

# HHS 376 (3 Credits)

## Race, Class, and Health Equity: Examining Systems, Power and Institutions in Society



Monday, Wednesday, Friday 12:00 – 12:50 PM

All classes online for the Spring 2021\*

\*This is considered a Covid Pandemic Semester by UNCG. In order to reduce the spread of Covid-19, we are converting this class online.

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**Course Catalog Description**

This course provides an understanding and definition of racism, power, and privilege; historic and current structures that sustain racism, power, and privilege and how these structures contribute to health inequities.

**Prerequisites:** A grade of C or better in [ENG 101](#) and one of the following courses: [CST 105](#) or [CST 207](#) or [CST 341](#). Junior or Senior standing; or permission of instructor.

### **A little background about the course...**

You've probably studied race, class, and health equity before, exploring the major themes, events, and people who have shaped these topics. In your other courses, you may have learned certain historical information and then been required to write or speak about the race, class, and health equity topic relevant to your discipline. We will do that, but we expect you will find this course to be different in useful and challenging ways because this is a multidisciplinary course, which requires you to attend a Racial Equity Training.

This course was developed from a unique, sustained community-university partnership that grew out of several members involved in the Greensboro Health Disparities Collaborative that transitioned into another unique community-university partnership which developed under the P2 (Partnerships and Pathways) funding mechanism offered by the UNCG Office of Institute for Community and Economic Engagement (ICEE). Professor Crystal Dixon was building a curriculum development team called TRECC (The Racial Equity Curriculum Committee) to design this course, of which Professor Yongue was a part, and simultaneously Professor Yongue was partnered with Professors Erausquin and Caiola to reduce racial disparities through a pilot project focused on Black Women. Professors Caiola, Dixon, and Yongue also developed case study modules called: "Seeking Equity: Examining Racism as a Social Determinant of Health." Professor Dixon also participated in a similar graduate level course at another university and saw how this course could be developed at UNCG, then went about the work of proposing this course formally. Associate Dean Kathy Williams was invited to be a part of this growing P2 partnership within UNCG. The official community partner in the P2 project was The Partnership Project, Inc, which is the umbrella organization that manages the Greensboro Health Disparities Collaborative, under which Nora Jones, Kari Thatcher, and Phyllis Carter played integral roles to reaching the P2 project goals. The result is this undergraduate course being developed, in a collaborative approach, under the School of Health and Human Sciences.

Students should come out of this course being better prepared to work in multidisciplinary teams and with communities and/or organizations in identifying the roots of racial injustice and health inequity.

### **What you'll learn along the way: Student Learning Outcomes.**

This course is designed to help you develop racial analysis habits of mind. Specifically, you will learn how to:

1. Distinguish interdisciplinary approaches to addressing community health problems
2. Demonstrate knowledge of the historical and social forces that have created political, economic, and social structures to privilege specific groups of people with opportunities and resources at the institutional, community, and societal levels, while oppressing other groups
3. Define and distinguish among the concepts of prejudice, racism, discrimination, oppression, internalized racial inferiority, internalized racial superiority, and gatekeeping
4. Apply structural strategies to address problems presented in case studies
5. Conduct a power analysis that examines how explicit and subtle ways that racialized patterns in American culture, policies, and practices currently (a) permeate political, economic, and social structures and (b) impact inequitable outcomes in education, wealth, health, and life expectancy
6. Apply an anti-racism framework to HHS disciplines and a local organization (related to your specific discipline) to identify and consider ways of addressing power, privilege, and

oppression at the institutional and community levels with the goal of enhancing equity in outcomes for all

### How you'll know you're learning

Throughout the course, you will have multiple opportunities to explore a variety of historical events, engage in historical thinking, form and develop arguments, and share what you learn through discussion and writing.

### In-class Engagement

Learning is hard! Meaningful learning about controversial topics —the kind of learning that lasts well beyond the test / assignment —is hard. You will have to struggle through complex ideas, reconcile misconceptions, take risks, and continually practice the skills you learn. At times this will be frustrating, but the more you engage, the more you will learn. Engagement doesn't always look like speaking – listening and reflecting are deep forms of engagement, in addition to asking questions and speaking during discussions. You will be given multiple opportunities to engage using a variety of modalities (e.g. class discussions, reflective writing assignments, and oral presentation).

### Assignments: Reading Checks or Quizzes (SLO 1-3)

Every week, you will be given a short out-of-class writing assignment or quiz based on the scheduled readings for the upcoming class period. No more than one (1) page, to help you more fully analyze the readings and prepare for class. As already mentioned above, this course is built on the expectation that students want to be active learners, and keeping up with the reading empowers you to take full advantage of class discussions and lectures.

There will be a few quizzes in the course. These exams are designed to assess the content knowledge and skills you develop during the semester. In other words, they're your opportunity to demonstrate how much you've learned.

### Weekly modules in Canvas will follow this format:

Activities	Specifics
Read / Watch / Study	On Fridays & Mondays  READ:  WATCH:
Check or Apply what you learned	Assignment Due Tuesday nights
Discuss your ideas with your multidisciplinary colleagues	Live Zoom Class on Wednesdays
Reflect on what you learned	Journaling

### Assignments: Oral Power Analysis Presentation Project & Community Engagement (SLO 4-6)

You will work in groups throughout the semester both in- and out-of-class (see the Schedule for details and due dates) to complete the final oral presentation project. Each group will research relevant local and personal information (by completing bibliographies) about a racial equity **predesignated community project** that allows your group to present a power analysis about a specific institution by the end of the course.

Because it is important that we treat our community partners and their perspectives with respect, you will want to do exemplary work on all aspects of this power analysis project.

### Group Roles and Group Assignments:

In this course, we will be using groups or teams to complete a few assignments. Students are asked to familiarize themselves with the various roles needed for effective group work. We will be using the roles established using the POGIL Method:

- **Manager or Facilitator:** Manages the group – keeping group on task, scheduling meetings (if needed), and making sure everyone has an opportunity to participate.
- **Recorder:** Keeps a record of what is being said and completed – records critical findings and points.
- **Spokesperson or Presenter:** Presents ideas on behalf of the group to the rest of the class, using the notes recorded by the recorder.
- **Reflector or Analyst:** Observes dynamics and builds consensus from the group discussion.
- **Fact Checker:** Double-checks group’s findings with course materials and other resources.

### How I’ll determine your grade

Your grade for the course will be based on how well you demonstrate your learning in the following ways:

20% In-class engagement (attendance & engagement in discussions)

- **Including: attending all of the Racial Equity Training (2-days)**

35% Reading Checks or Quizzes

45% Oral Power Analysis presentation project (including Bibliographies)

A	93-100%		B-	80-82%		D+	68-69%
A-	90-92%		C+	78-79%		D	63-67%
B+	88-89%		C	73-77%		D-	60-62%
B	83-87%		C-	70-72%		F	0-59%

### A few things to help you along the way

As professor, we are the most important resources available to you! We can meet during office hours or by appointment to discuss any aspect of the course or any difficulties you may be experiencing. I understand that personal circumstances or unforeseen events can sometimes interfere with your academic responsibilities, and I will work with you to ensure your best possible performance in the course.

#### **Writing Center**

The writing center offers appointments and drop in services at multiple locations across campus. Good writers know that another pair of eyes on their work is always helpful.

#### **Center for Teaching and Learning**

The Center for Teaching and Learning offers a wide range of student academic support programs and services.

If a disability might hinder your engagement with or performance in this class, please consult with me as soon as possible. I will work with you, and help you work with the University's many resources, to maximize your learning in this course. However, because of privacy issues, it is your responsibility to begin these conversations.

### **A few course policies**

Due dates are firm, but extensions requested ahead of time are normally granted based on significant changes in your circumstances. In all cases, later work is preferable to plagiarism, which is a violation of the honor code. What is plagiarism? Generally speaking, it is any attempt to submit an assignment done by another person but taking credit for the work as if it was your own.

When we are having a zoom class, then you are expected to have your camera turned on for most of the class, or at least during the discussion portion of the class.

### **What you'll be reading**

There is not a required textbook for this class. Required articles will be posted in Canvas Modules. You will read from a variety of authors; such as:

- Ann Braden
- Ta-Nehisi Coates
- Joy DeGruy
- Chandra Ford
- Melissa Harris-Perry
- Camara Phyllis Jones
- Ibram X.Kendi
- Thomas LaVeist
- Bryan Stevenson
- Harriet Washington
- Tim Wise

### **What you'll be doing**

You will complete weekly modules asynchronously in canvas. The topics are tentative and may shift slightly to foster a more effective learning environment.

**We will meet synchronously once a week on Wednesdays, via Zoom, from 12:00 pm – 12:50 pm.**

You will be completing assignments as they are published in the modules. Nothing will be due earlier than indicated but some things may be pushed back or eliminated altogether, depending on time.

**You are required to attend the Racial Equity Workshop for 2 complete days on Feb. 13-14, 2021. Yes, this is an entire weekend; yes, it is required that you attend these two full days of synchronous instruction.** If you need us to write an excused-absence note for your other courses, and/or worksite on those days, then we will be happy to send that to you in order to make the appropriate authorities that you must attend this workshop for this course on those days.

# Other Course Standards

## Electronic Communications

You should be ready to RECEIVE the following types of messages:

1. Announcements: You will receive regular communication via the Announcements in the course Canvas site that are intended for all students regardless of your group. Check these each time you access the course in Canvas to be sure you are up to date with the latest information (these are time stamped so if you know when you logged in last, you can determine if anything is new).
2. Individual Email from the Instructor: Individual email messages will be sent to your UNCG email account and/or Canvas InBox. Please check your UNCG email and canvass inbox messages daily to be sure you are getting your emails (if you are having any technical issues with UNCG email you must get assistance ASAP from TECH Support—contact information under the Faculty & Tech Support link in Canvas; the excuse that your UNCG email was not working is not acceptable).

Proper Email Format: Use this format when emailing about a course related question/concern (if not done properly, I may not open the message and/or respond to your email and your issue may not get resolved in a timely manner):

To: INSTRUCTOR's Email

From: Student Email (Please use your UNCG email address here)

Subject: RCO XXX-XX Student (Type Your name in place of Student)

Dear XX. Instructor's name:

I am Student A (use your full name, first and last) and I wanted to speak to you about an upcoming deadline (or whatever the issue/question/etc.). I will be at my sister's wedding February 12 and would like to request to submit my completed Lab 7 on Monday, February 15, rather than Friday, the 12<sup>th</sup>. I can answer any additional questions you might have about my trip and send you appropriate documentation. Please let me know if you would like to meet to discuss my request further.

Thank you.

Student A (Type your name)

## COVID-19 Statement

As UNCG returns to face-to-face course offerings starting in fall 2020, the campus community must recognize and address concerns about physical and emotional safety. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Wearing a face covering that covers both nose and mouth](#)
- Observing [social distance](#) in the classroom
- Engaging in proper hand washing hygiene when possible
- [Self-monitoring for symptoms of COVID-19](#)
- Staying home if you are ill

- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

**However, our course HHS 376 will be delivered online, remotely, all of the Spring 2021 Semester. We will not physically meet in a classroom space, but we will meet on Zoom online.**

### **Diversity, Equity, and Inclusion Statement**

At UNC Greensboro we strive to create an academic climate in which the dignity of all individuals is respected and maintained. As your Instructor for this course I am committed to this shared value and invite and expect your commitment as well. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socioeconomic status. If you are experiencing harassment due to any of these issues you are encouraged to talk to the Instructor, Faculty-Adviser, Director of Undergraduate Studies, or Department Chair.

Additionally, lectures in HHS 376 will require us to discuss race, sex/gender, sexual orientation, and other identities and perspectives. Due to this, I, Professor Christina Yongue (she/her/hers), want to say clearly: as a straight, cisgender, Black / African American woman professor, I may make some mistakes in talking about your self-identified race, sex, gender, and sexuality (and intersections thereof) at some point in the semester, but it is not my intention to mis-identify you, or to misunderstand you. Quite the opposite, I hope to learn from you, and to facilitate your deeper learning about these topics and the diversity and equity context surrounding these identities historically and contemporarily in the context of the United States and our course's Student Learning Outcomes.

I hope that you feel empowered to give me feedback on what didn't work for you, and how I can do better. You can email me, or we can make an appointment to discuss further. It is not your job to educate me, but if you choose to, I promise I will do my very best to receive all such feedback with an open mind and gratitude that we can make our shared learning space better.

Additionally, it is important for us all to realize that, in 2018, UNCG's Chancellor and nearby Tribal Council leaders recognized the Indigenous inhabitants of the land that UNCG is located on, particularly the Keyauwee and Saura. We must respect and honor the land where our university is positioned. Read more about that here: <https://news.uncg.edu/land-acknowledgement-plaque-dedication/>

### **Health and Wellness**

Health and well-being impact learning, access, and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug dependency, crime victimization, feeling down, loss of motivation, or death of a loved one. Seeking support confidentially- Student Health Services (SHS), The Counseling Center, and the Campus Violence Response Center are here to help. Learn about the free, confidential mental health and advocacy services available on campus by calling SHS at 336-334-5874 or visiting us on the web: <https://shs.uncg.edu/> or calling the CVRC at 336-334-9839 or visiting us on the web at [cvrc.uncg.edu](http://cvrc.uncg.edu) or in person at the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or

graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to [recovery@uncg.edu](mailto:recovery@uncg.edu).

### **Adverse Weather**

In cases of inclement weather that impact this course and course schedule, details can be found:

- In your University email: UNCG sends out Adverse Weather updates.
- In the UNCG Mobile App: You can set it to provide you alerts.
- Via television announcements: UNCG makes weather announcements available on five local stations (WFMY-2, WGHP-V, WXII-TV, WXLV-TV, and Spectrum News).
- Visit [Spartanalert.uncg.edu](http://Spartanalert.uncg.edu) or the UNCG homepage: UNCG posts up-to-date information on the main University web site ([uncg.edu](http://uncg.edu)) and on the main Spartan Alert page ([spartanalert.uncg.edu](http://spartanalert.uncg.edu)).

### **Contra Power Statement**

As your instructor, I am committed to creating a productive and non-discriminatory learning environment of mutual respect. Title IX and UNCG's school policy prohibit gender-based harassment, sexual harassment, and sex discrimination for all members of the University community. Harassment can come in many forms - both direct and indirect - and can occur in subtle or overt ways. Traditionally, harassment is seen from a formal power-over structure. However, harassment can occur without a formal power structure. Contrapower, when a student harasses an instructor or peer, is a type of behavior that can create an intimidating environment in and outside of the classroom. Either form of harassment can include direct or indirect comments, physical intimidation, emails, anonymous notes, and course evaluations. Both Contrapower and traditional forms of harassment are prohibited and subject to the same kinds of accountability applied to offenses against protected categories, such as race, national origin, religion, sexual orientation, etc.

If you experience or witness such instances of harassment, please seek out the following resources:

- UNCG Counseling Center (non-reporting agency/confidential): 336.334.5874
- Murphie Chappell, Title IX Coordinator (reporting agent): 336.256.0362 or [mechappe@uncg.edu](mailto:mechappe@uncg.edu)
- University Police (reporting agent): 336.334.4444

For more information on UNCG's policies regarding harassment, visit [UNCG Sexual Harassment Policy](#)

### **Accommodations**

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center, 334-5440, [oars.uncg.edu](http://oars.uncg.edu). You are welcome to talk to the Instructor about this as well, though the Accessibility office can do that communication for you.

### **Academic Integrity Policy**

Each student is required to sign the Academic Integrity Pledge on all major work submitted for the course. Refer to the following URL: [Academic Integrity](#).



*Academic Integrity Pledge*

I HAVE ABIDED BY THE UNCG *Academic Integrity Policy* ON THIS  
ASSIGNMENT.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

