Racism and Public Health: Social Epidemiologic Approaches
Room CHS 61-235
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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
- Course Reading Packet/Reserve

Recommended

Optional

Prerequisites
Bio 100B or equivalent
Completion of coursework in basic and intermediate statistics through linear regression is required. Completion of coursework in 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 conducting research on 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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<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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<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, 2</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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<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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Grades and Evaluation
Course grades will be determined on the basis of the following assignments:

- **Class Participation** (10%) – 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** (15%) – 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.

- **Practice Applications Paper (20%)** – Students will submit a five-page paper discussing how as future practitioners they can identify and address racial inequities using public health practice or interventions targeting multiple levels of the socioecologic framework.

- **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.
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<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS/ACTIVITIES</th>
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</table>
| INTRODUCTION and CONCEPTUAL CONSIDERATIONS | 1 Apr 4 | INTRODUCTION AND COURSE OVERVIEW  
IS RACISM A PUBLIC HEALTH ISSUE?  
DEFINING RACISM | Required:  
- (Jones 2000)  
- (Krieger 2008)  
- (Jones 2001)  
Optional:  
- (Krieger 1987)  
- (Williams 1999)  
- (Herman 1996) | DUE: Journal 1 |
| 2 Apr 11 | RACE-ING POPULATIONS  
- OMB Categories  
- Intersecting Social Categories  
- Whiteness  
SOCIAL EPIDEMIOLOGIC APPROACHES | Required:  
- (National Research Council 2004) Ch 2-4, 10  
- (Morning 2009)  
- (Muntaner 1999)  
Optional:  
- (Ford and Harawa 2010)  
- (Oakes and Kaufman 2006) Chs 1-2, 4  
- (Ford, Whetten et al. 2007)  
- (Krysan and Lewis 2004) Ch 6, 10  
- (Gravlee 2009) | Film: Segments of Race The Power of an Illusion (2 hours) |
| 3 Apr 18 | PRACTICE/INTERVENTIONS  
- Medical racism  
- Healthcare system  
- Combating racism through practice | Required:  
- (Smedley, Stith et al. 2002) Chs 3-4  
- (Griffith, Mason et al. 2007)  
Optional:  
- (Northington Gamble 1997)  
- (Smedley, Stith et al. 2002) Ch 2 | DUE: Journal 2 |
## RISK FACTORS, CONDITIONS AND MECHANISMS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required</th>
<th>Optional</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Apr 25</td>
<td>INTRAPERSONAL FACTORS</td>
<td>- Perceived discrimination</td>
<td>- Internalized racism</td>
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<td>- Intersectionality</td>
<td>- Lifecourse/intergenerational effects</td>
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<td>INTERPERSONAL FACTORS</td>
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<td>In-class Activity</td>
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<td>- Interpersonal discrimination</td>
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<td></td>
<td></td>
<td>(Viruell-Fuentes 2011)</td>
<td>(Kessler, Mickelson et al. 1999)</td>
<td>DUE: Journal 3</td>
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<td>(Mays, Cochran et al. 2007)</td>
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<td>(Jones, Truman et al. 2008)</td>
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<td>Sections of interest in Engel and Davis</td>
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<tr>
<td>May 9</td>
<td>PLACE</td>
<td>Required: (Kaufman, Cooper et al. 1997)</td>
<td>Optional: (National Research Council 2004) Ch 11</td>
<td>FILM: “Place Matters” segment of Unnatural Causes (29 minutes)</td>
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<td>(Laumann and Youm 1999)</td>
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<td>(Darity 2003)</td>
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<td>May 16</td>
<td>STRUCTURAL FACTORS</td>
<td>Required: (Acevedo-Garcia, Sanchez-Vaznaugh et al. 2012)</td>
<td>Optional: (Gee 2002)</td>
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<td>HISTORICAL FACTORS</td>
<td>(Williams and Collins 2001)</td>
<td>(Viruell-Fuentes, Miranda et al. 2012)</td>
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<td>(Massey and Denton 1993)</td>
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<td>Date</td>
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<td>8 May 23</td>
<td>RACISM METHODS I</td>
<td>Required:</td>
<td>(National Research Council 2004) Ch 5-6</td>
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<td></td>
<td>Causal Inference</td>
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<td>(Kagawa-Singer 2006)</td>
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<td>Study Design</td>
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<td>(Kaplan 2004)</td>
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<td>9 May 30</td>
<td>RACISM METHODS II</td>
<td>Required:</td>
<td>(Oakes and Kaufman 2006) Ch 6</td>
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<td>Measures</td>
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<td>(Heeringa, Wagner et al. 2004)</td>
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<td>Analysis</td>
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<td>(Jackson, Neighbors et al. 2004)</td>
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<td>(Earp and Ennett 1991)</td>
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<td>10 Jun 6</td>
<td>RACISM METHODS III</td>
<td>Required:</td>
<td>(Wing 1998)</td>
<td>DUE: Journal 5</td>
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<td></td>
<td>Interpreting Data</td>
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<td>(Ford and Airhihenbuwa 2010)</td>
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<td>Reporting Findings</td>
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<td>(Kagawa-Singer 2000)</td>
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<td>Other Considerations</td>
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<td>(Smedley, Stith et al. 2002) Ch 8</td>
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<td>(Acevedo-Garcia, Lochner et al. 2003)</td>
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