Race and Health Policy  
Winter 2022  
Draft Syllabus

CRN: GR 20269  
Credits: 2  
Days & Times***: Fri Feb. 11, 6-9:30p, Sat Feb. 12, 1-4:30p, Sun Feb. 13, 10a-1p  
Location: Zoom, Canvas  
Faculty: Wenhong Wang, Ph.D. wangw@evergreen.edu

*** Please reserve the entire weekend, especially Feb. 12, Saturday morning from 9a-12p and evening from 6p-10p for class related work.

Course description:  
Race does not have a biological basis. But why are there major disparities in life expectancies between different racial and ethnic groups? What does science say about the relationship between race and disease? What is the role of health policies in all this and what has to change to create more equitable outcomes?

In this intensive weekend class, we are going to study how race, this major social determinant of health, is manifested in health policies and other social policies on health care, public health, living environment. Topics we are going to study include the historical and social construction of race, medical racism and its impacts on the current health care and medical practices, various health policies intertwined with other social policies in the context of systemic racism, violence, and oppression. We are going to look at how race gets under the skin and collectively explore ways to undo it.

This class is in an online format where class meetings are conducted via Zoom, and learning activities take place on Canvas. The faculty will offer alternative assignments if conditions or illness prevent students from accessing our synchronous meetings, which will allow students to earn comparable credit. To successfully participate in this program, students will need Canvas, Zoom, a computer, and a cell phone.

Learning objectives:  
By the end of this class, students will

1. Develop a clear understanding of race as a major social determinant of health and its intersections with other social determinants of health
2. Be able to analyze the health implications for different racial and ethnic groups of health policy in the context of other policies
3. Be able to communicate the complex roles that race plays in the health outcomes and health policy
4. Start to explore ways to address racial and ethnic disparities in health through policy change and community action
Texts:
- Selected chapters from Dorothy Roberts’ *Fatal Invention: How Science, Politics, and Big Business Re-create Race in the Twenty-first Century* (available as an E-book on the Evergreen library website), Jill Quadagno’s *One Nation Uninsured*. Oxford University Press (Not required to purchase; the chapters will be available on Canvas)

We are also going to read other selected articles and watch relevant documentaries to be posted on Canvas.

Course expectations and credit:

**** All your written work should be submitted to Canvas, typed in Times New Roman font, 12 points, double-spaced, using APA citation style. To learn APA Style, check American Psychological Association website: http://www.apastyle.org/learn/index.aspx or Purdue Writing & Grammar Guide http://owl.english.purdue.edu/. Check for grammatical and spelling mistakes before turning in your work. If needed, students are encouraged to work with Graduate Writing Assistant.

You will be evaluated in this course based on your progress in meeting the course objectives described above, as assessed by the following assignments and requirements. You will be awarded 2 credits in race and health policy upon meeting all the requirements of the course. To earn full credit for the course, students must satisfactorily meet all the following requirements:

1. **Participation, preparatory work, assignments and discussion:** Students must attend all the class sessions, and come fully prepared having finished readings and other preparatory work. Students should actively participate in class discussion and other activities. As members of the learning community, your participation is essential for the learning of the entire class besides your own. If you are unable to attend class, please discuss this with faculty in advance to find a way to make up the work. Students will finish a book report on David Ansell’s *Death Gap: How Inequality Kills*, one of our class readings by Feb. 4, responding to the prompts provided by the faculty. On selected evenings of the weekend meetings, students will be required to submit seminar preparatory work before class and respond to two peers’ seminar posts after class. See calendar at the end of the syllabus for details. To help faculty have a better understanding of the students’ interests and learning needs, students will turn in an intake form by Saturday, Dec. 31, 2021, on Canvas.

2. **Final synthesis paper:** After the weekend class meetings, students will write a 1,500 – 3,000 word (5 to 10 –page) paper reflecting on your learning in this class. This paper is an opportunity for you to demonstrate your critical thinking skills, analytical writing skills and the ability to ask meaningful questions to take your learning to the next level. In this paper you will elaborate on a major theme or key concept that has been covered in the course. Your essay will integrate course readings, videos, discussions, assignments. The final synthesis paper is due on Saturday, Mar. 7, 2022.
*** Late assignments: Turning in assignments late is unacceptable. However, if there is an unavoidable need to turn in an assignment late, the student should contact the faculty no later than the original assignment due date to discuss options.

Evaluation: A written self-evaluation and faculty evaluation are required for credit. All final evaluations are to be submitted via my.evergreen.edu. An evaluation conference will be held at the end of the class.

Academic integrity: Plagiarism (i.e., using other peoples’ work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the MPA Handbook and College statement on academic honesty for more information.

Multiculturalism and diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, workshops, seminar, and other class activities. In a learning community students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences including but not limited to race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, (dis)ability, and veteran status.

Accessibility: If you are a student with disability who would benefit from support or services to ensure full access to this course, please contact Access Services at 360-867-6348 or accessservices@evergreen.edu as soon as possible and get in contact with faculty for possible accommodation. For more information, please visit the Access Services website at https://www.evergreen.edu/access.

Conduct and conflict resolution: Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards. We will abide by the social contract: WAC 174-121-010 College philosophy. We will abide by the student conduct code (including academic integrity and plagiarism): Chapter 174- 123 WAC, Student Conduct Code & Grievance/Appeals Process. We will abide by the non-discrimination policies and procedures at TESC.

Guest policy: Guests are welcome to visit our learning community during class time with discretionary approval from course faculty in advance of the requested visit. It is the host student’s responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.
Unexpected class cancellation or delay:
If class is cancelled or delayed, a message will be posted on our course Canvas site as soon as possible.