

**CHS 296, Section 2: We Gon' Be Alright:**  
**Addressing Racism and Anti-black Violence as a Public Health Crisis**

**Spring Quarter, 2016**

**Class time:** Thursdays, 4-5:50pm

**Room:** CHS 41-235

**Facilitators:** Amelia Fay-Berquist, Nicole Garcia, Elida Ledesma, Sally Saleh, Saron Selassie, Sarah Jane Smith, Marisol Torres

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**Website:** <https://ccle.ucla.edu/course/view/16S-COMHLT296-2>

**Goal:** The goal of this course will be to deeply understand how systemic racism, white supremacy, and anti-black violence create and sustain unequal health outcomes for Black peoples in the U.S. Students will examine historical and current events through an intersectional framework, allowing for critical analysis and the application of praxis-based public health.

**Course Description:** Utilizing an intersectional framework to examine the current state of systemic injustice and inequality through an array of social identity lenses, this course will disentangle the historical legacies of racism and anti-black violence in this country to inform students' public health practice. This course will equip students with the tools to identify, challenge, and address racism within their public health practice, and its impact on the health statuses of communities of color. Students will engage in readings, class activities, and assignments that will deepen their understandings of the fundamental causes of health disparities in the United States.

**Core Competencies:**

1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice. (B1)
2. Identify the causes of social and behavioral factors that affect health of individuals and populations. (B2)
3. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions. (B4)
4. Describe the role of social and community factors in both the onset and solution of public health problems. (B6)
5. Describe the merits of social and behavioral science interventions and policies. (B7)
6. Apply ethical principles to public health program planning, implementation and evaluation. (B9)
7. Identify and explain how social, cultural, and behavioral factors affect the health of individuals, communities and populations. (H3)

8. Describe how health inequities are related to historical and contemporary structural inequities in power and privilege. (H4)
9. Recognize when existing approaches may not be culturally appropriate for a particular population and to collaborate with communities and others to design, implement and evaluate more suitable health programs. (H6)
10. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities. (F5)
11. Identify public health programs and strategies that are responsive to the diverse cultural values and traditions of the communities being served. (F7)
12. Engage in dialogue and learning from others to advance public health goals. (F8)
13. Demonstrate team building, negotiation, and conflict management skills. (F9)
14. Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems. (F16)

**Learning Objectives:** Upon completion of the course students should be able to:

1. Describe the roles of history, power, privilege and structural inequality in producing health disparities in the US (B1, B2, B6, B9, F16, H4);
2. Acquire the language to engage in dialogue about racism's impact on health (F5, F8, F9, H3);
3. Describe the pathways by which anti-Black violence impacts health (F16);
4. Produce synthesized reflection papers on critical topics related to racism as a public health crisis (B1, B2, B6, F7, F16)
5. Develop a familiarity with Critical Race Public Health praxis as developed by Dr. Chandra Ford and Dr. Collins O. Airhihenbuwa (B1, B7)
6. Develop a rigorous conceptual model that will trace and explain the fundamental cause of a health disparity (B6, F5)
7. Discuss ethical considerations for clinical care and public health practice as a way to support community agency (B4, B9, H6)

(link to competencies)

**Course Format:** This will be a seminar course where weekly class meetings will be centered on engaging in discussions on readings and participating in group activities. Weekly readings will include 3 articles related to the week's theme. Class activities will include community-building exercises, group breakouts, and guided conversations and debate on anti-black violence as a public health crisis.

**Course Facilitators:** 1-2 facilitators will be responsible for the leading each class session, as is outlined in the *Course Schedule* section of this syllabus. However, all 7 facilitators will attend every class, will collectively grade course assignments, and will be working together to ensure successful course execution.

**Course Requirements:** Students should be FSPH students or obtain a PTE provided by course facilitators. Students outside of FSPH are encouraged to email the facilitators a few sentences as to why they would like to take the course and a PTE will then be provided (granted class is not full).

**Course Assignments:**

1. *Two* reflective responses and *two* reading questions: During Week 1, the class will be divided into two groups to complete a series of reflection and discussion-based assignments that will be completed throughout the quarter. Sample questions will be posted to the CCLE course website in week 1 to provide guidance on expectations for students’ reading questions.
  - a. Group 1: During weeks 2 & 6, each individual in this group will be responsible for posting a critical question to the class CCLE discussion board that arose for them during the week’s reading. During weeks 4 & 8, this group will be responsible for writing a 300-word reflective response to 1 of the questions posed by Group 2 members.
  - b. Group 2: During weeks 2 & 6, each individual in this group will be responsible for writing a 300-word reflective response to 1 of the questions posed by Group 1 members. During weeks 4 & 8, this group will be responsible for posting a critical question to the class CCLE discussion board that arose for them during the week’s reading.
  
2. Current event paper
  - a. During Week 4, students will be required to write a 2-page paper on a current event related to anti-black violence from the perspective of those affected by the incident. This paper is intended to assist students in thinking more deeply about, and understanding experiences outside of their own, in consideration of the material and narratives introduced and explored in the course throughout the quarter, and specifically of racism as a system of violence and not just individual incidents. Students must submit the topic for their current event by week 3 via email. The current event should be within the last 3-6 months.
  
3. Final paper (4-5 pages)
  - a. Students will write a paper grounded in the course material and create a conceptual model that illustrates their understanding of *why* their chosen health disparity is a result of racism and how they will go about unearthing the fundamental causes of that health issue, whether it is in research, direct services, policy, or program planning.
  - b. **Students will submit their paper and conceptual model on the class CCLE website on June 7th, at 5:00 P.M.**

<u>Assignment</u>	<u>Due Date</u>
Reading Question - <i>Group 1</i>	Week 2 - Sunday April 3rd at 4:00 P.M.
Reflective Response - <i>Group 2</i>	Week 2 - Thursday April 7 at 4:00 PM
Current Event Topic - via Email	Week 3 - Thursday April 14th at 4:00 P.M.
Reading Question- <i>Group 2</i>	Week 4- Sunday April 17th at 4:00 P.M.

Reflective Response - <i>Group 1</i>	Week 4 - Thursday April 21st at 4:00 P.M.
Current Event Paper	Week 4 - Thursday April 21st at 4:00 P.M.
Reading Question - <i>Group 1</i>	Week 6 -Sunday May 1st at 4:00 P.M.
Reflective Response - <i>Group 2</i>	Week 6 - Thursday May 5th at 4:00 P.M.
Reading Question - <i>Group 2</i>	Week 8- Sunday May 15h at 4:00 P.M.
Reflective Response- <i>Group 1</i>	Week 8 - Thursday May 19th at 4:00 P.M.
Concept Model In-Class Peer Review	Week 10 - June 2nd at 4:00 P.M.
Final Paper	Finals Week - June 7th at 5:00 P.M.

Specific details on the paper assignments will be provided separately.

**Reflections, Current Event & Final Paper Format**

- All papers must be double-spaced, Times New Roman or Calibri font, and include 1” margins. Please include your student ID as a header and page number at the bottom. Citations can be in either APA or AMA format.
- References are not included in the page limit.

**Performance Evaluation and Grading Policy:**

- In-class Participation: 30 points
- Final Paper: 40 points
- Two Questions: 10 points (5 points per question)
- Two Reflective Responses: 10 points (5 points per response)
- Current event paper: 10 points

**Total Points: 100**

The final class is graded on a Satisfactory/Unsatisfactory basis. Students who earn 78% or higher across all the assignments receive a satisfactory grade.

Participation will be assessed by the facilitators on a weekly basis. You will receive a “1” if you speak in class and follow the ground rules. If are absent, don’t speak, or violate the ground rules, you will receive a “0” for that session.

Assignments that are up to 24 hours late will lose 20% of their points. Assignments later than 24 hours will not be accepted unless there is documentation of a medical emergency. Assignments that do not follow directions will not receive partial credit. A rubric will be provided with each assignment for your reference.

**Expectations & Class Ground Rules:**

We respectfully ask you to:

- Come to class **on time**:
  - Students who are repeatedly late, or are absent for more than two sessions, may not pass the course. If there are special circumstances please, come talk to us right away.
- Come to class **prepared**, having completed reading assignments prior to class;
- Feel welcome to share your **experience/ask questions**
- **Respect the Person, challenge the idea**
- Speak from the place of **“I”**:
  - We all come from different backgrounds and experiences that shape how we experience the world we live in. It can be problematic when we universalize our experience by saying “we,” assuming we all face the same struggles, have the same backgrounds, or see the world similarly. By speaking from personal experience, you both validate the importance of your experience in the world, while leaving room for others to self-identify theirs.
- **Step up/ step back**:
  - If you’re someone who tends to speak a lot, or take up a lot of space, we want to ask that you’re aware of how much space you take up. If you’re someone who usually has a hard time speaking up, we want to encourage you to speak and have your voice and opinions be heard. Our hope is that everyone will speak in class and contribute to dialog; we just want to be sensitive to us creating room for everyone to be heard, which is essential for good, critical dialog. Facilitators will also be mindful of this since we want to engage in dialogue and conversations versus being didactic.

*“One of the most positive outcomes is a commitment to ‘radical openness,’ the will to explore different perspectives and change one’s mind as new information is presented” - bell hooks*

## Course Schedule

Students will read, reflect and critically think about several readings per week as follows.

### **3/30 - Week 1: Class Introductions, Defining the Terms, Introduction to Conceptual Models**

**Facilitators: Nicole Garcia, Sarah Jane Smith**

#### **Readings:**

1. Jones, CP. Confronting Institutionalized Racism. *Phylon*. 2002. 50(1/2):7-22. <http://doi.org/10.2307/4149999>
2. Earp J a, Ennett ST. Conceptual models for health education research and practice. *Health Educ Res*. 1991;6(2):163-171. doi:10.1093/her/6.2.163.
3. Jee-Lyn García J, Sharif MZ. Black Lives Matter: A Commentary on Racism and Public Health. *Am J Public Health*. 2015;105(8):e27-e30. doi:10.2105/AJPH.2015.302706.

### **4/7 - Week 2: Intersectionality/Critical Race Theory/Race as a Social & Cultural Construct**

**Facilitator: Amelia Fay-Berquist, Saron Selassie**

#### **Readings:**

1. Bowleg L. The problem with the phrase women and minorities: intersectionality-an important theoretical framework for public health. *Am J Public Health*. 2012;102(7):1267-1273. doi:10.2105/AJPH.2012.300750.
2. Ford CL, Airhihenbuwa CO. The public health critical race methodology: praxis for antiracism research. *Soc Sci Med*. 2010;71(8):1390-1398. doi:10.1016/j.socscimed.2010.07.030.
3. Gravlee CC. How race becomes biology: embodiment of social inequality. *Am J Phys Anthropol*. 2009;139(1):47-57. doi:10.1002/ajpa.20983.

### **4/14 - Week 3: Historical Legacies**

**Facilitators: Elida Ledesma, Saron Selassie**

#### **Readings:**

1. Gamble, Vanessa Northington. "Under the shadow of Tuskegee: African Americans and health care." *American journal of public health* 87.11 (1997): 1773-1778.
2. TBD

#### **Recommended Readings:**

1. Washington, Harriet A. *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*. New York: Doubleday, 2006. (Chapter 2)

### **4/21 - Week 4: Police Brutality & Public Health**

**Facilitator: Amelia Fay-Berquist, Saron Selassie**

**Current Event Paper DUE by beginning of class.**

#### **Readings:**

1. Chaney C, Robertson, RV. Racism and Public Health in America. *Journal of African American Studies*. 2013. 17(4):480-505. doi: 10.1007/s12111-013-9246-5

2. Krieger N, Chen JT, Waterman PD, Kiang M V, Feldman J. Police Killings and Police Deaths Are Public Health Data and Can Be Counted. *PLoS Med.* 2015;12(12):e1001915. doi:10.1371/journal.pmed.1001915.
3. Current event: Natasha McKenna
  - Reading source TBD

#### **4/28 - Week 5: Violence & Incarceration**

**Facilitator: Elida Ledesma, Marisol Torres, Danielle Dupuy, Guest Speaker, CHS PhD.**

**Candidate**

**Readings:**

1. Hetey RC, Eberhardt JL. Racial disparities in incarceration increase acceptance of punitive policies. *Psychol Sci.* 2014;25(10):1949-1954. doi:10.1177/0956797614540307.
2. Roberts D. The Social and Moral Cost of Mass Incarceration in African American Communities. *Fac Scholarsh.* January 2004.  
[http://scholarship.law.upenn.edu/faculty\\_scholarship/583](http://scholarship.law.upenn.edu/faculty_scholarship/583).

#### **5/5 - Week 6: Reproductive Justice**

**Facilitator: Sarah Jane Smith, Marisol Torres**

**Readings:**

1. Ross L. Understanding Reproductive Justice. *Understanding Reproductive Justice.* Available at: <http://www.trustblackwomen.org/our-work/what-is-reproductive-justice/9-what-is-reproductive-justice>. Accessed February 28, 2016.
2. Roberts, Dorothy. "Reproductive Justice, Not Just Rights." *Dissent* 62.4 (2015): 79-82.

#### **5/12 - Week 7: Built Environment/Housing/Employment/Education**

**Facilitators: Nicole Garcia, Amelia Fay-Berquist**

**Readings:**

1. Williams DR, Collins C. Racial residential segregation: a fundamental cause of racial disparities in health. *Public Health Rep.* 2001;116(5):404-416. doi:10.1093/phr/116.5.404.
2. Jones NH. Segregation Now: Investigating America's Racial Divide. *Pro Publica Inc.* <https://www.propublica.org/article/segregation-now-full-text>. Published April 16, 2014.
3. DeParle J. *American Dream: Three Women, Ten Kids, and a Nation's Drive to End Welfare.* Penguin Books; 2005. (Select chapters)

#### **5/19 - Week 8: Food Justice/Nutrition/Chronic Disease**

**Facilitators: Nicole Garcia, Sally Saleh**

**Readings:**

1. Eisenhauer E. In poor health: Supermarket redlining and urban nutrition. *GeoJournal.* 53(2):125-133. doi:10.1023/A:1015772503007.
2. Firth, Jeanne. Healthy Choices and Heavy Burdens: Race, Citizenship and Gender in the 'Obesity Epidemic'. *Journal of International Women's Studies.* 2012. 13(2), 33-50.

#### **5/26 - Week 9: Tools for Practice & Praxis**

**Facilitator: Elida Ledesma**

**Readings:**

1. Zuberi T, Bonilla-Silva E, eds. *White Logic, White Methods: Racism and Methodology*. Rowman & Littlefield Publishers; 2008. (Chapter 9)
2. Lupton D. The pedagogy of disgust: the ethical, moral and political implications of using disgust in public health campaigns. *Crit Public Health*. 2014;25(1):4-14. doi:10.1080/09581596.2014.885115.

**Recommended Readings:**

1. Zuberi T. *Thicker Than Blood: How Racial Statistics Lie*. 1st ed. University of Minnesota Press; 2003. (Chapter 6)

**6/2 - Week 10: Strategies for Change**

**Facilitator: Amelia Fay-Berquist**

**Readings:**

1. Coates T-N. The Case for Reparations. *Atl*. June 2014.  
<http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>.

Class activity: Peer-reviewing conceptual models

**Week 11/Finals Week: Final paper must be submitted via CCLE class website on June 7th at 5:00 P.M.**