

WST 3930
GENDER, RACE, IMMIGRATION, AND HEALTH

Spring 2022
class number 23568
Tuesday period 2, 8:30-10:25 a.m., Thursday period 3, 9.35-10.25 am
Rofls Hall 0205 (in-person and over zoom until the omicron cases slow down)
Zoom Meeting ID: 990 8053 2553

Professor: Nilüfer Akalın

Office: Ustler Hall 205

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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)

COURSE DESCRIPTION

This interdisciplinary course examines health and health inequalities through the lens of gender, race, and (im)migration. This course examines health and health inequalities in the social and political context, equipping students with multidisciplinary and analytical skills. This course will address topics including conceptualizations of race/ethnicity and gender, discrimination, the intersections of race, ethnicity, poverty, immigration, gender, and health.

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 OBJECTIVES

- Understand the complex relationships between biology, health, science, policy, social position, culture, and power.
- Understand what kinds of health disparities are characteristic of the United States.
- Understand some kinds of health disparities characteristic of the global social landscape.
- Become familiar with several critical frameworks through which to analyze the causes and effects of health disparities.
- Gain competence in analyzing social phenomena through a variety of critical theoretical lenses.
- Improve critical reading skills.
- Improve skills in formulating and supporting a written argument.

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; 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 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.*

ASSIGNMENTS

Reading Reflections

There will be six reading reflections throughout the semester. These assignments will help you understand and reflect on selected readings/video. Completing them will help you prepare to write your take-home essays. More instructions, and specific prompts for the different readings are on Canvas.

Feedback Assignments

Throughout the course there will be feedback assignments where you will need to read and respond to your fellow classmates' work. You will find specific instructions on Canvas.

Research Brief

The "research brief" is an opportunity for you to focus on one health issue and learn about how it is entangled in US society. You will start from an issue of "health" (a few examples, just to get you thinking: exposure to nuclear waste; food insecurity/poor nutrition; anxiety disorders; falling life expectancy in the US; the search for six-pack abs; distribution of health care centers in regional space; ...) and conduct research into the ways this health issue reflects American social diversity and/or the ways it affects that diversity. When completed, this "brief" can be produced as a paper (approximately 1500 words), or as a podcast (approximately 8-10 minutes) or a powerpoint (or other slide software) slideshow (approximately 10 slides). All "briefs" will require a bibliography of at least 8 references.

This project is broken down into three assignments:

- **The Research Proposal.** In this Proposal, you will state what health issue you will focus on, and what you think is likely to be interesting about it. You must also have a bibliography of at least 5 relevant published articles or websites, at least two of which you must have read and summarized in the research proposal. This Proposal should be approximately 300 words, plus the bibliography. State also whether you will be writing a paper, doing a podcast, or making a slideshow.
- **The draft Research Brief:** This will be a draft version of your final project. Your goal is to provide a draft that the instructors and your peers can look at and give you feedback on. Ideally, the brief should fulfill the final requirements of the project.
- **The final Research Brief:** A paper (approximately 1500 words), or as a podcast (approximately 8- 10 minutes) or a powerpoint (or other slide software) slideshow (approximately 10 slides). All "briefs" will require a bibliography of at least 8 references. You must also include a paragraph, after the bibliography, explaining how you improved your brief based on the comments you received on the draft.

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
Feedbacks	5	2	10
Reading Reflections	5	6	30
The Research Proposal	10		10
The Draft Research Brief	10		10
The Final Research Brief	20		20
Participation and Attendance	20	-	20
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	Read/Watch before today's class	Due Today
R	1/6	Introduction to the Course	
T	1/11	<ul style="list-style-type: none"> • Lorde, read part 1 and part 2 • Watch Sojourner Truth, “Ain’t I a Woman?” read by Alfre Woodard 	
R	1/13	<ul style="list-style-type: none"> • Lorde, read part 3 	
T	1/18	<ul style="list-style-type: none"> • Combahee River Collective Statement 	Reading Reflection 1
R	1/20	<ul style="list-style-type: none"> • López • Watch: Michael Marmot, Social Determinants of Health video 	
T	1/25	<ul style="list-style-type: none"> • Jackson and Williams • Listen to Unnatural Causes: In Sickness and in Wealth 	Reading Reflection 2
R	1/27	<ul style="list-style-type: none"> • Bailey et al. 	
T	2/1	<ul style="list-style-type: none"> • American Academy of Family Physicians, 2019 • Watch Nadine Burke Harris interview 	Brief Proposal
R	2/3	<ul style="list-style-type: none"> • Listen to Gene Demby, “Race Underneath the Skin” 	
T	2/8	<ul style="list-style-type: none"> • Roberts • Watch Evolving Concern: Protection for Human Subject 	Feedback Assignment: Respond to Research Brief Proposals
R	2/10	<ul style="list-style-type: none"> • Skloot 	
T	2/15	<ul style="list-style-type: none"> • Cooper • Listen to Rob Stein, “Gene-Edited ‘Supercells’ Make Progress in Fight Against Sickle Cell Disease” 	Reading Reflection 3
R	2/17	<ul style="list-style-type: none"> • Fausto-Sterling 	
T	2/22	<ul style="list-style-type: none"> • Watch Transgender Tuesdays: A Clinic in the Tenderloin • Glicksman 	Reading Reflection 4
R	2/24	No Class	
T	3/1	<ul style="list-style-type: none"> • TallBear • Sainato 	Draft Research Brief
R	3/3	<ul style="list-style-type: none"> • Williams and Wyatt 	
T	3/15	<ul style="list-style-type: none"> • Watch No mas bebés • Ross 	Feedback Assignment: Respond to Research Brief Draft
R	3/17	<ul style="list-style-type: none"> • Garcia 	
T	3/22	<ul style="list-style-type: none"> • Kafer, read chapter 2 and 3 	
R	3/24	<ul style="list-style-type: none"> • Warren 	Reading Reflection 5
T	3/29	<ul style="list-style-type: none"> • Watch Annie Leonard, The Story of Cosmetics • Green 	
R	3/31	<ul style="list-style-type: none"> • Newkirk II 	

	Date	Read/Watch before today's class	Due Today
T	4/5	<ul style="list-style-type: none"> • Kafer, read Introduction and Chapter 1 	
R	4/7	<ul style="list-style-type: none"> • Medium.com 2018 "Open in Emergency explores Asian American Mental health crisis and offers new tools for care" • Watch Fixed: The Science/Fiction of Human Enhancement 	Reading Reflection 6
T	4/12	<ul style="list-style-type: none"> • Nelson, read chapter 3 • Watch Alicia Garza, "Creating a Movement" 	
R	4/14	<ul style="list-style-type: none"> • Kafer, read chapter 7 	Research Brief
T	4/19	Last day of the class, wrap-up	