

WST 4704  
**Discrimination and Health**  
Fall 2025

*WST 4704-Section 474N-Class #23778  
Mondays, Wednesdays, and Fridays 9:35-10:25 am; See Canvas for Location; 3 Credits*

**INSTRUCTOR INFORMATION**

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

**Office:** See Canvas for Office Location   **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:** William Wolfe

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**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.**

### Written Response Papers (4x15=60 points)

These (5) papers 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 (50 points)

Participation Reflections Discussion Posts (10 discussion posts x3 + 10 peer replies x2 =50 points): 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 responding, plus asking questions of others, is required on Canvas and in in-class discussions.

Honest and respectful dialogue is expected. Disagreement and challenging of ideas in a supportive and sensitive manner are 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. Students will identify an aspect of health; then, they will discuss its impacts on populations and why, and lastly, they will offer a solution in a form relevant to their field of study. Students must first get their topic approved. 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. Detailed Calendar on Canvas.

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 21-22, 2025	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 25-29, 2025	Continued Course Introduction	Start Key Concept: Health (Baker 2010) )	
September 2-5, 2025 (Labor Day: Sept 1)	Key Concept: Health	Barker (2010)	Discussion post
September 8-12, 2025	Social Science Perspectives: The Body in Health and Illness	Corbin (2003)	Response Paper
September 15-19, 2025	The Experience of Health and Illness	Nowakowski (2019)	Discussion Post and Learning Activity

Date	Topic	Readings/Preparation	Work Due
<b>Part Two: Health Disparities and Population Perspectives on Health</b>			
September 22-26, 2025	Health Disparities	Braveman (2011) and Marmot (2005)	Response Paper
September 29-October 3, 2025	Social Science Perspectives on Health	Bowleg (2012) and Poteat (2021)	Discussion post and Learning Activity
October 6-10, 2025	Race, Ethnicity, and Health	Bradby and Nazroo (2021)	Discussion post
October 13-17, 2025 (UF Homecoming Oct 17)	Race, Ethnicity, and Health	Gallegos and Segrin (2019)	Response Paper
October 20-24, 2025	Women's and Men's Health	Anspach (2010) and Nakagawa and Hart (2019)	Discussion Post
October 27-31, 2025	LGBTQ+ Health	Diplacido and Fallah (2021)	Discussion post and Learning Activity
November 3-7, 2025	Health Discrimination in Populations with Disabilities	Berger, R. (2013) and Viscardis et. al (2019)	Discussion Post
November 10-14, 2025	Health Discrimination and Mental Illness	Weitz (2016) and Singh et. al (2021)	Response Paper
<b>Part Three: Theoretical Frameworks Moving Forward</b>			
November 17-21, 2025	Theoretical Frameworks Moving Forward	Metzl and Hansen (2014) and Serchen et al (2021)	Discussion Post and Project Abstract Due
November 24-26, 2025	Thanksgiving		
December 1-5, 2025 (Reading Days Dec 4 & 5)	Concluding Thoughts: Discussion post	Final project due before 11:59pm on December 9	

### UNIVERSITY POLICIES AND RESOURCES

This course complies with all UF academic policies.

For information on those policies and for resources for students, please see:  
<https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>