

WST 4704  
**Discrimination and Health**  
Fall 2024

*WST 4704-Section 474N-Class #29512  
Mondays, Wednesdays, and Fridays 9:35-10:25 am; See Canvas for Location; 3 Credits*

### INSTRUCTOR INFORMATION

**Instructor:** Dr. Joanna Neville (She/her)

**Office:** 302 Ustler Hall   **Office Phone:** 352 273 0390

**Email:** [jneville@ufl.edu](mailto:jneville@ufl.edu)

**Office hours:** Mondays and Wednesdays from 10:35 am to 11:35 am in the office or by appointment if needed. Zoom is available if needed.

**Graduate Teaching Assistant:** Alexander Ozoani

**Office:** 102A Ustler Hall   **Email:** [ozoanic@ufl.edu](mailto:ozoanic@ufl.edu)

**Office Hours:** TBA

### COURSE GOALS AND OBJECTIVES

#### Course Description

In this class, we will examine discrimination and health from a variety of perspectives. We also explore links of discrimination experiences with health behaviors and outcomes, discrimination in healthcare settings, and routes to improving health at individual, group, and policy levels. Lastly, we consider multiple forms of discrimination and their connections in relation to health.

**NOTE:** This course covers a variety of ideas and views about the topics of focus, taught as objects of analysis within the larger course of instruction. Emphasis is on critical thinking, examination of evidence, and evaluation of arguments. No lesson is intended to compel a particular feeling or belief. Endorsing or agreeing with a particular view is not expected or required.

#### Prerequisites

PSY 2012 or any WST course or Sophomore standing.

### COURSE MATERIALS

**REQUIRED TEXTBOOK:** None

**Materials will be available through the following means:** Required readings are listed in the course calendar and available through the course Canvas page.

**Materials Fee:** N/A

### STUDENT LEARNING OUTCOMES

Students who successfully complete this course will be able to:

- Describe key concepts in research on health, illness, and discrimination.
- Critically examine research on physical and mental health, healthcare, and experiences of discrimination.
- Analyze how social and environmental factors may shape individuals' experiences of health and illness.

## ASSESSMENT AND GRADES

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

## Graded Course Activities

Note: Additional assignment details are provided on the course Canvas page.

**These assignments will assess the student learning outcomes (SLO) described above.**

### Response Memo Papers (2x20=80 points)

These (5) response memos help students identify and develop an understanding of the material and develop critical thinking, reading, and writing skills. I will drop the lowest score, or you may choose not to submit one. See Canvas for more details.

### Learning Activity (10x4=40 points)

Active learning activities aim to show students real-world explanations of health disparities using an active learning framework. More specifically, these in-class activities introduce students to health equity, critically analyze health disparities and creatively develop policy solutions. See Canvas for more details.

### Participation Total (30 points)

Participation Reflections Discussion Posts (10x3=30 pts): These discussion posts will help students prepare for discussions. These questions will prompt students to think critically about the material that week. Active participation by contributing original posts and asking questions to others is expected on the Canvas tool, Perusall 1.3, and Canvas discussion boards. See Canvas for more details.

Each student is encouraged to take an active part in class discussions and activities. Honest and respectful dialogue is expected. Disagreement and challenging of ideas in a supportive and sensitive manner is encouraged. Hostility and disrespectful behavior are not acceptable. Just as we expect others to listen attentively to our own views, we must reciprocate and listen to others when they speak, especially when we disagree with them. However, in this class, our emphasis will be on engaging in the mutual exploration of issues as presented in the course readings as scholars rather than in defending points of view we have formed outside the classroom.

### Final Project (Abstract Submission and Project Presentation: 10 points + Final Project Paper: 40 points= 50 Total Points)

This project will help students synthesize and interpret the material learned throughout the semester. The areas that we looked at are the following: health/illness, health disparities,

and making changes. You will identify an aspect of health; then, you will discuss its impacts on populations and why, and lastly, you will offer a solution in the form relevant to your field of study. You must first get your topic approved and you will present your topic. See Canvas for more details.

### Grading Scale and Policies

Grade Scale and link to UF grading policy <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Letter Grade	Points
A	200-185
A-	184-179
B+	178-173
B	172-165
B-	164-159
C+	158-153
C	152-145
C-	144-139
D+	138-133
D	132-125
D-	124-119
E	<119

### COURSE CALENDAR

This calendar is subject to change for pedagogical or logistical reasons. To the extent possible, students will be notified in advance of any such changes.

The class is divided into three sections: 1) Key Concepts and Overview of Health and Illness; 2) Health Disparities and Population Perspectives on Health 3) Theoretical Frameworks Moving Forward

Date	Topic	Readings/Preparation	Work Due
August 22-23, 2024	Course Overview and Introduction	"How to Read an Academic Article"	Introduction Posts
<b>Part One: Key concepts and overview of health and illness</b>			
August 26-30, 2024	Key Concept: Health	Barker (2010)	Discussion post
September 3-6, 2024	Social Science Perspectives: The Body in Health and Illness	Corbin (2003)	Response Memo
September 9-13, 2024	The Experience of Health and Illness	Nowakowski (2019)	Discussion Post and Learning Activity
<b>Part Two: Health Disparities and Population Perspectives on Health</b>			
September 16-20, 2024	Health Disparities	Braveman (2011) and Marmot (2005)	Response Memo

Date	Topic	Readings/Preparation	Work Due
September 23-27, 2024	Social Science Perspectives on Health	Bowleg (2012) and Poteat (2021)	Discussion post and Learning Activity
September 30- October 4, 2024	Race, Ethnicity, and Health	Bradby and Nazroo (2021)	Discussion post
October 7-11, 2024	Race, Ethnicity, and Health	Gallegos and Segrin (2019)	Response Memo
October 14-18, 2024	Women's and Men's Health	Anspach (2010) and Nakagawa and Hart (2019)	Discussion Post
October 21-25, 2024	LGBTQ+ Health	Diplacido and Fallah (2021)	Discussion post and Learning Activity
October 28-November 1, 2024	Health Discrimination in Populations with Disabilities	Berger, R. (2013) and Viscardis et. al (2019)	Discussion Post
November 4-8, 2024	Health Discrimination and Mental Illness	Weitz (2016) and Singh et. al (2021)	Response Memo
<b>Part Three: Theoretical Frameworks Moving Forward</b>			
November 12-15, 2024	Theoretical Frameworks Moving Forward	Metzl and Hansen (2014) and Serchen et al (2021)	Discussion Post and Project Abstract Due
November 18-22, 2024	Concluding Thoughts and Work on Project Abstracts		Discussion post and Learning Activity
December 2-6, 2024	Concluding Thoughts: Discussion post	Final project due before 12:30pm on December 12	

## UNIVERSITY POLICIES AND RESOURCES

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

### Attendance policy

For daily class attendance-related issues: Contact the TA, who has the authority to excuse class absences.

For missed due dates-related absences: Contact your instructor. The TA cannot waive late points from essays due to absences, so all requests for extension on assignments

must be approved by the instructor. Attendance in this class is required and will be recorded on CANVAS under ATTENDANCE. You may miss FOUR classes (unexcused absences) with no penalty to your grade. For each unexcused absence after FOUR, you will lose 5 points off your final grade. Excused absences do not count as absences. In general, acceptable reasons for excused absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition, or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) will be excused. If you have any other documentation that you would like considered for an unexcused absence attending class, please discuss it on a case-by-case basis with your instructor. Absences related to university-sponsored events must be discussed with prior to the date that will be missed. If absent due to a scheduled event, students are still responsible for turning assignments in on time. Students are responsible for all materials covered in class on missed day

### **Students requiring accommodation**

Students who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### **UF course evaluation process**

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 <http://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 Canvas course menu under GatorEvals, or via <http://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <http://gatorevals.aa.ufl.edu/public-results/>

## **ADDITIONAL POLICIES AND RESOURCES**

### **University Honesty Policy**

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. For additional information, see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

**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 guest 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.

**Procedure for conflict resolution**

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the Undergraduate Coordinator (Dr. Joanna Neville: [jneville@ufl.edu](mailto:jneville@ufl.edu)) or the Graduate Coordinator (Dr. Kendal Broad: [klbroad@ufl.edu](mailto:klbroad@ufl.edu)) for undergraduate and graduate courses, respectively. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

**For a list of additional campus resources, see section C 5 here:**

[https://syllabus.ufl.edu/media/syllabusufledu/syllabi\\_policy\\_09\\_09\\_2022.pdf](https://syllabus.ufl.edu/media/syllabusufledu/syllabi_policy_09_09_2022.pdf)

**Health and Wellness**

- U Matter, We Care: [umatter@ufl.edu](mailto:umatter@ufl.edu); 352-392-1575.
- Counseling and Wellness Center: <http://www.counseling.ufl.edu>; 352-392-1575.
- Sexual Assault Recovery Services (SARS): Student Health Care Center; 352-392-1161.

- University Police Department: <http://www.police.ufl.edu/>; 352-392-1111 (911 for emergencies).

***Academic Resources***

- E-learning technical support: [learning-support@ufl.edu](mailto:learning-support@ufl.edu); <https://elearning.ufl.edu/>; 352-392-4357.
- Career Connections Center: Reitz Union; <http://www.career.ufl.edu/>; 352-392-1601.
- Library Support: <http://cms.uflib.ufl.edu/ask>.
- Academic Resources: 1317 Turlington Hall; 352-392-2010; <https://academicresources.clas.ufl.edu>.
- Writing Studio: 2215 Turlington Hall; <http://writing.ufl.edu/writing-studio/>.

**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)