Racism and Public Health: Social Epidemiologic Approaches
Thursdays 3-6pm
Room 41-268

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Course Format (4 Credits)
This seminar meets once a week for three hours per class session. Lecture, discussion and in-class group activities.

Course Texts
Required
- Selected Articles

Optional

Prerequisites
Completion of coursework in basic and intermediate statistics through introductory linear regression is required. Completion of coursework in introductory logistic regression is recommended but not required.

Course Orientation
This course integrates social epidemiologic methods and critical approaches to the study of racial stratification and public health. The course focuses on (1) conceptualizing racism-related factors as societal determinants of health; (2) building methodological competence for conducting research on racism as a social determinant of health; and, (3) developing critical self-consciousness to better understand how one’s racial- or racism-related perspectives and experiences might inform his/her research or practice. The course focuses primarily on research in which racism is considered a social determinant of health; however, practice implications may also be incorporated into class discussion and journal entries.
Course Objectives
Upon conclusion of this course, participants should be able to do the following:
1. Identify specific mechanisms by which racism may influence health outcomes
2. Articulate how one’s experiences with and perceptions about racial stratification might inform their public health research and practice
3. Identify ways to address racial inequities through public health practice
4. Define three social epidemiologic considerations for studying racism and health

Course Competencies
Through the course, students should develop competencies in each of the following areas as recommended by the Association of Schools of Public Health (ASPH).

<table>
<thead>
<tr>
<th>ASPH Competency</th>
<th>Course Objective</th>
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<tbody>
<tr>
<td><strong>Social and Behavioral Sciences Competencies</strong></td>
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<tr>
<td>• Describe the role of social and community factors in both the onset and solution of public health problems.</td>
<td>1, 3, 4</td>
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<tr>
<td>• Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.</td>
<td>3</td>
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<tr>
<td>• Identify the causes of social and behavioral factors that affect health of individuals and populations.</td>
<td>1, 4</td>
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<tr>
<td><strong>Diversity and Culture Competencies</strong></td>
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<tr>
<td>• Describe the roles of, history, power, privilege and structural inequality in producing health disparities.</td>
<td>1</td>
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<td>• Explain why cultural competence alone cannot address health disparity</td>
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<td><strong>Systems Thinking Competencies</strong></td>
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<tr>
<td>• Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems</td>
<td>3</td>
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</tbody>
</table>

Grades and Evaluation
Course grades will be determined on the basis of the following assignments:

- **Class Participation** (20%) – Because of the nature of the class, it is essential that class members collectively discuss and respectfully debate the ideas raised throughout the course. Guidelines for doing so in a manner that is both respectful of others’ contributions and grounded in the work (i.e., not just opinion) will be provided on the first day of class. Students are expected to have completed all required readings before class and to contribute to class discussions based on them, except for the first day of class.

- **Facilitation of Journal Club** (25%) – The last portion of each class session will serve as a student-led journal club during which we collectively work through the contents and implications of optional readings. Each student is responsible for facilitating or co-facilitating one journal club. Students will sign up for the journal club sessions they wish to facilitate at the first class.

- **Reflective Journal** (20%) – All students will keep a journal in which they integrate the readings, the material discussed in class sessions, and their own personal reflections and experiences relative to racism as a social determinant of health. Journals must be kept up to date and, except for the first and third assignments, are due at the BEGINNING of each designated class session.
Journals are not graded based on whether or not they reflect the professor’s or other students’ thoughts; therefore, students should express themselves freely in them. Although students may volunteer to share the contents of their journal entries during class discussions, the professor will hold all journal contents confidential and will not share any student’s journal contents with the class or with other students without prior consent of the student.

- **Final Paper (35%)** – Students will submit a 10-page concept paper during the final exam period of the quarter. The purpose of the paper is to integrate knowledge gained from throughout the quarter. The paper will specify a racism-related research question, provide the rationale for conducting the research, describe the proposed study’s methods and discuss key challenges to conducting the research.

**Additional Notes**
- **Late assignments** - All assignments except the final paper must be submitted before the official start of class on the assigned due date. The final paper is due as indicated in this syllabus. Late assignments will be docked five points per day late. Assignments submitted on the assigned due date, but after the start of class will be docked five points.

- **Pop Quiz** – The Instructor reserves the right to administer a pop quiz at any time during the course if deemed necessary to assess preparedness for class and/or command of the material. Quiz results will be included in the final grade.

- **Readings** – The Instructor reserves the right to add, remove or change assigned readings at any time during the course if deemed appropriate.

- **Laptops** – Laptops, ipads and other electronic devices may be used for course purposes during lectures, but are not permitted during class discussions, seminars or journal clubs. Failure to honor this requirement will affect the class participation score.

- **Honor code** – Students are expected to uphold the UCLA honor code in completing all assignments.

- **Assignment format** – Please double space all papers and use 1-inch margins.

- **Submitting assignments** – Assignments may be submitted by email or by bringing a paper copy to class.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS/ACTIVITIES</th>
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<tbody>
<tr>
<td><strong>UNIT 1: INTRODUCTION and CONCEPTUAL CONSIDERATIONS</strong></td>
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</tbody>
</table>
| 1 | Oct 2 | INTRODUCTION AND COURSE OVERVIEW | **Required:**  
• (Jones 2000)  
• (Krieger 2008)  
• (Jones 2001)  
• (Oakes and Kaufman 2006) Ch 1  
**Optional:**  
• (Krieger 2001)  
• (Williams 1999)  
• (Herman 1996) | |
| 2 | Oct 9 | RACING POPULATIONS  
- OMB Categories  
- Intersecting social categories  
- Whiteness  
SOCIAL EPIDEMIOLOGIC APPROACHES | **Required:**  
• (National Research Council 2004) Ch 2-4, 10  
• (Ford and Harawa 2010)  
• (Oakes and Kaufman 2006) Ch 2  
**Optional:**  
• (Ford, Whetten et al. 2007)  
• (Krysan and Lewis 2004) Chs 1, 5, 6 | **Film:** Race The Power of an Illusion (2 hours)  
**Journal 1 Assigned** |
| **UNIT 2: RACIALIZATION AND HEALTH INEQUITIES: SELECTED MECHANISMS** | | | |
| 3 | Oct 16 | INTRAPERSONAL FACTORS  
- Perceived discrimination  
- Internalized racism  
- Intersectionality  
- Life-course/intergenerational effects  
INTERPERSONAL FACTORS  
- Interpersonal discrimination | **Required:**  
• (National Research Council 2004) Chs 8-9  
• (Jones, Truman et al. 2008)  
• (Mays, Cochran et al. 2007)  
**Optional:**  
• (Viruell-Fuentes 2011)  
• (Nuru-Jeter, Dominguez et al. 2009) | **Journal 1 DUE** |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required</th>
<th>Optional</th>
<th>Notes</th>
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<tbody>
<tr>
<td>4</td>
<td>Oct 23</td>
<td>SOCIOECONOMIC FACTORS CUMULATIVE EFFECTS</td>
<td>Required:</td>
<td>Optional:</td>
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<td>(National Research Council 2004) Ch 11</td>
<td>(Oakes and Rossi 2003) Ch 3</td>
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<td>(Kaufman, Cooper et al. 1997)</td>
<td>(Nazroo 2003)</td>
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<td>5</td>
<td>Oct 30*</td>
<td>PLACE EFFECTS</td>
<td><strong>Required:</strong></td>
<td><strong>Optional:</strong></td>
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<td>(Williams and Collins 2001)</td>
<td>(Viruell-Fuentes, Miranda et al. 2012)</td>
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<td>(Acevedo-Garcia 2000)</td>
<td>(Massey and Denton 1993)</td>
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<td></td>
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<td>(Oakes and Kaufman 2006) Ch 9</td>
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<td>6</td>
<td>Nov 6*</td>
<td>STRUCTURAL AND HISTORICAL FACTORS</td>
<td><strong>Required:</strong></td>
<td><strong>Optional:</strong></td>
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<td></td>
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<td>(Bonilla-Silva 1996)</td>
<td>(Thomas and Thomas 1999)</td>
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<td>(Gee and Ford 2011)</td>
<td>(Gee and Payne-Sturges 2004)</td>
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<td>(Heart, Chase et al. 2011)</td>
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<td>7</td>
<td>Nov 13</td>
<td>RACISM METHODS I</td>
<td><strong>Required:</strong></td>
<td><strong>Optional:</strong></td>
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<td></td>
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<td>Causal inference</td>
<td>(Smedley, Stith et al. 2002) Ch 7</td>
<td>(Kagawa-Singer 2006)</td>
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<td></td>
<td></td>
<td>Data sources</td>
<td>(Krieger 1994)</td>
<td>(Kaplan 2004)</td>
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<td></td>
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<td>Study design</td>
<td>(Earp and Ennett 1991)</td>
<td>(Fleischer and Diez Roux 2008)</td>
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<td></td>
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<td>(Krieger 2014)</td>
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<td>Date</td>
<td>Topic</td>
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<td>8 Nov 20</td>
<td>RACISM METHODS II Measures Analysis</td>
<td>(Heeringa, Wagner et al. 2004)</td>
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<td>Class Exercise: Planning a research study</td>
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<tr>
<td>9 Dec 4</td>
<td>RACISM METHODS III Interpreting data</td>
<td>(National Research Council 2004) Ch 7</td>
<td>(Oakes and Rossi 2003)</td>
<td>Journal 3 Assigned:</td>
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<tr>
<td></td>
<td>Reporting findings</td>
<td>(Williams 1996)</td>
<td>(Ford and Airhihenbuwa 2010) SS&amp;M</td>
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<td>Future research directions</td>
<td>(Krieger 1999)</td>
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<td>Medical racism</td>
<td>(Wing 1998)</td>
<td>(Ford and Airhihenbuwa 2010) AJPH</td>
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<td>Healthcare system</td>
<td>(Kagawa-Singer 2000)</td>
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<td>Combating racism through practice</td>
<td>(Oakes and Andrade 2014)</td>
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<td>(Smedley, Stith et al. 2002) Chs 2, 8</td>
<td>FINAL PAPER DUE:</td>
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<td></td>
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<td>(Griffith, Yonas et al. 2010)</td>
<td>12:00 PM noon on Thursday, December 18th, 2014</td>
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<td></td>
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<td>(Fleischer, Weber et al. 2006)</td>
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<td>(Northington Gamble 1997)</td>
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*Dr. Ford out of town


* Please note: readings may be revised throughout the semester if deemed necessary and appropriate.


