>	4/8	Social Justice and Health Equity	<ul style="list-style-type: none"><li>deShazo</li></ul>	
<b>M</b>	4/11	Social Justice and Health Equity	Guest Lecture	
<b>W</b>	4/13	Social Justice and Health Equity	<ul style="list-style-type: none"><li>Video: What Counts (We will watch this video in the class)</li></ul>	
<b>F</b>	4/15	Social Justice and Health Equity	Discussion	
<b>M</b>	4/18	In-Class Exam II		
<b>W</b>	4/20	End of the Semester	We wrap-up	