



Course title: Racial and Ethnic Health Disparities/Inequities
Course #/term: SW766, Winter, 2021
Time/Zoom: Thursday mornings 9-12
Credit hours: 3
Prerequisites: None
Instructor: Linda Chatters
Pronouns: She, her
Email: chatters@umich.edu You may expect a response within 24 hours
Zoom Office Hours: By appointment

1. Course Statement

a. Course description

The seminar examines health disparities and inequities that are reflected in: higher incidence or prevalence of disease (e.g., earlier onset or more aggressive progression), premature or excessive mortality from specific conditions, higher global burden of disease (e.g., disability adjusted life years), poorer health behaviors and clinical outcomes, and worse outcomes on validated self-reported measures (e.g., daily functioning or conditions-specific symptoms). The seminar aims to develop a rigorous critical analysis of health disparities and inequities, their origins, and the potentials and limitations of different approaches to addressing them (e.g., behavioral strategies, community change, and policy interventions). Weekly seminar activities focus on discussion, critique, and analysis (theory, content, and methods) of readings and media on racial and ethnic health disparities/inequities. Readings and media include a variety of disciplinary and professional frameworks and perspectives (e.g., epidemiology, sociology, urban planning).

b. Course content

The seminar examines health disparities and inequities as reflected in: higher incidence or prevalence of disease (e.g., earlier onset or more aggressive progression), premature or excessive mortality from specific conditions, higher global burden of disease (e.g., disability adjusted life years), poorer health behaviors and clinical outcomes, and worse outcomes on validated self-reported measures (e.g., daily functioning or conditions-specific symptoms). The seminar aims to develop a rigorous critical analysis of health disparities and inequities and the potentials and limitations of different approaches to addressing them (e.g., behavioral strategies, community change, and policy interventions). Weekly seminar activities focus on discussion, critique and analysis (theory, content and methods) of readings and media on racial and ethnic health disparities/inequities. Readings and media include a variety of disciplinary and professional frameworks and perspectives (e.g., epidemiology, sociology, urban planning).

c. Course objectives and Competencies: Educational Policy and Accreditation Standards (EPAS)

Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. The following CSWE Competencies are a specific focus in this course and are incorporated in class assignments.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

This graduate level seminar focuses on racial/ethnic health disparities and inequities, including:

- 1) Health disparities and health inequities and ethical and professional imperatives for addressing them, (EPAS 1, 4)
- 2) The nature and form of racial/ethnic health disparities/inequities (acute, chronic, mental and physical) affecting diverse groups in the United States (EPAS 2,3,4)
- 3) Understand how U.S. socio-historical narratives (White supremacy/racism, colonization, capitalism, and sexism) and policies and events (Chinese Exclusion Act, Jim Crow Laws, Indian Removal Act, residential segregation, immigration bans) contribute to the development and maintenance of health and social inequities (EPAS 1,2,3)
- 4) Social, cultural and societal factors (historical events, policy, laws) that are associated with the development and maintenance of health disparities/inequities, (EPAS 2,3,4)
- 5) Critiques of current explanatory models and frameworks (behavioral and lifestyle, cultural and assimilation models, Weathering, structural, social determinants of health, fundamental cause theory, systems perspectives) for understanding health disparities/inequities (EPAS 1,2,3,4,5)
- 6) Factors associated with the development and impact of health disparities across the life course (e.g., cumulative risks/disadvantage, cumulative advantage), (EPAS 2,3,4)
- 7) Review specific categories of health disparities/inequities within designated racial and ethnic groups in the U.S., (EPAS 2,3,4)
- 8) Discussion of the type and adequacy of data sources (e.g., use of pan-ethnic categories vs. disaggregation of data representing constituent ethnic groups), (EPAS 2,4)
- 9) Exploring how intersectional perspectives, Critical Race Theory, diminished returns perspectives, and racialization processes, inform discussions of health disparities/inequities and their impact, (EPAS 1,3,4)
- 10) Individual, interpersonal, community, cultural, and spiritual/religious factors, processes and practices that foster resiliency, enhance well-being and protect health outcomes, (EPAS 1,2,3,4)
- 11) Review research and programmatic initiatives focused on accessing and enhancing personal, social, and cultural resources, assets and strengths that reduce/ameliorate health disparities/inequities (EPAS 1,2,3,4,5)
- 12) Review practice evidence for individual, family, community, structural and policy approaches to reducing health disparities and developing health equity (EPAS 1,2,3,4,5)

d. Course design

This course uses a combination of asynchronous and synchronous activities. Asynchronous activities are those activities you will participate in outside of class time. This may include reviewing brief recorded lectures, articles, and/or other materials, media presentations (videos, podcasts), and completing assignments. Synchronous (real-time) activities will take place via Zoom on Thursdays from 9-11am. Activities will include brief lectures, as well as small and large group discussion of readings, media presentations, and/or case studies.

e. Curricular themes

Multiculturalism and Diversity will be addressed throughout this course and will be highlighted in content related to differences within and across racial and ethnic groups in strengths and risks for experiencing health disparities/inequities. Cultural differences in health beliefs and health behavior and the role of protective factors and social support in health status and disease outcomes will be examined. Key diversity dimensions (economic, ability status, race/ethnicity, immigration status, sexual orientation) will be examined in relation to the processes and mechanisms that produce health disparities and inequities.

Social Justice and Social Change will be addressed in content on differences in disparities in health behaviors, mortality and morbidity status, and access and barriers to care for individuals, families and communities of different social, cultural and economic subgroups.

Promotion, Prevention, Treatment, and Rehabilitation will be addressed through content on concepts and definitions of health and disease, theories and models of health behavior, and stress, coping, and adaptation as they relate to health and disease within individuals and families across the life span.

Behavioral and Social Science Research will be presented throughout the course and will include research evidence regarding health disparities/inequities from social work, epidemiology, demography, medical sociology, health psychology, medical anthropology, public health, medicine, nursing, and health services research.

f. Relationship to social work ethics and values

This course will address ethical and value issues related to behavioral, psychological, social, and ecological aspects of the health of individuals and communities of diverse racial and ethnic backgrounds. The NASW Code of Ethics will be used to inform practice in this area. Special emphasis will be placed on issues related to understanding the health of individuals and communities and the social worker's responsibility to promote the general welfare of society. In addition, ethical issues related to Advance Human Rights and Social, Economic, and Environmental Justice are addressed.

g. Intensive focus on PODS

This class integrates PODS content and skills with a special emphasis on the identification of theories, practice and policies that promote health equity and social justice. PODS content and skills will be specifically discussed and applied in relation to the health and wellbeing of individuals and diverse communities. This content both illuminates the development and maintenance of health inequities, is evidence-based, and consistent with scientific and professional knowledge. Several instructional methods and assignments will be used to facilitate PODS learning, including historical and social analysis, critique and discussion of case studies, and self and professional reflection. This course supports students' development of a vision of social justice and health equity that recognizes and reduces mechanisms that support oppression and injustice, applies intersectionality and critical race frameworks, and strengthens critical consciousness, self- knowledge and self-awareness.

2. Class Requirements

Materials for the class include journal articles, newspaper and online articles, and short videos and films. The breadth of the theoretical, research and practice literatures on racial and ethnic health disparities/inequities is extensive. Selected readings and media provide foundational information concerning the nature, form, and dynamics of health disparities/inequities across diverse populations, as well as substantive content areas and issues that are pivotal for understanding disparities/inequities within diverse contexts and perspectives (i.e., social, economic, racial/ethnic, political, historical, community).

- To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings and media presentations.
- All course articles/chapters and resources are available on the Canvas website organized by class week.
- Required readings will be discussed during Zoom sessions using student-prepared reading reflections.

a. Readings and class materials

Required and recommended readings, as well as multimedia including podcasts, Ted Talks, YouTube videos, etc. are posted on Canvas under Modules Module #. Please let me know if any of the materials are inaccessible (e.g., articles are not compatible with a screen reader or videos do not include closed captions).

b. Class schedule

**SW766: RACIAL AND ETHNIC HEALTH DISPARITIES/INEQUITIES
CLASS SCHEDULE, COURSE TOPICS, AND READINGS**

Course content is organized in three major sections: 1) introduction, sociohistorical background, and socio-historical narratives, 2) health disparities/inequities within "racial" and ethnic groups, and 3) intersectional perspectives, interventions and protective factors. Rather than viewing these course content areas as separate, we examine the interconnections between these areas and focus on how they collectively assist us in understanding the origins, nature and processes associated with health disparities/inequities and how to effectively address and dismantle them.

The Coronavirus Pandemic. SARS-CoV-2 and COVID-19 disease has altered all aspects of our individual and collective lives. Course content reflects their connections to and impacts on long-standing and adverse social conditions and health inequities that have characterized marginalized groups within the U.S. population. This includes the compounded impacts of racism, poverty, ageism, homophobia, transphobia, ableism, and other forms of social discrimination and exclusion in generating higher risk for exposure to coronavirus and worse health outcomes from COVID-19. We will use course content to examine COVID-19’s disproportionate impact on BIPOC communities and those who are economically and socially marginalized in terms of higher morbidity and mortality rates and the resulting devastating impacts on affected individuals, families, and communities.

PART 1: INTRODUCTION, SOCIO-HISTORICAL BACKGROUND, AND SOCIO-POLITICAL NARRATIVES

Date	Topics	Required Readings, Media Content & Assignment Due Dates
<p>Week 1 January 21</p>	<p>Introductions, course overview, and logistics.</p> <p>“Deconstructing” the course and the syllabus</p>	<p>COMPLETE: Class survey by Tuesday January 19th</p> <p>WATCH THIS BEFORE CLASS: Ibram X. Kendi: Stamped from the Beginning. https://vimeo.com/287236904 (approx. 20 minutes)</p> <p>READ:</p> <ol style="list-style-type: none"> 1. Peck, P. The Virus Is Showing Black People What They Knew All Along (12/22/2020). <i>The Atlantic</i>. 2. Badger, E. (12/28/2020). The year inequality became less visible and more visible than ever. <i>NYTimes</i>. 3. Nissen, L.B. (4/21/2020). An Open Letter to Social Work Students in the Time of COVID-19. <i>The New Social Worker</i>. 4. Using an Anti-Racist Intersectional Frame at CSSP. Center for the Study of Social Policy (May 2020). Using an Anti-Racist Intersectional Frame at CSSP. <p align="center">ATTEND: Zoom Session January 21st, 9-12:00</p>

LEARN MORE:

Embrace/race. [The Racial Impacts of COVID-19](#).

Lerner, S. (November 20, 2020). [Race Gap in U.S. Life Expectancy Widens as Covid-19 Toll Grows](#). *The Intercept*.

Kendi, I.X. [The difference between being "not racist" and antiracist](#). Ted Talk (51 min.)

[Anti-Racism Daily](#) Daily actions to dismantle white supremacy.

[Southern Poverty Law Center](#)

[American Civil Liberties Union](#)

[Project Democracy](#)

[Council on American Islamic Relations](#)

[Anti-Defamation League](#)

Barry, J. *The Great Influenza: The Story of the Deadliest Pandemic in History*.

Shah, S. *Pandemic: Tracking Contagions, from Cholera to Coronaviruses and Beyond*.

Markel, H. *When Germs Travel*.

Brookes & Khan. (2005). *Behind the Mask: How the World Survived SARS, the First Epidemic of the 21st Century*.

**Week 2
January
28**

History of U.S.
race and ethnic
categories

Racial residential
segregation and
"redlining" and
residential
covenants

Creation of health
disparities and
inequities

WATCH THIS BEFORE CLASS: Race: The Power of An Illusion. Episode 2: [The Stories We Tell](#) (57 minutes)

READ:

1. Daniels, J., & Schulz, A. J. (2006). Constructing whiteness in health disparities research. *CUNY Academic Works*.
2. Hicken, M. T., et al. (2019). Black-White health inequalities by intentional design: The lasting health impact of racial residential segregation. In *Racism: Science & Tools for the Public Health Professional* (pp. 117-132).
3. Feagin, J., & Bennefield, Z. (2014). Systemic racism and US health care. *Social science & medicine*, 103, 7-14.
4. Semuels, A. (July 22, 2016). The Racist History of Portland, the Whitest City in America. *The Atlantic*.

ATTEND: Zoom Session January 28th

LEARN MORE:

Race: The Power of An Illusion. [How the Racial Wealth Gap Was Created](#) (29 min.)

[Mapping Inequality: Redlining in New Deal America](#). Interactive map of redlining in major U.S. cities carried out by the federal government's Home Owners' Loan Corporation between 1935 and 1940.

[The State of the Nation's Housing 2020](#). Joint Center for Housing Studies, Harvard University.

Feagin, J. A. (2013). The white racial frame: Centuries of racial framing and counter-framing. *Basic Tenets*.

Race: The Power of An Illusion. [Episode 3: The House We Live In](#) (56 minutes)

NASW. (2007). [Institutional Racism and the Social Work Profession](#).

Smedley, A., & Smedley, B. D. (2005). Race as biology is fiction, racism as a social problem is real: Anthropological and historical perspectives on the social construction of race. *American Psychologist*, 60(1), 16–26.

NPR (May 3, 2017) [The "Forgotten" History of how the U.S. Government Segregated America](#)

Kendi, I. X. (2017). *Stamped from the beginning: The definitive history of racist ideas in America*. Random House.

Kendi, I. X. (2019). *How to be an antiracist*. One world.

Wilkerson, I. (2020). *Caste: The Origins of Our Discontents*. Random House.

Reskin, B. (2012). The race discrimination system. *Annual Rev. of Sociology*, 38, 17-35.

Mehdipanah, R., et al. (2020). Residential Racial and Socioeconomic Segregation as Predictors of Housing Discrimination in Detroit Metropolitan Area. *Sustainability*, 12.

Asante-Muhammad, D. et al., (April 16, 2019). [Ten solutions to close the racial wealth divide](#)

Stegman, M. (7/1/2020). [To Rebuild America's Post-Pandemic Economy, We Need to Rethink Housing](#). Joint Center for Housing Studies, Harvard University.

<p>Week 3 February 4</p>	<p>Ethics, values, and social justice</p>	<p>WATCH THIS BEFORE CLASS: PBS <i>Flint's Deadly Water</i> (54 minutes). https://www.pbs.org/wgbh/frontline/film/flints-deadly-water/</p> <p>EXPLORE RACE/ETHNIC COVID-19 DATA FROM: APM Research Lab (American Public Media)</p> <p>The Color of Coronavirus: 2020 Year in Review</p> <p>COLOR OF CORONAVIRUS: DEATHS FOR RACE GROUPS CONTINUE TO SURGE IN 2021</p> <p>READ:</p> <ol style="list-style-type: none"> 1. Braveman, P. (2014). What are health disparities and health equity? We need to be clear. <i>Public Health Reports</i>, 129, 5-8. 2. Minkler, M. (1999). Personal responsibility for health? A review of the arguments and the evidence at century's end. <i>Health Education & Behavior</i>, 26(1), 121-141. 3. Muller, C., Sampson, R. J., & Winter, A. S. (2018). Environmental inequality: The social causes and consequences of lead exposure. <i>Annual Review of Sociology</i>, 44, 263-282. 4. Geiger, H.J. (2003). Racial and ethnic disparities in diagnosis and treatment: a review of the evidence and a consideration of causes. In <i>Unequal treatment: Confronting racial and ethnic disparities in health care</i>. National Academies Press. <p style="text-align: center;">ATTEND: Zoom Session February 3RD, 9-12</p> <p style="text-align: center;">ASSIGNMENT FOR ALL: POSITIONALITY STATEMENT NLT FRIDAY FEBRUARY 5TH 11:59PM</p>
<p>LEARN MORE:</p> <p>Robertson, D. (12/23/2020). Flint Has Clean Water Now. Why Won't People Drink It? <i>Politico</i>.</p> <p>Frakt, A. (7/8/2020). <i>Bad Medicine: The Harm That Comes From Racism</i>. NYTimes.</p> <p>NASW (2007). Institutional racism and the social work profession.</p> <p>Walters, et al. (2016). Health equity: Eradicating health inequalities for future generations (Grand Challenges for Social Work Initiative Working Paper No. 19). Cleveland, OH: AASWSW.</p> <p>Masse, R., & Williams-Jones, 8. (2012). Ethical dilemmas in health promotion practice. In Rootman, S.D., et al. (eds.), <i>Health Promotion in Canada</i> (3rd edition). Toronto, ON: Canadian Scholars' Press.</p>		
<p>PART 2: U.S. HEALTH PROFILES; HEALTH DISPARITIES/INEQUITIES AMONG "RACIAL" AND ETHNIC GROUPS</p>		
<p>Week 4 February 11</p>	<p>Epidemiology and population health U.S. Health Care in Global Perspective Explanatory models and frameworks for health disparities Life Course Theory Social Ecological Model Social Determinants of Health (SDOH) Structural racism</p>	<p>WATCH THIS BEFORE CLASS: Unnatural Causes: Is Inequality Making Us Sick? Episode 1: In Sickness and In Wealth (56 minutes) and The Raising of America DNA is not Destiny: How the Outside Gets Under the Skin (36 minutes)</p> <p>READ:</p> <ol style="list-style-type: none"> 1. Life course theory: Key principles and concepts. Marriage and Family Encyclopedia. 2. Roosa Tikkanen & Melinda K. Abrams, U.S. Health Care from a Global Perspective, 2019: Higher Spending, Worse Outcomes? (Commonwealth Fund, Jan. 2020). 3. Pirtle, W. N. L. (2020). Racial capitalism: a fundamental cause of novel coronavirus (COVID-19) pandemic inequities in the United States. <i>Health Education & Behavior</i>. 4. Krieger, N. (2012). Methods for the scientific study of discrimination and health: an ecosocial approach. <i>American journal of public health</i>, 102(5), 936-944. <p style="text-align: center;">ATTEND: Zoom Session February 11th, 9-12</p> <p style="text-align: center;">ASSIGNMENT: REQUIRED READING REFLECTION DUE NLT 5PM TUESDAY FEB. 9TH</p>

<p>LEARN MORE: Declercq, E. & Zephyrin, L. (December 16, 2020). <i>Maternal Mortality in the United States: A Primer</i>. The Commonwealth Fund. Schulz, A. J., Mehdipanah, R., Chatters, L. M., et al. (2020). Moving Health Education and Behavior Upstream: Lessons From COVID-19 for Addressing Structural Drivers of Health Inequities. <i>Health Education & Behavior</i>. Kolivoski, K. M., (2014). Critical race theory: Opportunities for application in social work practice and policy. <i>Families in society, 95</i>(4), 269-276. Jones, N. L., et al. (2019). Life Course Approaches to the Causes of Health Disparities. <i>American journal of public health, 109</i>(S1), S48-S55.</p>		
<p>Week 5 February 18</p>	<p>African Americans</p>	<p>WATCH BEFORE CLASS: Race: The Power of An Illusion. How the Racial Wealth Gap Was Created (29 min.)</p> <p>READ:</p> <ol style="list-style-type: none"> Schulz, A. J., et al. (2005). Social and physical environments and disparities in risk for cardiovascular disease: the healthy environments partnership conceptual model. <i>Environmental health perspectives, 113</i>(12), 1817-1825. Umberson, D. (2017). Black deaths matter: Race, relationship loss, and effects on survivors. <i>Journal of health and social behavior, 58</i>(4), 405-420. Williams, D.R. et al., (2019). Understanding how discrimination can affect health. <i>Health Services Research, 54</i>,1374–1388. Chen, C. et al., (12/18/2020). Vaccinating Black Americans Is Essential. Key States Aren't Doing the Work to Combat Hesitancy. <i>ProPublica</i>. <p style="text-align: center;">ATTEND: Zoom Session February 18th, 9-12</p> <p style="text-align: center;">ASSIGNMENT: OPTIONAL READING REFLECTION DUE NLT 5PM TUESDAY FEB. 16TH</p>
<p>LEARN MORE: Washington, H. A. (2006). <i>Medical apartheid: The dark history of medical experimentation on Black Americans from colonial times to the present</i>. Doubleday. Green, C. R., et al. (2018). Visiting black patients: racial disparities in security standby requests. <i>Journal of the National Medical Association, 110</i>(1), 37-43.</p>		
<p>Week 6 February 25</p>	<p>Indigenous Americans: Native Americans, Alaska Natives, Native Hawaiians and Pacific Islanders</p>	<p>WATCH THIS BEFORE CLASS: VOX Native American Boarding Schools 101 (14 min.) How the U.S. Stole Thousands of Native American Children (13 minutes)</p> <p>READ:</p> <ol style="list-style-type: none"> Jones, R., et al. (2019). Educating for indigenous health equity: An international consensus statement. <i>Academic Medicine, 94</i>(4), 512. Kaholokula, J. K. A., et al. (2019). Special issue introduction: Advancing Native Hawaiian and other Pacific Islander health. <i>Asian American Journal of Psychology, 10</i>(3), 197. Healy, J. Tribal Elders Are Dying from the Pandemic, Causing a Cultural Crisis for American Indians. NYTimes (1/12/2021). Brave Heart, et al. (2011). Historical trauma among indigenous peoples of the Americas: Concepts, research, and clinical considerations. <i>Journal of psychoactive drugs, 43</i>(4), 282-290. Findling, M. G., et al. (2019). Discrimination in the United States: Experiences of Native Americans. <i>Health services research, 54</i>, 1431-1441. <p style="text-align: center;">ATTEND: Zoom Session February 25th, 9-12</p> <p style="text-align: center;">ASSIGNMENT: OPTIONAL READING REFLECTION DUE NLT 5PM TUESDAY FEB. 23RD</p>

<p>LEARN MORE: Egan, T. (1/1/2021). After Five Centuries, a Native American With Real Power. NYTimes How the U.S. Poisoned Navajo Nation Vox Missing Chapter (12 minutes) Galinsky, A. M., Zelaya, C. E., Simile, C., & Barnes, P. M. (2017). Health conditions and behaviors of Native Hawaiian and Pacific Islander persons in the United States, 2014. Vital & health statistics. Series 3, <i>Analytical and epidemiological studies</i>, (40), 1-99.</p>		
<p>Week 7 March 4</p>	<p>Hispanic Americans Latinx Caribbean region</p>	<p>READ:</p> <ol style="list-style-type: none"> 1. Findling, M. G., et al. (2019). Discrimination in the United States: Experiences of Latinos. <i>Health services research</i>, 54, 1409-1418. 2. Horevitz, E., & Organista, K. C. (2013). The Mexican health paradox: Expanding the explanatory power of the acculturation construct. <i>Hispanic Journal of Behavioral Sciences</i>, 35(1), 3-34. 3. Heiss, G., et al. (2014). Prevalence of metabolic syndrome among Hispanics/Latinos of diverse background: The Hispanic Community Health Study/Study of Latinos. <i>Diabetes care</i>, 37(8), 2391-2399. <p style="text-align: center;">ATTEND: Zoom Session March 4th, 9-12 ASSIGNMENT: OPTIONAL READING REFLECTION DUE NLT 5PM TUESDAY MAR. 2ND</p>
<p>LEARN MORE: Ruiz, J. M., et al. (2016). The Hispanic health paradox: From epidemiological phenomenon to contribution opportunities for psychological science. <i>Group Processes & Intergroup Relations</i>, 19(4), 462-476. Ruiz, J. M., Campos, B., & Garcia, J. J. (2016). Special issue on Latino physical health: Disparities, paradoxes, and future directions. <i>Journal of Latina/o Psychology</i>, 4(2), 61-66.</p>		
<p>Week 8 March 11</p>	<p>Asian Americans: East Asian; South Asian; South East Asian</p>	<p>WATCH BEFORE CLASS: How San Francisco Erased a Neighborhood Vox: Missing Chapter (15 minutes)</p> <p>READ:</p> <ol style="list-style-type: none"> 1. McMurtry, C. L., et al. (2019). Discrimination in the United States: Experiences of Asian Americans. <i>Health Services Research</i>, 54, 1419-1430. 2. Stella, S. Y., Kwon, S. C., Sacks, R., & Trinh-Shevrin, C. (2016). Commentary: Persistence and health-related consequences of the model minority stereotype for Asian Americans. <i>Ethnicity & disease</i>, 26(1), 133. 3. Sangalang, C. C., & Gee, G. C. (2015). Racial discrimination and depressive symptoms among Cambodian American adolescents: The role of gender. <i>Journal of Community Psychology</i>, 43(4), 447-465. <p style="text-align: center;">ATTEND: Zoom Session March 11th, 9-12 ASSIGNMENT: OPTIONAL READING REFLECTION DUE NLT 5PM TUESDAY MAR. 9TH</p>
<p>LEARN MORE: Nadal, K. L. et al. (2015). Racial microaggressions and Asian Americans: An exploratory study on within-group differences and mental health. <i>Asian American Journal of Psychology</i>, 6(2), 136. Fang, J. S. (2018). Asian Americans, Native Hawaiians, Pacific Islanders, and the American Mental Health Crisis: The need for granular racial and ethnic public health data. <i>Asian American Policy Review</i>, 28, 33-4. Lee, H. Y., Ju, E., Vang, P. D., & Lundquist, M. (2010). Breast and cervical cancer screening disparity among Asian American women: does race/ethnicity matter? <i>Journal of women's health</i>, 19(10), 1877-1884.</p>		
<p>Week 9 March 18</p>	<p>Middle Eastern and North Africa (MENA)</p>	<p>WATCH THIS BEFORE CLASS: Reel Bad Arabs (50 minutes)</p> <p>READ:</p> <ol style="list-style-type: none"> 1. Awad, G. H., et al. (2019). A model of cumulative racial-ethnic trauma among

	Arab Americans	<p>Americans of Middle Eastern and North African (MENA) descent. <i>American Psychologist</i>, 74(1), 76.</p> <ol style="list-style-type: none"> Abuelezam, N. N. (2020). Health Equity During COVID-19: The Case of Arab Americans. <i>American Journal of Preventive Medicine</i>, 59(3), 455-457. Abdulrahim, S., James, S. A., Yamout, R., & Baker, W. (2012). Discrimination and psychological distress: Does Whiteness matter for Arab Americans? <i>Social science & medicine</i>, 75(12), 2116-2123. <p style="text-align: center;">ATTEND: Zoom Session March 18th, 9-12</p> <p style="text-align: center;">ASSIGNMENT: OPTIONAL READING REFLECTION DUE NLT 5PM TUESDAY MAR. 16TH</p>
<p>LEARN MORE:</p> <p>Samari, G. (2016). Islamophobia and public health in the United States. <i>American journal of public health</i>, 106(11), 1920-1925.</p> <p>Abuelezam, N. N., El-Sayed, A. M., & Galea, S. (2017). Arab American health in a racially charged US. <i>American journal of preventive medicine</i>, 52(6), 810-812.</p> <p>Selod, S. (2019). Gendered racialization: Muslim American men and women's encounters with racialized surveillance. <i>Ethnic and Racial Studies</i>, 42(4), 552-569.</p> <p>Support the MENA Arts Advocacy Coalition, an organization that works “for the advancement and visibility of Middle Eastern/North African performers on-screen in film, television and streaming platforms.”</p>		
<p>Week 10 March 25</p>	<p>Immigrants and Refugees</p> <p>Citizenship as a Social Determinant of Health</p>	<p>BEFORE CLASS WATCH: Unnatural Causes: Is Inequality Making Us Sick? Episode 3: Becoming American (29 minutes) and Frontline: Undocumented in the Pandemic (20 minutes)</p> <p>READ:</p> <ol style="list-style-type: none"> Staples, B. (October 2019). How Italians Became White. NYTimes https://www.nytimes.com/interactive/2019/10/12/opinion/columbus-day-italian-american-racism.html Viruell-Fuentes, E. A., et al. (2012). More than culture: structural racism, intersectionality theory, and immigrant health. <i>Social science & medicine</i>, 75(12), 2099-2106. Lopez, W. O., et al. (2017). Health implications of an immigration raid: findings from a Latino community in the Midwestern United States. <i>Journal of immigrant and minority health</i>, 19(3), 702-708. Gee, G. C., et al. (2016). Citizenship as privilege and social identity: implications for psychological distress. <i>American Behavioral Scientist</i>, 60(5-6), 680-704. <p style="text-align: center;">ATTEND: Zoom Session March 25th, 9-12</p> <p style="text-align: center;">ASSIGNMENT: OPTIONAL READING REFLECTION DUE NLT 5PM TUESDAY MAR. 23RD</p>
<p>LEARN MORE:</p> <p>Samari, G., McNall, M., Lee, K., Perlstadt, H., & Nawyn, S. (2019). Socioeconomic Status and the Physical and Mental Health of Arab and Chaldean Americans in Michigan. <i>Journal of immigrant and minority health</i>, 21(3), 497-507.</p> <p>Minoff, Elisa. “Stronger Together: Building an Inclusive System of Supports for Immigrant Families During the Pandemic, and Always.” Center for the Study of Social Policy, July 2020.</p> <p>Vesely, C. K., Bravo, D. Y., & Guzzardo, M. T. (2019). Immigrant families across the life course: Policy impacts on physical and mental health. <i>NCFR Policy Brief</i>.</p> <p>Jen'nan, G. R., Ajrouch, K. J., & West, J. S. (2019). Disparities in functional disability among Arab Americans by nativity, immigrant arrival cohort, and country of birth. <i>SSM-population health</i>, 7, 100325.</p> <p>Nicole Novak, et al. (2017). Change in Birth Outcomes among Infants Born to Latina Mothers after a Major Immigration Raid. <i>International Journal of Epidemiology</i>.</p>		

Week 11 April 1	Non-Hispanic Whites	<p>WATCH THIS BEFORE CLASS: PBS Jonathan Metzl "Dying of Whiteness" (16 min.)</p> <p>READ:</p> <ol style="list-style-type: none"> Kristof, N. & WuDunn, S. (1/20/2020). Who Killed the Knapp Family? <i>NYTimes</i>. Malat, J., Mayorga-Gallo, S., & Williams, D. A. (2018). The effects of whiteness on the health of whites in the USA. <i>Social Science & Medicine</i>, 199, 148-156. Feagin, J. A. (2013). The white racial frame: Centuries of racial framing and counter-framing. Basic Tenets. Brown, L., & Tucker-Seeley, R. (2018). Commentary: will 'deaths of despair' among whites change how we talk about racial/ethnic health disparities? <i>Ethnicity & disease</i>, 28(2), 123. <p>ATTEND: Zoom Session April 1st, 9-12</p> <p>ASSIGNMENT: OPTIONAL READING REFLECTION DUE NLT 5PM TUESDAY MAR. 30TH</p>
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LEARN MORE:

Metzl, J. M. (2019). [Dying of Whiteness: How the Politics of Racial Resentment Is Killing America's Heartland](#). Interview with Vox.

Diez Roux, A. V. (2017). Despair as a cause of death: more complex than it first appears. *American journal of public health*, 107(10), pp. 1566-1567.

Muennig, P.A., Reynolds, M., Fink, D. S., Zafari, Z., & Geronimus, A. T. (2018). America's declining well-being, health, and life expectancy: not just a white problem. *American journal of public health*, 108(12), 1626-1631.

PART 3: INTERSECTIONAL PERSPECTIVES, INTERVENTIONS AND PROTECTIVE FACTORS

Week 12 April 8	Intersecting identities and health Health protective factors	<p>WATCH THIS BEFORE CLASS: Kimberlé Crenshaw, The Urgency of Intersectionality (18-minute Ted Talk)</p> <p>READ:</p> <ol style="list-style-type: none"> Chatters, L. M., Taylor, H. O., & Taylor, R. J. (2020). Older Black Americans during COVID-19: Race and age double jeopardy. <i>Health Education & Behavior</i>, 47(6), 855-860. Casey, L. S., Reisner, S. L., Findling, M. G., Blendon, R. J., Benson, J. M., Sayde, J. M., & Miller, C. (2019). Discrimination in the United States: Experiences of lesbian, gay, bisexual, transgender, and queer Americans. <i>Health Services Research</i>, 54, 1454-1466. Murphy, M-E. (7/24/2020). Black women are victims of police violence too. <i>Washington Post</i>. Jones, S. C., & Neblett, E.W. (2017). Future directions in research on racism-related stress and racial-ethnic protective factors for Black youth. <i>Journal of Clinical Child & Adolescent Psychology</i>, 46(5), 754-766. <p>ATTEND: Zoom Session April 8th, 9-12</p> <p>ASSIGNMENT: OPTIONAL READING REFLECTION DUE NLT 5PM TUESDAY APR. 6TH</p>
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LEARN MORE:

NPR. (7/23/2020). [7 States Step Up Efforts to Fight Violence Against Indigenous Women](#).

McElfish, P. A., et al. (2019). Diabetes disparities and promising interventions to address diabetes in native Hawaiian and Pacific Islander populations. *Current diabetes reports*, 19(5), 19.

CADC-II, J. D. M., Banuelos, K., King, J., ASW, B. L., & Patel, C. (2020). The culture is prevention project: Measuring culture as a social determinant of mental health for native/indigenous peoples. *American Indian and Alaska Native Mental Health Research*, 27(1), 86-111.

Evans, W., & Davis, B. (2018). Exploring the Relationship Between Sense of Coherence and Historical Trauma Among American Indian Youth. *American Indian and Alaska Native Mental Health Research*, 25(3), 1-25.

Townsend, C. K., et al. (2016). The PILI@ Work Program: a translation of the diabetes prevention program to Native Hawaiian-serving worksites in Hawaii. *Translational behavioral medicine*, 6(2), 190-201.

Week 13 April 15	Community, structural, and policy interventions Course Summary	<p>WATCH THIS BEFORE CLASS: PBS Cooked: Survival by Zipcode (56 minutes)</p> <p>READ:</p> <ol style="list-style-type: none"> Williams, D. R., & Cooper, L. A. (2019). Reducing Racial Inequities in Health: Using What We Already Know to Take Action. <i>International journal of environmental research and public health</i>, 16(4), 606. Butler, S.M. (12/9/2020). Achieving an equitable national health system for America. The Brookings Institute. Wexler, L. (2014). Looking across three generations of Alaska Natives to explore how culture fosters indigenous resilience. <i>Transcultural psychiatry</i>, 51 (1), 73-92. De Trinidad Young, M. E., & Wallace, S. P. (2019). Included, but Deportable: A New Public Health Approach to Policies That Criminalize and Integrate Immigrants. <i>American journal of public health</i>, 109(9), 1171-1176. <p style="text-align: center;">ATTEND: Zoom Session April 15th, 9-12</p> <p style="text-align: center;">ASSIGNMENT: OPTIONAL READING REFLECTION DUE NLT 5PM TUESDAY APR. 13TH</p>
<p>LEARN MORE:</p> <p>Golub, M., et al. (2011). A community mobilizes to end medical apartheid. <i>Progress in community health partnerships: research, education, and action</i>, 5(3), 317-325.</p> <p>Assari, S. (2018). Health disparities due to diminished return among black Americans: Public policy solutions. <i>Social Issues and Policy Review</i>, 12(1), 112-145.</p> <p>Main, E. K., Markow, C., & Gould, J. (2018). Addressing maternal mortality and morbidity in California through public-private partnerships. <i>Health Affairs</i>, 37(9), 1484-1493.</p> <p>McElfish, P. A., et al. (2019). Diabetes disparities and promising interventions to address diabetes in native Hawaiian and Pacific Islander populations. <i>Current diabetes reports</i>, 19(5), 19.</p>		
<p>HEALTH DISPARITY ASSIGNMENT DUE: NLT 11:59 pm FRIDAY April 23RD</p>		

C. Assignments

Course Assignments/Due Dates	Description	Percent of Overall Grade
<p>Participation, preparation, and engagement</p> <p>Ongoing throughout semester.</p>	<p>Participation in discussion and class activities are opportunities to practice public speaking and persuasive skills, as well as the ability to listen effectively and contribute to the efforts of the group.</p>	<p>10%</p>
<p>Positionality Statement, Learning Goals & Professional Inventory</p> <p>Submit PDF to Canvas site NLT Friday February 5th 11:59pm</p>	<p>This reflection assignment incorporates participants' knowledge and perspectives and personal and professional identities in relation to health disparities/inequities affecting various population groups. Participants are asked to consider their: 1) social positions, identities, privileges and stakeholder status(es) in relation to racial and ethnic health disparities/inequities and 2) articulate a critical reflection on and application of Social Work competencies, ethics and values in relation to professional social work roles.</p>	<p>20%</p>

<p>Five (5) Structured Reading Reflections and Analysis</p> <p>Submit PDF to Canvas course site NLT 5pm Tuesday for the selected week.</p> <p>Everyone is required to complete the Reading Reflection for Tuesday February 9th</p>	<p>The Reading Reflection/Analysis assignment is meant to: 1) facilitate understanding the theories, frameworks, terms, concepts and research findings, 2) encourage active incorporation of this material within the context of your prior knowledge and experiences, 3) connect reading content to professional practice and Reflection/Analysis competencies, and 4) serve as a framework for class discussions.</p>	<p>25%</p>
<p>Class Facilitation</p> <p>For an assigned Thursday session.</p>	<p>Participants will co-lead/facilitate one (1) class discussion based on a topic for a designated week. Specific assignment guidelines will be provided.</p>	<p>15%</p>
<p>Culminating Synthesis and Analysis Assignment</p> <p>Submit PDF to Canvas course site NLT 11:59pm FRIDAY April 23RD</p>	<p>Participants are required to analyze and synthesize information concerning a specific health disparity/inequity, identify a population group affected by that health disparity, and discuss specific strategies (at the individual, family, community, organizational, societal and/or policy levels) to address the health disparity. The format for this assignment is a Health Disparity/Equity Brief. Specific assignment guidelines will be provided.</p>	<p>30%</p>

d. Attendance and participation in the Zoom context

The class meets via Zoom on Thursdays from 9-12. The class format includes lectures and class discussions based on assigned readings and small group activities and exercises. Students are responsible for being active participants and are expected to introduce relevant issues and engage in critical discussion of topics that are the focus of each class. Participants will present and engage in critical discussion of their own emergent practice and/or research interests and approaches.

To accommodate the Zoom context (cognitive challenge, fatigue), a portion of the class material will be provided asynchronously. For example, documentary films, videos or podcasts are assigned (in coordination with specific class readings) that can be viewed/listened to at a time convenient to you. These films/videos/podcasts are listed in the syllabus as **WATCH BEFORE CLASS**. Given this adjustment, the class will typically meet for 2 hours from 9-11am; the final third hour will be reserved for individual meetings and consultations, as needed.

Regular attendance and participation in discussions of the readings and activities is expected. If you are unable to attend the Zoom class (e.g., illness, professional activity, religious observance, personal emergency, internet or other access issues) please let me know, when possible at least 24 hours before an expected absence, or within 24 hours of an unexpected absence/emergency). Note: If you are absent from class, you are still responsible for any assignments due that day. Please review the Policy on Class Attendance found in the MSW Student Guide.

Finally, it's my aspiration that we come together as co-learners and participants and together develop an intentional co-learning and collaborative environment. In this space, we can share our current understandings and knowledge of the content area and gaining new knowledge and perspectives on health disparities/inequities and our roles as social workers in the health professions.

e. Health-related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a Doctor's note) for medical excuses is not required.

f. Grading

Both content and format will be considered in evaluating written assignments. Content is more heavily weighted in grade assignment, however adhering to assignment format and professional presentation are also important. Each assignment carries a specific number of potential points and will be evaluated by rubric. Determination of the overall course grade is based on the total points earned from written assignments and class participation.

A or A- Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. Differences are based on the degree to which these skills are demonstrated.

B+ Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.

B Mastery of subject content at level of expected competency - meets course expectations

B- Less than adequate competency but demonstrates student learning and potential for mastery of subject content.

C+, C or C Demonstrates a minimal understanding of subject content. Significant areas need improvement to meet course requirements.

E Assignment fails to demonstrate minimal understanding of subject content.

g. Writing skills and expectations

Strong writing and communication skills are essential to students' academic success and professional career. You must use the professional literature to support your presentation of material. You need to use multiple sources and synthesize them. Do not rely on direct quotations from your sources; instead summarize them in your own words. You may find it useful to have someone who is unfamiliar with your topic read your paper before you turn it in. An outside reader can tell you if your writing is not clear, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful tools, but not as reliable as a human reader. Writing Coordinator School of Social Work assists students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact: SSW Writing Assistance Career Services Phone: (734) 763-6259 Email: ssw-cso@u.mich.edu Online Writing Resources include:

<http://owl.english.purdue.edu/workshops/hypertext/apa/index.html>

<http://www.wisc.edu/writing/Handbook/DocAPA.html>

<http://www.lib.msu.edu/harris23/generaVcitation.htm>

h. Class Recording and Course Materials

Live Zoom sessions will be recorded and posted on Canvas for those who are unable to attend, including those with unstable internet or other accessibility concerns. The recording will only be shared with students who are enrolled in the course. If you do not wish to be recorded, you may opt to keep your camera off, participate by audio or chat-function only, and change your name in Zoom to a pseudonym.

Audio and video recording of in-class lectures and discussions by anyone else is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

i. Student conduct, academic integrity and plagiarism

The conduct of a student registered or taking courses offered by the School of Social Work should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience. Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student's own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct.

Plagiarism - not referencing another's words or ideas - is a violation of academic integrity and will be grounds for failure on an assignment. In addition, papers that are completed for another course are not acceptable and will be assigned 0 points.

j. Administrative Issues

Office Hours and Communication. I am generally available for late morning and early afternoon meetings on Tuesdays. If you wish to schedule a meeting with me, please send an email requesting an appointment. However, if you are not able to meet on those days, we can arrange a day/time to meet. I am most readily accessible via email (chatters@umich.edu). I attempt to respond to emails in a timely manner. In order to respond more effectively to your requests, make your emails explicit and clear in identifying who you are (email addresses are often cryptic) and indicating the nature of your inquiry and/or request.

k. Diversity, Equity and Inclusion and Classroom Climate

Building Justice, Equity and Inclusion in the Course, because Justice, equity and inclusion don't just happen. In this class, we recognize the historical and contemporary expressions of social discrimination globally and locally and seek to promote and extend opportunities for members of all groups that experience such marginalization. We commit to developing the institutional and classroom mechanisms and norms necessary to promote the values of justice, diversity, equity, and inclusion, both inside and outside the classroom.

Diversity, Equity, and Inclusion Statement

The University of Michigan School of Social Work seek to create and disseminate knowledge with the aim of preventing disease and promoting the health of populations worldwide. We recognize the histories of social discrimination globally and seek to promote and extend opportunities for members of all groups that historically have been marginalized. We commit to developing the institutional mechanisms and norms necessary to promote the values of diversity, equity, and inclusion, both inside and outside our classrooms. To this end, we uphold expectations that all courses will (1) be inclusive, (2) promote brave discussions, (3) follow multicultural ground rules and (4) abide by UM policies and procedures.

Inclusive courses, are those in which teachers and learners co-create and co-sustain environments that support and encourage all members to participate equitably. See <http://crlt.umich.edu/multicultural-teaching/inclusive-teaching-strategies>

Brave (rather than safe) discussions promote diversity and social justice learning by acknowledging dynamics of oppression and privilege both inside and outside the classroom. Read more at: <http://ssw.umich.edu/sites/default/files/documents/events/colc/from-safe-spaces-to-brave-spaces.pdf>

Class Norms and Behaviors

Michigan Statement on Civility

The University of Michigan is a leader in education, research, and patient care. To sustain that leadership, we promote a healthy social and emotional work culture. We value all members of our community, and we know that a civil and considerate environment is integral to the health and well-being of students, faculty, and staff. The purpose of this statement is to foster good relationships throughout the University community.

We aspire to treat each other well, by adopting the following attitudes and behaviors:

Choose kindness. Always treat each other with consideration and respect, whether in person, on the phone, over email, or on social media.

Think the best. Assume we are all trying to do the right thing. Put yourself in the other person's shoes and be flexible and patient with others.

Act in a supportive way. Encourage each other. Acknowledge each other's contributions, and lend a hand when others need help. Be inclusive and welcoming.

SENSITIVE CONTENT This course deals with health disparities and inequities that may be challenging and sensitive for class participants. Assignments and class activities require that we examine our own personal histories and current action and critically examine our personal assumptions and experiences regarding "race" and ethnicity. I regard any information contained in assignments as strictly confidential and it will not be shared or discussed with anyone. Personal information shared during class sessions is similarly

regarded as confidential unless otherwise indicated. Each participant should understand and respect their own personal boundaries and comfort level concerning the information that they choose or decline to share in assignments and class sessions.

l. Accommodations for Students with Disabilities

If you think you need an accommodation for a disability, please let me know early in the term. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734-763-3000; <http://ssd.umich.edu>) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

m. Religious Holidays and Academic Conflicts

From the Provost's Office: Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence.

Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Such notice must be given by the drop/add deadline of the given term. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course. Should disagreement arise over any aspect of this policy, the parties involved should contact the Department Chair, the Dean of the School, or the Ombudsperson. Final appeals will be resolved by the provost.