

Discrimination and Health
Spring 2024

WST4704– Section 4704 – Class # 30178
See Canvas for Time/Location; 3 Credits

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

Email: jneville@ufl.edu

Phone: You may leave a message OR you may TEXT your question or concern to 352-327-8039. If you leave a message after 8pm, I will answer the next business day. Please make sure to include your name and class.

Office: 102 Ustler Hall

Office Hours: Mondays and Wednesdays 10:30-11:30 or by appointment. *I can meet via Zoom too.

Rationale: 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 legislative levels. More specifically, we will study discrimination and health, primarily in the U.S., from a variety of disciplinary perspectives (e.g., women’s studies, public health, sociology). The course is organized into three broad sections. The first explores the question of “what is health and illness” and how do these concepts affect health behaviors and health outcomes. The second dives deep into the influence of discrimination on health outcomes. 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)

Course Aims, Objectives, and Outcomes: With this course, the participants will develop a deeper understanding of health disparities, their connection, and intersection with social categories of hierarchy. As a sociologist, I will often utilize the social perspective in understanding these concepts. This course will offer empirical, analytical, and theoretical tools to promote health equity through a combination of readings, lectures, reflection, and audio-visual materials

Students will learn to identify, describe, and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions as well as the evaluation of opinions, outcomes, or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions. At the end of this course, students will be expected to have achieved the following learning outcomes concerning content, communication, and critical thinking: **Content:** Demonstrate competence in the terminology, concepts, theories, and methodologies used within the discipline. **Communication:** Communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline. **Critical Thinking:** Analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems

Specific Learning 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.

TECHNOLOGY RESOURCES: For issues with technical difficulties for Canvas, please contact the UF Help Desk, not me. Here's the help desk contact info: <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 me within 24 hours of the technical difficulty if you wish to request a make-up or extension.

- 1. REQUIREMENTS, ASSIGNMENTS, AND ASSESSMENTS:** A careful reading of the articles is essential for success in this course. All of the assessments are based on your understanding of the material presented. Class will be structured around readings. We will structure our discussions around a primarily sociological perspective, and students are expected to participate in a mature and responsible manner and respect the rights of others and their opinions.
- 2. ESTABLISHING A QUALITY LEARNING ENVIRONMENT:** People learn best when they are encouraged to ask questions and express their diverse opinions on course content, which may include images, texts, data, and theories from across the disciplines. This is especially true in courses that deal with provocative or contemporary issues. In this class, *Discrimination and Health*, students will encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, facts, ideas, and opinions—including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge, and the pursuit of new ideas.

If students have concerns about classroom issues, disagreements, or grades, your first point of contact is me, your instructor. Please see my contact information at the top of this syllabus and on Canvas. I am always available and open to discuss concerns. If the problem cannot be resolved, we will email the next departmental contact: this may be the departmental course coordinator or the department chair. Their contact information can be found on the program's website at <https://wst.ufl.edu/> Email to the departmental contact should include a clear description of your concern and any supporting documents.

REQUIRED TEXTBOOK: N/A. Readings available on Canvas and see listed below.

Course Policies. Attendance : Attendance in this class is required and will be recorded on CANVAS under ATTENDANCE. I will take attendance on randomly selected days throughout the semester. You may miss three classes (unexcused absences) with no penalty to your grade. For each unexcused absence after three, you will lose 2 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, please discuss on a case-by-case basis with your instructor. Absences related to university-sponsored events must be discussed with the instructor 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 days.

UF POLICY ON MAKING UP MISSED WORK

Attendance and Make-up Policy: As with any excused absence, you will be given a reasonable amount of time to make up missed work. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

In the case of an absence due to participation in an official university activity, observance of a religious holiday, performance of a military duty, or any other university-approved absence (e.g., jury duty) which the student knows about in advance, the student is expected to notify the instructor of the conflict before the assignment is due, and if possible, at the start of the semester.

Assessments:

- 1. Personal Analytical Essay: (20 points)** This activity encourages students to reflect on their own experiences of discrimination and/or privilege, the experiences of family, and/or the experiences of friends within the institution of health. The objective is to explore how these intimate experiences are linked to social forces that eventually influence their knowledge and decisions about their health. *This activity asks that you recall and write about past experiences that might trigger uncomfortable emotions. This will be kept as personal material will not be shared, and this is a safe learning environment. Please let me know if you have any questions or concerns. See more on Canvas, and I will discuss in class.
- 2. Response Memos Papers (4x20=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. They are due no later than the listed time/day. Response Memos should consist of two parts. Each response needs to have a minimum of 500 words and maximum of 800. See the assignment page for rubric. Submit via Canvas. You may receive points off for late memos.
- 3. Participation Total: 20 points**

A) Participation Reflections Discussion Posts (10x2=20 pts): These assignments connect the material to the lived local experiences of students as well as more global ones. You are required to “reflect” or comment on articles or media that correspond to each chapter by posting on the Discussion thread. Your post must be at least 75 words and analyze the topic of that week and how the article intersects with the topic. The reflections must critically analyze the MATERIAL. Tie it back to the material for that week. They must be posted from the author’s account and must be original. **I will use these posts as a jumping off for our in-class discussions, so be prepared to discuss your post.** All posts will be via Canvas.
- 4. Learning Activities: (10x3=30 points.)** Both discrimination in the institution of health as well as health disparities continue to be a pressing problem in American society. 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 disparities, critically analyze health disparities and creatively develop policy solutions. See Canvas for more details, and I will discuss in class.
- 5. Final Project: (Abstract Submission and Presentation: 10 points and Final Project: 40 points)= 50 points** This project will help students synthesize and interpret the material learned throughout the semester. Students will be able to take the knowledge and transform it to their own. This activity is very flexible. I want you to take the areas that we covered and apply it to your field of study or future profession. The areas that we looked at are the following: health/illness, health disparities, and making changes. You will identify an “illness” or 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 more details on Canvas. The word count minimum is 750 words and maximum is 1,000.

Grade Point Totals:

200-185 = A
184-179 = A-
178-173 = B+
172-165 = B
164-159 = B-
158-153 = C+
152-145 = C
144-139 = C-
138-133 = D+

132-125 = D
124-119= D-
<119= E

*There MAY be opportunities for bonus points. See attendance policy.

**More information about grades and UF's grading policies is available in the Undergraduate Catalog <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies>

5. UNIVERSITY POLICIES, PROCEDURES, AND RESOURCES

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 in this course is 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.) Phone: (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

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: E-learning technical support - 352-392-4357 (select option 2) or email to 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 via one-on-one tutoring, online tutoring, and workshops.
- Career Connections Center - 352-392-1601. Career assistance and counseling services.

Course Evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

COVID-19: In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones. If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.ufl.edu for screening / testing and vaccination opportunities.

- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- As with any excused absence, you will be given a reasonable amount of time to make up missed work.

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.

6. **Tentative Schedule.** *Subject to change by instructor. Last day to withdraw for a “W” is April 12

Schedule	Monday	Wednesday	Friday
Week 1: Course Introduction Jan 8-12	Classes Start		Introduction Posts due before Friday 11:59pm
Week 2 : Part One: What is “health?” “What is illness?” Jan 15-19	NO CLASS MLK JR Day	Barker (2010)	Discussion Post #1 Due
Week 3: The Body in Health and Illness Jan 22-26	Corbin (2003)		Response Memo 1 due before 11:59pm
Week 4: The Experience of Health and Illness Jan 29- Feb 2	Nowakowski (2019)	Personal Essay Due	Discussion Post #2 Due
Week 5: Part Two: “Who Gets Sick?: Social Context and Health Disparities” Feb 5-9	Braveman (2011) and Marmot (2005)		Response Memo 2 due before 11:59pm

Week 6: Intersectionality Feb 12-16	Bowleg (2012) and Poteat (2021)	Learning Activity 1 Due before 11:59pm	Discussion Post #3 Due
Week 7: Race, Ethnicity, and Health Feb 19-23	Bradby and Nazroo (2021)		Discussion Post #4 Due
Week 8: Race, Ethnicity, and Health Feb 26- March 1	Gallegos and Segrin (2019)	Response Memo 3 due before 11:59pm	
Week 9: Gender, Sexualities and Health March 4- 8	Anspach (2010) and Nakagawa and Hart (2019)		Discussion Post #5 Due
Week 10: Spring Break March 11-15	Spring Break	Spring Break	Spring Break
Week 11: Gender, Sexualities and Health March 18-22	Diplacido and Fallah (2021)	Response Memo 4 due before 11:59pm	Learning Activity Due before 11:59pm
Week 12: Health Discrimination and Ability (Ableism) March 25-29	Berger, R. (2013) and Viscardis et. al (2019)		Discussion Post #6 Due
Week 13: Health Discrimination and Mental Illness April 1-5	Weitz (2016) and Kirschner et. al (2020)	Response Memo 5 due before 11:59pm	
Week 14: SES and Health and Work on Abstracts April 8-12	Ross and Mirowsky (2010)	Discussion Post #7 Due	No Class: Work on Abstracts/Projects Project Abstract due before 11:59pm

Week 15: Moving Forward, Making Changes April 15-19	Metzl and Hansen (2014) and Serchen et al (2021)	Learning Activity Three Due	Discussion Post #8 Due
Final Week: April 22-24 and Final Projects due before April 30 th before 12pm	Take away posts due	NO CLASS Work on Projects	Project Due before April 30th at 12:00pm

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

Barker, K. K. (2010). The social construction of illness. *Handbook of medical sociology*, 147-162.

Berger, R. J., & Wilbers, L. E. (2013). *Introducing disability studies* (p. 224). Boulder, CO: Lynne Rienner Publishers.

Bradby, H., & Nazroo, J. Y. (2021). Health, ethnicity, and race. *The Wiley Blackwell Companion to Medical Sociology*, 258-278.

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

Corbin, J. M. (2003). The body in health and illness. *Qualitative health research*, 13(2), 256-267.

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).

Gallegos, M. L., & Segrin, C. (2019). Exploring the mediating role of loneliness in the relationship between spirituality and health: Implications for the Latino health paradox. *Psychology of Religion and Spirituality*, 11(3), 308–318.

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.

Kirschner, B., Goetz, M., and Curtin, L. (2022) Mental health stigma among college students: Test of an interactive online intervention, *Journal of American College Health*, 70:6, 1831-1838.

Marmot, M. (2005). Social determinants of health inequalities. *Lancet*, 365, 1099-1104.

Metzl, J. M., & Hansen, H. (2014). Structural competency: Theorizing a new medical engagement with stigma and inequality. *Social Science & Medicine*, 103, 126-133.

McCartney, G., Popham, F., McMaster, R., & Cumbers, A. (2019). Defining health and health inequalities. *Public Health*, 172, 22–30.

- Nakagawa, S., & Hart, C. (2019). Where's the Beef? How Masculinity Exacerbates Gender Disparities in Health Behaviors. *Socius: Sociological Research for a Dynamic World*, 5, 237802311983180.
- Nowakowski, A. C. H., & Sumerau, J. E. (2019). Reframing health and illness: A collaborative autoethnography on the experience of health and illness transformations in the life course. *Sociology of Health & Illness*, 41(4), 723–739.
- Okoro, O. N., Hillman, L. A., & Cernasev, A. (2020). “ We get double slammed! ”: Healthcare experiences of perceived discrimination among low-income African-American women. *Women's Health*, 16, 174550652095334.
- 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, C. E., & Mirowsky, J. (2010). Why education is the key to socioeconomic differentials in health. *Handbook of medical sociology*, 6, 33-51.
- Serchen, J., Doherty, R., Atiq, O., Hilden, D., & Health and Public Policy Committee of the American College of Physicians. (2021). A comprehensive policy framework to understand and address disparities and discrimination in health and health care: A policy paper from the American College of Physicians. *Annals of Internal Medicine*, 174(4), 529-532.
- Vanderminden, J., & Potter, S. J. (2010). Challenges to the doctor-patient relationship in the twenty-first century. *The new Blackwell companion to medical sociology*, 355-372.
- Viscardis, K., Rice, C., Pileggi, V., Underhill, A., Chandler, E., Changfoot, N., Montgomery, P., & Mykitiuk, R. (2019). Difference Within and Without: Health Care Providers' Engagement With Disability Arts. *Qualitative Health Research*, 29(9), 1287–1298.
- Weitz, R. (2016). *The sociology of health, illness, and health care: A critical approach*. Cengage learning.