

Cover Sheet: Request 10493

WST4xxx Discrimination and Health

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Moradi, Bonnie moradib@ufl.edu
Created	10/20/2015 2:04:09 PM
Updated	12/14/2015 4:00:34 PM
Description	Examines discrimination and health from a variety of perspectives. Explores links of discrimination experiences with health behaviors and outcomes, discrimination in healthcare settings, and routes to improving health at individual, group, and legislative levels. Addresses multiple forms of discrimination (e.g., race, sex, class, sexual orientation/gender identity) and their intersections.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Womens Studies 011657006	Moradi, Bonnie		10/20/2015
Added ucc_consult.discriminationhealth.pdf					10/20/2015
Deleted WST 4xxx_Discrimination & Health Spring 16.docx					10/20/2015
College	Recycled	CLAS - College of Liberal Arts and Sciences	Pharies, David A	1. Please reduce course description from 51 to 50 words (we recommend omitting "e.g."), 2. Under Student Objectives, please begin with the phrase "Students who successfully complete this course will be able to", 3. Under Course Textbook and/or Other Assigned Reading: First, please provide an indication of how students will be able to access the readings listed here. Second, please address the question of the difficulty of the readings vis-à-vis the very low course prerequisite of sophomore status. The members of the CCC do not believe that students without considerable experience and training in statistics will be able to read and comprehend all of the readings listed here.	11/12/2015
No document changes					

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Womens Studies 011657006	Moradi, Bonnie	Comments 1 to 3 have been addressed. With regard to comment 3, the "Rationale and Placement in Curriculum" section in the UCC form now states that "Students will receive an initial primer and ongoing instruction throughout the course on how to read selected empirical studies, with the aim to identify key findings rather than understand the details of complex statistics." Moreover, a learning objective on this is also added to the syllabus.	11/23/2015
Deleted WST 4xxx_Discrimination & Health Spring 16_revised.docx					11/23/2015
Deleted WST 4xxx_Discrimination & Health Spring 16_revised.docx					11/23/2015
Added WST 4xxx_Discrimination & Health Spring 16_revised.docx					11/23/2015
College	Recycled	CLAS - College of Liberal Arts and Sciences	Pharies, David A	Conditionally approved. The Committee is concerned about the level of the course as indicated by course content and by the prerequisite. The prerequisite "sophomore status" indicates that the course should not be at the 4000 level. If course content presupposes specific prior knowledge, please create a prerequisite that will reflect this presupposition, i.e. by requiring a specific 3000-level course. If course content presupposes advanced academic training (as indicated by the 4000 level), please change the prerequisite to "senior status".	12/10/2015
No document changes					
Department	Approved	CLAS - Womens Studies 011657006	Moradi, Bonnie	The prerequisite "sophomore standing" has been changed.	12/11/2015
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Pharies, David A		12/14/2015
No document changes					

Step	Status	Group	User	Comment	Updated
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			12/14/2015
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 10493

Info

Request: WST4xxx Discrimination and Health
Submitter: Moradi, Bonnie moradib@ufl.edu
Created: 12/11/2015 2:02:18 PM
Form version: 6

Responses

Recommended Prefix: WST

Course Level : 4

Number : xxx

Lab Code : None

Course Title: Discrimination and Health

Transcript Title: Discrimination&Health

Effective Term : Earliest Available

Effective Year: Earliest Available

Rotating Topic?: No

Amount of Credit: 3

Repeatable Credit?: No

S/U Only?: No

Contact Type : Regularly Scheduled

Degree Type: Baccalaureate

Weekly Contact Hours : 3

Category of Instruction : Advanced

Delivery Method(s): On-Campus

Course Description : Examines discrimination and health from a variety of perspectives. Explores links of discrimination experiences with health behaviors and outcomes, discrimination in healthcare settings, and routes to improving health at individual, group, and legislative levels. Addresses multiple forms of discrimination (e.g., race, sex, class, sexual orientation/gender identity) and their intersections.

Prerequisites : PSY 2012 or any WST course or junior standing

Co-requisites : none

Rationale and Placement in Curriculum : This course addresses the burgeoning theoretical and scientific literature on discrimination and health informed by gender, women's studies, and intersectionality scholarship. It provides students tools to translate key concepts from this scholarship into analysis, policy, and practice. Students will receive an initial primer and ongoing instruction throughout the course on how to read selected empirical studies, with the aim to identify key findings rather than understand the details of complex statistics.

Course Objectives : Students who successfully complete this course will be able to:

- Recognize key findings in empirical studies.
- List and discuss physical and mental health challenges and disparities faced by populations targeted by discrimination (e.g., 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 identities shape individuals' experience of the world and impact their health.

Course Textbook(s) and/or Other Assigned Reading: Readings are available on Canvas through Course Reserves

Bowleg, L. (2012). The problem with the phrase women and minorities: Intersectionality—an important theoretical framework for Public Health. *American Journal of Public Health*, 102 (7), 1267-1273.

Does, S., Derks, B., Ellemers, N. (2010). Thou shalt not discriminate: How emphasizing moral ideals rather than obligations increases Whites' support for social equality. *Journal of Experimental Social Psychology*, 47, 562-571.

Fischer, A. R., & Bolton Holz, K. (2010). Testing a model of women's personal sense of justice, control, well-being, and distress in the context of sexist discrimination. *Psychology of Women Quarterly*, 34, 297-310.

Gamble, V. N. (1997). Under the shadow of Tuskegee: African Americans and health care. *American Journal of Public Health*, 87 (11), 1773-1778.

Gonzales, K. L., Harding, A. K., Lambert, W. E., Fu, R., & Henderson, W. G. (2013). Perceived experiences of discrimination in health care: A barrier for cancer screening among American Indian women with Type 2 diabetes. *Women's Health Issues*, 23 (1), e61-e66.

Gravlee, C. C. (2009). How race becomes biology: Embodiment of social inequality. *American Journal of Physical Anthropology*, 139, 47-57.

Hatzenbuehler, M. L., O'Cleirigh, C., Grasso, C., Mayer, K., Safren, S., & Bradford, J. (2012). Effect of same-sex marriage laws on health care use and expenditures in sexual minority men: A quasi-natural experiment. *American Journal of Public Health*, 102 (2), 285-291.

Hatzenbuehler, M. L., Phelan, J. C., & Link, B. C. (2013). Stigma as a fundamental cause of population health inequalities. *American Journal of Public Health*, 103 (5), 813-821.

Huynh, V. W. (2012). Ethnic microaggressions and the depressive and somatic symptoms of Latino and Asian American adolescents. *Journal of Youth and Adolescence*, 41, 831-846.

Jarvis, M. J., & Wardle, J. (2009). Social patterning of individual health behaviours: The case of cigarette smoking. In K.E. Pickett & R. G. Wilkinson (Eds.), *Health and inequality: Major themes in health and social welfare*, Vol. II (pp. 67-82). London: Routledge.

Kinser, P. A., & Lewis, J. A. (2005). Understanding gender construction: Creating space for feminist health care practice and research. *Health Care for Women International*, 26, 422-429.

Lehti, A., Hammarstrom, A., & Mattsson, B. (2009). Recognition of depression in people of different cultures: A qualitative study. *BMC Family Practice*, 10 (53), 1-9.

Meyer, I. H. (2013). Prejudice, social stress, and mental health in lesbian, gay and bisexual populations: Conceptual issues and research evidence. *Psychology of Sexual Orientation and Gender Diversity*, 1 (S), 3-26.

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 (9), 1471-1476.

Sabin, J. A., & Greenwald, A. G. (2012). The influence of implicit bias on treatment recommendations for 4 common pediatric conditions: Pain, urinary tract infection, attention deficit hyperactivity disorder, and asthma. *American Journal of Public Health*, 102 (5), 988-995.

Sawyer, P. J., Major, B., Casad, B. J., Townsend, S. S. M., & Mendes, W. B. (2012). Discrimination and the stress response: Psychological and physiological consequences of anticipating prejudice in interethnic interactions. *American Journal of Public Health*, 102 (5), 1020-1026.

Seeman, T., Epel, E., Gruenewald, T., Karlamangla, A., & McEwen, B. S. (2010). Socio-economic differentials in peripheral biology: Cumulative allostatic load. *Annals of the New York Academy of Sciences*, 1186, 223-239.

Smedley, B. D. (2012). The lived experience of race and its health consequences. *American Journal of Public Health*, 102 (5), 933-935.

Teti, M., Bowleg, L., & Lloyd, L. (2010). "Pain on top of pain, hurtness on top of hurtness": Social discrimination, psychological well-being, and sexual risk among women living with HIV/AIDS. *International Journal of Sexual Health*, 22, 205-218.

Tsenkova, V. K., Carr, D., Schoeller, D. A., & Ryff, C. D. (2011). Perceived weight discrimination amplifies the link between central adiposity and nondiabetic glycemic control (HbA1c). *Annals of Behavioral Medicine*, 41, 243-251.

Wilkinson, R. G., & Pickett, K. E. (2007). The problems of relative deprivation: Why some societies do better than others. *Social Science & Medicine*, 65, 1965-1978.

Witten, T. M. (2008). Transgender bodies, identities, and healthcare: Effects of perceived and actual violence and abuse. *Research in the Sociology of Health Care*, 25, 225-249.

Zurbriggen, E. L., & Roberts, T.-A. (2013). Fighting sexualization: What parents, teachers, communities, and young people can do. In E. L. Zurbriggen & T.-A. Roberts (Eds.), *The Sexualization of Girls and Girlhood: Causes, Consequences and Resistance* (pp. 302-312). Oxford: Oxford University Press.

Weekly Schedule of Topics	Date	Topic	Reading	Assignment Due
	8/29	Introduction to course and each other	Smedley Bowleg	

Part I: Discrimination and Health Behaviors/Health Outcomes

9/5 No class—

Rosh Hashanah

9/12 Overview of the field Gravlee

Hatzenbuehler et al. (2013) Discussion questions

9/19 Mental Health Meyer

Huynh Discussion questions

9/26 Physical Health Jarvis & Wardle

Teti et al. Discussion questions Final paper proposal

10/3 Mechanisms, part 1 Seeman et al.

Sawyer et al. Discussion questions

10/10 Mechanisms, part 2 Fischer & Bolton Holz

Tsenkova et al. Discussion questions

Part II: Discrimination and Healthcare delivery

10/17 Patient Perceptions Gamble

Witten

Gonzales et al. Discussion questions

Short paper

10/24 Provider Perceptions Lehti et al.

Sabin & Greenwald Discussion questions

10/31 Changing the Medical System Nunez-Smith et al.

Kinser & Lewis Discussion questions

Part III: Eliminating Discrimination, Improving Health

11/7 Individual and Group Changes Does et al.

Zurbriggen & Roberts Discussion questions

Term paper rough draft

11/14 State and Federal Changes Wilkinson & Pickett

Hatzenbuehler et al. (2012) Discussion questions

11/21 Guest Speakers

Dr. Kim Aquaviva, GW School of Nursing

Dr. Roberta Downing, Center on Budget and Policy Priorities

11/28 No class—

Thanksgiving Break

12/5 Wrap up

12/13 Term paper

Grading Scheme : Class participation (15 points)

This class is small and discussion-based, so your active participation is necessary to make things go well. In order to participate, you must be in regular attendance and contribute thoughtfully to class discussion and activities.

Discussion questions (15 points)

Discussion questions are due each week. The goal of this assignment is to help you think about the readings before we meet for class and for you to have a hand in shaping class discussion. What did you think were the most interesting or provocative issues raised by the readings? Do you think the readings "speak to" or compliment each other in ways that bear discussing? How might we think about discrimination and health differently having read these articles? When I grade your questions, I will be looking for you to do at least two of the following:

- Demonstrate that you have read the weekly course content
- Reference more than one assigned source (from the given week or a previous week)
- Compare and contrast evidence
- Present original thinking

Although I would like you to have 2-4 substantive questions each week, it is fine to include factual/comprehension questions too, so that I know in advance if there are things you didn't understand.

These questions must be posted on Canvas by 9 a.m. on the day of class, so that your classmates and I have a chance to see your thinking before we meet that afternoon. If for some reason you are unable post them, send them to me via e-mail and I will post them.

Short paper (25 points)

Your short paper (3-5 pages) is due at the beginning of class on October 17. The purpose of this paper is to reflect on the readings for the first section of the course and apply the readings to a current issue in the media. You do not need to do any reading external to the syllabus, but you may refer to additional sources if you wish. Find an example of current media (e.g., story in the Washington Post, advertisement in a magazine, episode of a tv show) that portrays an issue related discrimination and health in some way. Pick three of the authors we've studied so far and use their perspectives to analyze the text/images. You can structure this as a formal essay or as a "conversation" among our authors (or another creative format). Spend no more than one page describing the media example.

Term paper (45 points total)

Your major writing assignment will be a 10 – 12 page research paper on a topic pertaining to discrimination and health that interests you. There are three parts to submit: (1) paper proposal, (2) rough draft; (3) final paper. You may choose a topic covered together in class, or something entirely different (if you have concerns about whether your topic is appropriate, please contact me). I expect that you will bring your particular interests and training to this paper; any topic can be approached from a variety of disciplines and perspectives. The format you choose for your paper should also fit what you hope to accomplish. Two formats to consider are a literature review or a report on data you have collected.

Instructor(s) : Dr. Alyssa Zucker

DISCRIMINATION AND HEALTH

Women's Studies 4xxx.xxxx

Spring 2016

Time

Location

Professor: Alyssa N. Zucker, Ph.D.

Office: Ustler Hall 204

Phone: 352-273-0384

E-mail: azucker@ufl.edu

Office hours: Tuesdays and Thursdays 2 - 3 p.m., and by appointment

In this class we will study discrimination and health from a variety of disciplinary perspectives (e.g., psychology, women's studies, public health). The course is organized into three broad sections. The first explores mechanisms by which discrimination "gets under the skin" to affect health behaviors and health outcomes. The second focuses on discrimination within healthcare settings. The third emphasizes routes to eliminating discrimination and improving health at individual, group, and legislative levels. 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 identities whenever possible in our analysis. We will read original research reports (not a textbook) and all students will be required to participate actively in class discussions.

COURSE OBJECTIVES

Students who successfully complete this course will be able to:

- Recognize key findings in empirical studies.
- List and discuss physical and mental health challenges and disparities faced by populations targeted by discrimination (e.g., 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 identities shape individuals' experience of the world and impact their health.

REQUIRED READINGS

Readings are available on Canvas through Course Reserves

Bowleg, L. (2012). The problem with the phrase *women and minorities*: Intersectionality—an important theoretical framework for Public Health. *American Journal of Public Health, 102* (7), 1267-1273.

Does, S., Derks, B., Ellemers, N. (2010). Thou shalt not discriminate: How emphasizing moral ideals rather than obligations increases Whites' support for social equality. *Journal of Experimental Social Psychology, 47*, 562-571.

- Fischer, A. R., & Bolton Holz, K. (2010). Testing a model of women's personal sense of justice, control, well-being, and distress in the context of sexist discrimination. *Psychology of Women Quarterly*, 34, 297-310.
- Gamble, V. N. (1997). Under the shadow of Tuskegee: African Americans and health care. *American Journal of Public Health*, 87 (11), 1773-1778.
- Gonzales, K. L., Harding, A. K., Lambert, W. E., Fu, R., & Henderson, W. G. (2013). Perceived experiences of discrimination in health care: A barrier for cancer screening among American Indian women with Type 2 diabetes. *Women's Health Issues*, 23 (1), e61-e66.
- Gravlee, C. C. (2009). How race becomes biology: Embodiment of social inequality. *American Journal of Physical Anthropology*, 139, 47-57.
- Hatzenbuehler, M. L., O'Cleirigh, C., Grasso, C., Mayer, K., Safren, S., & Bradford, J. (2012). Effect of same-sex marriage laws on health care use and expenditures in sexual minority men: A quasi-natural experiment. *American Journal of Public Health*, 102 (2), 285-291.
- Hatzenbuehler, M. L., Phelan, J. C., & Link, B. C. (2013). Stigma as a fundamental cause of population health inequalities. *American Journal of Public Health*, 103 (5), 813-821.
- Huynh, V. W. (2012). Ethnic microaggressions and the depressive and somatic symptoms of Latino and Asian American adolescents. *Journal of Youth and Adolescence*, 41, 831-846.
- Jarvis, M. J., & Wardle, J. (2009). Social patterning of individual health behaviours: The case of cigarette smoking. In K.E. Pickett & R. G. Wilkinson (Eds.), *Health and inequality: Major themes in health and social welfare, Vol. II* (pp. 67-82). London: Routledge.
- Kinser, P. A., & Lewis, J. A. (2005). Understanding gender construction: Creating space for feminist health care practice and research. *Health Care for Women International*, 26, 422-429.
- Lehti, A., Hammarstrom, A., & Mattsson, B. (2009). Recognition of depression in people of different cultures: A qualitative study. *BMC Family Practice*, 10 (53), 1-9.
- Meyer, I. H. (2013). Prejudice, social stress, and mental health in lesbian, gay and bisexual populations: Conceptual issues and research evidence. *Psychology of Sexual Orientation and Gender Diversity*, 1 (S), 3-26.
- 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 (9), 1471-1476.
- Sabin, J. A., & Greenwald, A. G. (2012). The influence of implicit bias on treatment recommendations for 4 common pediatric conditions: Pain, urinary tract infection, attention deficit hyperactivity disorder, and asthma. *American Journal of Public Health*, 102 (5), 988-995.
- Sawyer, P. J., Major, B., Casad, B. J., Townsend, S. S. M., & Mendes, W. B. (2012). Discrimination and the stress response: Psychological and physiological consequences of anticipating prejudice in interethnic interactions. *American Journal of Public Health*, 102 (5), 1020-1026.
- Seeman, T., Epel, E., Gruenewald, T., Karlamangla, A., & McEwen, B. S. (2010). Socio-economic differentials in peripheral biology: Cumulative allostatic load. *Annals of the New York Academy of Sciences*, 1186, 223-239.

- Smedley, B. D. (2012). The lived experience of race and its health consequences. *American Journal of Public Health, 102* (5), 933-935.
- Teti, M., Bowleg, L., & Lloyd, L. (2010). "Pain on top of pain, hurtness on top of hurtness": Social discrimination, psychological well-being, and sexual risk among women living with HIV/AIDS. *International Journal of Sexual Health, 22*, 205-218.
- Tsenkova, V. K., Carr, D., Schoeller, D. A., & Ryff, C. D. (2011). Perceived weight discrimination amplifies the link between central adiposity and nondiabetic glycemic control (HbA_{1c}). *Annals of Behavioral Medicine, 41*, 243-251.
- Wilkinson, R. G., & Pickett, K. E. (2007). The problems of relative deprivation: Why some societies do better than others. *Social Science & Medicine, 65*, 1965-1978.
- Witten, T. M. (2008). Transgender bodies, identities, and healthcare: Effects of perceived and actual violence and abuse. *Research in the Sociology of Health Care, 25*, 225-249.
- Zurbriggen, E. L., & Roberts, T.-A. (2013). Fighting sexualization: What parents, teachers, communities, and young people can do. In E. L. Zurbriggen & T.-A. Roberts (Eds.), *The Sexualization of Girls and Girlhood: Causes, Consequences and Resistance* (pp. 302-312). Oxford: Oxford University Press.

ASSIGNMENTS

All written work must be submitted through Canvas. Please upload a .doc(x) or .pdf file in which you have typed the assignment double-spaced, with one inch margins, and a 12 point font.

Class participation (15 points)

This class is small and discussion-based, so your active participation is necessary to make things go well. In order to participate, you must be in regular attendance and contribute thoughtfully to class discussion and activities.

Discussion questions (15 points)

Discussion questions are due each week. The goal of this assignment is to help you think about the readings before we meet for class and for you to have a hand in shaping class discussion. What did you think were the most interesting or provocative issues raised by the readings? Do you think the readings "speak to" or compliment each other in ways that bear discussing? How might we think about discrimination and health differently having read these articles? When I grade your questions, I will be looking for you to do at least two of the following:

- Demonstrate that you have read the weekly course content
- Reference more than one assigned source (from the given week or a previous week)
- Compare and contrast evidence
- Present original thinking

Although I would like you to have 2-4 substantive questions each week, it is fine to include factual/comprehension questions too, so that I know in advance if there are things you didn't understand.

These questions must be posted on Canvas by 9 a.m. on the day of class, so that your classmates and I have a chance to see your thinking before we meet that afternoon. If for some reason you are unable post them, send them to me via e-mail and I will post them.

Short paper (25 points)

Your short paper (3-5 pages) is due at the beginning of class on October 17. The purpose of this paper is to reflect on the readings for the first section of the course and apply the readings to a current issue in the media. You do not need to do any reading external to the syllabus, but you may refer to additional sources if you wish. Find an example of current media (e.g., story in the Washington Post, advertisement in a magazine, episode of a tv show) that portrays an issue related discrimination and health in some way. Pick three of the authors we've studied so far and use their perspectives to analyze the text/images. You can structure this as a formal essay or as a "conversation" among our authors (or another creative format). Spend no more than one page describing the media example.

Term paper (45 points total)

Your major writing assignment will be a 10 – 12 page research paper on a topic pertaining to discrimination and health that interests you. There are three parts to submit: (1) paper proposal, (2) rough draft; (3) final paper. You may choose a topic covered together in class, or something entirely different (if you have concerns about whether your topic is appropriate, please contact me). I expect that you will bring your particular interests and training to this paper; any topic can be approached from a variety of disciplines and perspectives. The format you choose for your paper should also fit what you hope to accomplish. Two formats to consider are a literature review or a report on data you have collected.

Sources

- You should cite a minimum of 10 references in your paper.
- Use mostly scholarly work (both theoretical and empirical). If, additionally, you analyze news stories, blogs, etc., be clear when you are doing so.
- The resources of UF's libraries are available to you as a student in this course. For basic library access, visit <http://www.ufl.edu/academics/libraries/>.
- You may find the Medline and PsycINFO databases to be particularly helpful in identifying sources. See the Term Paper link on Canvas for help with accessing and using these databases.

Writing Style and Format

- It is fine to use the first person (e.g., I think...) in your writing. However, please be consistent throughout the paper.
- Please pick a citation style and use it consistently throughout your paper for both in-text citations and the reference section. Although I am partial to the *Publication Manual of the American Psychological Association* (6th Ed), I am not opposed to other styles.

- Additionally please type, double-spaced, in 12 point font. Margins should be 1-1.25 inches all around.

Expectations

- Your paper should be framed in a way that matches what you hope to learn. For instance:
 - You may frame this paper as a literature review, reporting on the state of the field in terms of existing research and providing a unique analytical/critical perspective on the literature.
 - You do not need to collect and analyze empirical data. However, if you have an existing dataset that you would like to utilize, that is fine. In that case you could write up the paper as a research report, which would include a literature review (with hypotheses), method, results, and discussion sections.
- You should incorporate some of the core theory/concepts from class content (e.g., how discrimination affects health) into your paper. One way to do this is by citing and applying to your topic some of the papers we read in class.
- You should address the intersectionality of identity statuses (e.g., gender, race, class, etc.) in some way. For example, if you are writing about how discrimination against bisexual people is related to STIs, include an analysis of how “bisexual” is not a monolithic category.
- It is fine (but not required) to propose concrete solutions for change on your topic.

Evaluation

I provided grading rubrics on Canvas (click on the Term Paper link). Checking these rubrics in advance will give you more information on how I will evaluate your paper. Aim to get full credit by addressing everything under the Proficient column.

Iterations

The paper is due in parts so that you have multiple chances to get feedback on your project, and to be able to create an improved end-product through revisions of earlier drafts.

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
Participation	15	1	15
Discussion Questions	1.25	12	15
Short Paper	25	1	25
Term Paper Proposal	5	1	5
Term Paper Draft	15	1	15
Term Paper Final	25	1	25
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>

COURSE POLICIES

Course technology

All students are required to access course materials on Canvas via e-learning at <https://lss.at.ufl.edu/>. Click on *E-learning in Canvas* and then log in via Gator Link. You can select our class from the *Courses* drop down menu at the top of the page. Additionally, I expect you to check your UF email daily for any updates I send out.

Attendance and make-up work

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 at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Late policy

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). **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. If you cannot restrain yourself, keep your devices in your bag or leave them with me.

Etiquette

Please arrive on time for class and remain for the entire class unless you give me advance notice. You may eat or drink in class as long as it is not disruptive to those around you. I expect members of the class are to follow rules of common courtesy in all face-to-face discussions, email messages, and on Canvas.

UF POLICIES

Accommodations for Students with Disabilities

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Academic Integrity

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the 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.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Grading Policy

The UF policy for assigning grade points can be accessed at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> .

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://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>.

Additional Support

If you are in need of additional support (e.g. mental health counseling), please contact the UF Counseling and Wellness center at 352-392-1575, <http://www.counseling.ufl.edu/cwc/Default.aspx>.

In case of emergency, you can reach the University Police Department at 352-392-1111 or dial 9-1-1.

SCHEDULE

Date	Topic	Reading	Assignment Due
8/29	Introduction to course and each other; Reading empirical papers	Smedley Bowleg	
Part I: Discrimination and Health Behaviors/Health Outcomes			
9/5	No class— Rosh Hashanah		
9/12	Overview of the field	Gravlee Hatzenbuehler et al. (2013)	Discussion questions
9/19	Mental Health	Meyer Huynh	Discussion questions
9/26	Physical Health	Jarvis & Wardle Teti et al.	Discussion questions Final paper proposal
10/3	Mechanisms, part 1	Seeman et al. Sawyer et al.	Discussion questions
10/10	Mechanisms, part 2	Fischer & Bolton Holz Tsenkova et al.	Discussion questions
Part II: Discrimination and Healthcare delivery			
10/17	Patient Perceptions	Gamble Witten Gonzales et al.	Discussion questions Short paper
10/24	Provider Perceptions	Lehti et al. Sabin & Greenwald	Discussion questions
10/31	Changing the Medical System	Nunez-Smith et al. Kinser & Lewis	Discussion questions
Part III: Eliminating Discrimination, Improving Health			
11/7	Individual and Group Changes	Does et al. Zurbriggen & Roberts	Discussion questions Term paper rough draft
11/14	State and Federal Changes	Wilkinson & Pickett Hatzenbuehler et al. (2012)	Discussion questions
11/21	Guest Speakers Dr. Kim Aquaviva, GW School of Nursing Dr. Roberta Downing, Center on Budget and Policy Priorities		
11/28	No class— Thanksgiving Break		
12/5	Wrap up		
12/13			Term paper

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	