

Health, Equity, and Community
Dr. Alyssa P. Cole
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AFA 3930
Fall 2023

MWF Period 5 (11:45-12:35)
Office Hours: MWF 9:30-11:30
Office: Turlington 1012C

Course Description:

Health, Equity, and Community examines the history of African Americans' experiences with the American public health system from slavery to the present. Through a critical analysis of historical and contemporary issues, students will understand how racism, discrimination, and other forms of structural oppression have shaped African Americans' health outcomes and access to healthcare.

The course will explore the role of African American healers, caregivers, and activists in advocating for health equity and justice and the contributions of African American communities and social movements in advancing public health and healthcare systems in the United States.

Students will engage with a range of primary and secondary sources, including historical documents, scholarly articles, and multimedia materials, to develop a nuanced understanding of the complex intersections of race, gender, class, and health. Topics covered in the course may include the impact of slavery, segregation, and Jim Crow laws on African American health outcomes, the Tuskegee syphilis study, the role of African American nurses in the civil rights movement, the Black Panther Party's healthcare initiatives, and contemporary issues such as COVID-19 and healthcare disparities.

Throughout the course, students will develop critical thinking, research, and writing skills, and learn how to apply these skills to analyze and present historical and contemporary issues related to African American health equity and community health. The course will also emphasize the importance of cultural competence and humility in providing effective and equitable healthcare services to African American patients. By the end of the course, students will have a comprehensive understanding of the history of African Americans' experiences with the American public health system and the implications of this history for current and future public health initiatives.

Objectives

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and analyze the key elements, biases, and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

These general education objectives will be accomplished by:

1. Evaluating the history of African Americans in the United States and the ways in which racism and discrimination have shaped their experiences of health and healthcare.
2. Analyzing the impact of slavery, segregation, and other forms of structural oppression on African American health outcomes.
3. Analyzing primary sources and using them to evaluate and interpret African American history in the 20th century.
4. Developing critical thinking and analytical skills to assess the ways in which race has influenced political, social, and cultural developments in the United States during the 20th century.

5. Engaging in independent research and writing, demonstrating proficiency in academic writing and citation styles.
6. Evaluating the contributions of African American healers, caregivers, and activists to the advancement of public health and healthcare systems in the United States.
7. Understanding the role of African American communities and social movements in advocating for health equity and justice.
8. Analyzing the intersectionality of race, gender, and class in shaping African American health experiences.
9. Critically assessing the impact of current public health policies and programs on African American communities.
10. Identifying and analyzing the social determinants of health that disproportionately affect African American communities.
11. Evaluating the effectiveness of past and present strategies for addressing health disparities and promoting health equity for African Americans.

Required Readings and Course Content

Body and Soul: The Black Panther Party and the Fight Against Medical Discrimination by Alondra Nelson

More Than Just Food: Food Justice and Community Change by Garrett Broad

All other required readings will be made available through Canvas. Class resources, announcements, updates, and assignments will also be made available through Canvas.

Assignments:

Weekly Discussion Posts/Participation – 250 points

In-Class Writing Assignment – 150 points

Midterm Essay Exam – 200 points

Museum Exhibit Proposal – 100 points

Museum Exhibit – 300 points

GRADE/POINT SCALE	Percent	Grade	Grade Points
934-1000	93.4-100	A	4.00
900-933	90.0-93.3	A-	3.67
867-899	86.7-89.9	B+	3.33
834-866	83.4-86.6	B	3.00
800-833	80.0-83.3	B-	2.67
767-799	76.7-79.9	C+	2.33
734-766	73.4-76.6	C	2.00
700-733	70.0-73.3	C-	1.67
667-699	66.7-69.9	D+	1.33
634-666	63.4-66.6	D	1.00
600-633	60.0-63.3	D-	0.67
0-599	0-59.9	E	0.00

REQUIREMENTS AND EVALUATION

Attendance and Class Participation: Students are expected to attend all classes and are allowed four unexcused absences. In other words, you can miss four classes and do not have to tell me. If you miss more than four classes, I will drop your final grade from an A to an A-, or a B+ to B, a C+, etc. Moreover, if you are not in class, you cannot learn the material no matter how well your classmate can summarize the main points of the discussion. You may not “save” these absences for the end of the semester. You may not use your four unexcused absences the last two weeks of the semester, except in the case of a university sanctioned excuse. <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/> Unexcused absences during the last two weeks of the semester will result in a drop in your final grade. You are expected to speak during each class discussion. This is a requirement. A rubric for class discussion and participation is provided at the back of the syllabus.

Weekly Discussion Posts: Questions, Quotations, Comments. Students will prepare a question, quotation, and comment for each class from that day's reading. Students will respond to each reading with a Q.Q.C. (3-6 sentences, Max.) and bring them to each class prepared to share. Students will submit their discussion posts **BEFORE** each class to their Canvas journals. This class is a discussion-based class and participation is required. You cannot pass this class if you do not participate in discussions. Each discussion post should be a minimum of 3-5 sentences.

In-Class Writing Assignment: The purpose of this assignment is to critically analyze two primary sources and one secondary source from section one's readings.

The first page of your essay should include an introduction paragraph with your thesis and the documents' historical context. The body of your essay will analyze the sources. You may quote the source, but make sure that you do not use too many quotes and no block quotes. I want to read your interpretation of the source. Try not to quote longer than a sentence. To write a critical essay, you must critically read the source and develop a theme and a thesis. For example, as you are reading, ask yourself, what is the author's perspective? Keep in mind the author's perspective on race, class, gender, and political ideology, liberal, conservative, or radical. You should also think about the language and tone of the document. Additional in-class work will help develop your skills in writing summaries, context, and developing historical questions. **Avoid simply describing events;** incorporate your analysis of the primary source documents throughout your essay.

Your conclusion should summarize your essay, restate your position, and if you have space, you can link your essay to a current issue related to the themes of the course.

Please refer to the writing rubric attached to the end of this syllabus for detailed information on how your essays will be evaluated. You will be evaluated on your use of primary sources, your analysis of the sources, how well you researched your chosen topic and your grammar. Be sure to utilize topic and transition sentences throughout your essay. Additional details can be found on the attached rubric.

***The in-class writing assignment will take place on September 20, 2023.**

Midterm Exam – In-Class: The purpose of this assignment is to critically analyze three primary sources and two secondary sources from section two's readings. ***The midterm exam will take place on October 25, 2023.** The rubric for this assignment is located at the back of the syllabus. Additional details will be provided in class.

Museum Exhibit Proposal: Imagine that you are a curator at a major museum and have been tasked with creating an exhibit on a theme related to topics discussed in class. Write a proposal for your exhibit, outlining the concept, content, and design. Your proposal should include the following:

1. The exhibit's central theme and the message you want visitors to take away from their experience.
2. The target audience and how the exhibit will engage and educate them.
3. The main artifacts, artworks, or objects that will be included in the exhibit, along with their historical or cultural significance.
4. The narrative or story that will be told through the exhibit, including any historical or cultural context that is necessary to understand the artifacts.
5. The exhibit's design, including the layout, lighting, sound, and interactive elements that will enhance visitors' experience.
6. The staffing and resources required to execute the exhibit, including any collaborations or partnerships with other organizations.
7. The impact that you hope the exhibit will have, both on visitors and on the broader public.

Your proposal should be persuasive and make a strong case for why your exhibit is important, relevant, and worth investing in. It should demonstrate your knowledge of the subject matter and your creativity in presenting it to a diverse audience. Be sure to use clear and concise language, and to address any potential concerns or objections that your proposal might raise. **Please upload your proposal to Canvas on Sunday, November 5, 2023**

Museum Exhibit:

Design a museum exhibit for a local museum based on a topic we have discussed in class. Students will use either PowerPoint or Google Slides to imagine their exhibits. Additional instructions/requirements will be provided in class and posted on Canvas. **Please upload your assignment to Canvas on Wednesday, December 13, 2023.**

Course Schedule

Readings are due the day that they appear on the outline. I reserve the right to change my syllabus at any time. Students are responsible for any work or handouts that I may add.

Week 1: Introduction to the History of Health Equity and Community Organizing in Black America

Aug. 23 W: Overview of course and syllabus

Aug. 25 F: Reading and Discussion - "The Universal Negro Improvement Association, Southern Christian Leadership Conference, and Black Panther Party: Lessons for Understanding African American Culture-Based Organizing" by Bonnie Young Laing – On Canvas.

Week 2: The Impact of Slavery on African American Health

Aug. 28 M: Lecture - The health consequences of slavery and its legacy

Aug. 30 W: Reading and Discussion - "Conjuring Community" in *Working Cures* by Sharla Fett on Canvas. Discussion post due before class.

Sept. 1 F: Primary Source Analysis

Week 3: Slavery-Era Medical Practices and Myths

Sept. 4 M: NO CLASS - HOLIDAY

Sept. 6 W: Lecture – Enslaved Women and Traditional Medicine

Sept. 8 F: Reading and Discussion - "Doctoring Women" in *Working Cures* by Sharla Fett on Canvas. Discussion post due before class.

Week 4: Black Women's Public Health Activism

Sept. 11 M: Lecture – Black Women's Public Health Activism, 1900

Sept. 13 W: Reading and Discussion – “Private Crusades for Public Health: Black Club Women and Public Health Work” in *Sick and Tired* by Susan L. Smith – On Canvas. Discussion post due before class.

Sept. 15 F: Primary Source Analysis

Week 5: Daniel Hale Williams and Provident Hospital: The Origins of the Black Hospital

Sept. 18 M: Lecture – Daniel Hale Williams and Booker T. Washington on Public Health; Reading and Discussion - “The National Negro Health Week Movement,” *The Journal of Negro Education* by Roscoe C. Brown – On Canvas. Discussion post due before class.

Sept. 20 W: In-Class Writing Assignment

Sept. 22 F: NO CLASS – Annual Conference

Week 6: The Black Hospital Movement and the NAACP

Sept. 25 M: Lecture – WWI and The Black Hospital Movement

Sept. 27 W: Reading and Discussion - “‘Outstanding Services to Negro Health’: Dr. Dorothy Boulding Ferebee, Dr. Virginia Alexander, and Black Women Physicians’ Public Health Activism,” *American Journal Public Health* Vol. 106, No. 8 (August 2016): 1398-1404 by Vanessa Northington Gamble - On Canvas. Discussion post due before class.

Sept. 29 F: Primary Source Analysis

Week 7: Tuskegee and Progressive Era Racial Science

Oct. 2 M: Lecture - The Tuskegee Syphilis Experiment

Oct. 4 W: Reading and Discussion – “A Notoriously Syphilis-Soaked Race” What Really Happened at Tuskegee? In *Medical Apartheid* by Harriet Washington – On Canvas – Discussion post due before class.

Oct. 6 F: Primary Source Analysis – Tuskegee documents

Week 8: The Role of the Civil Rights Movement in Advancing Health Equity

Oct. 9 M: Lecture – Origins of the Civil Rights Movement

Oct. 11 W: Reading and Discussion – Introduction, Chapter 1, and Chapter 2 of *Body and Soul* by Alondra Nelson. Discussion post due before class.

Oct. 13 F: Primary Source Analysis

Week 9: Health Activism and Community Organizing

Oct. 16 M: Lecture – Health Activism During the Civil Rights Movement

Oct. 18 W: Reading and Discussion – Chapters 3 and 4 in *Body and Soul* by Alondra Nelson. Discussion post due before class.

Oct. 20 F: Primary Source Analysis

Week 10: Activism and War

Oct. 23 M: Reading and Discussion – Chapter 5 and Conclusion in *Body and Soul* by Alondra Nelson. Discussion post due before class.

Oct. 25 W: Midterm Exam

Oct. 27 F: Museum Exhibit Proposal Workshop

Week 11: Introduction to Food Justice Movements

Oct. 30 M: Food Justice Movements – Twentieth Century

Nov. 1 W: Reading and Discussion – Introduction, Chapter 1, Chapter 2 of *More than Just Food* by Garrett Broad – Discussion post due before class.

Nov. 3 F: Primary Source Analysis

Museum Exhibit Proposal due Sunday, November 5, 2023 by 11:59 pm.

Week 12: Youth Food Justice Movements and Health

Nov. 6 M: How Food Justice Movements Improve Community Health

Nov. 8 W: Reading and Discussion – Chapter 3 and Chapter 4 of *More than Just Food* by Garrett Broad – Discussion post due before class.

Nov. 10 F: Primary Source Analysis

Week 13: Food Deserts and Food Justice Today

Nov. 13 M: Lecture - Food Deserts and Community Health

Nov. 15 W: Reading and Discussion – Chapter 5, Chapter 6, Conclusion of *More than Just Food* by Garrett Broad – Discussion post due before class.

Nov. 17 F: Primary Source Analysis

Week 14: Final Preparation

Nov. 20 M: Museum Exhibit Final In-Class Preparation

Nov. 22 – NO CLASS, HOLIDAY

Nov. 24 – NO CLASS, HOLIDAY

Week 15: Community Organizing Strategies

Nov. 27 M: Lecture – “Rules for Radicals”

Nov. 29 W: Reading and Discussion – “Building Community Power to Achieve Health and Racial Equity: Principles to Guide Transformative Partnerships with Local Communities” by Lili Farhang and Xavier Morales on Canvas. Discussion post due before class.

Dec. 1 F: Primary Source Analysis

Week 16: Museum Exhibit Preparation

Dec. 4 M: Museum Exhibit Discussions

Dec. 6 W: Museum Exhibit Discussions

Dec. 8 – NO CLASS – Reading Day

CLASSROOM DECORUM

Students are expected to arrive at class on time and behave in a manner that is respectful to the instructor and fellow students. Cell phone use is not allowed in class. If you are watching videos on your phone or working on another class’s assignments during my class, I will drop your grade by 100 points. Opinions held by other students should be respected in the discussion, and conversations that do not contribute to the discussion should be held at a minimum, if at all.

COMMUNICATIONS

Please allow 24-48 hours during the week. I do not check work emails during the weekend, so plan ahead. Emails sent on the weekend will be answered the next Monday or Tuesday. Again, manage your crisis by being prepared—do not email the night before a deadline as you probably will not get an answer. If you email me the morning of class, you will not get a reply until later that day or the next day.

ATTENDANCE POLICY AND MAKE UP POLICY

Class attendance is expected. Each unexcused absence will result in a 10-point reduction in the final grade. Excused absences are consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation. Students who can demonstrate that they were unable to submit an assignment by the deadline due to an excused absence and who can provide appropriate documentation for the absence will

be given a reasonable period of time to make up the late work. Otherwise, late work is not accepted.
<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UNIVERSITY OF FLORIDA HONOR CODE

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

UF COUNSELING AND WELLNES CENTER

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

OTHER CAMPUS RESOURCES

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit U.F. Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

U.F. Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the U.F. Health Emergency Room and Trauma Center website](#).

ACADEMIC RESOURCES

E-learning technical support: Contact the [U.F. Computing Help Desk](#) at 352-392-4357 or via email at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

WRITING STUDIO

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 302 Tigert Hall for one-on-one consultations and workshops.

COURSE EVALUATION

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://gatorevals.aa.ufl.edu/>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://gatorevals.aa.ufl.edu/>.

Primary Source Essay Rubric

Category	Excellent	Good	Fair	Poor
Argument (25%)	The paper presents a clear and well-developed argument that is original, complex, and nuanced. The argument is supported throughout the paper and shows a sophisticated understanding of the historical topic.	The paper presents a clear argument that is well-developed and mostly original. The argument is supported throughout the paper and shows a good understanding of the historical topic.	The paper presents an argument that is somewhat clear and developed. The argument may lack originality or nuance and may not be fully supported throughout the paper.	The paper presents an argument that is unclear or underdeveloped, lacking originality, nuance, or support throughout the paper.
Evidence and Sources (25%)	The paper provides substantial and relevant evidence from a variety of credible primary and secondary sources	The paper provides relevant evidence from primary and secondary sources that mostly support the argument. The	The paper provides some evidence from primary and secondary sources that may not be fully relevant or effective in supporting	The paper provides little or no evidence from primary and secondary sources or uses sources that are not credible or relevant to the

Category	Excellent	Good	Fair	Poor
	that effectively support the argument. The author demonstrates a sophisticated understanding of the sources and their relevance to the argument.	author demonstrates a good understanding of the sources and their relevance to the argument.	the argument. The author may not fully demonstrate an understanding of the sources and their relevance to the argument.	argument. The author does not demonstrate an understanding of the sources and their relevance to the argument.
Citations (15%)	The paper uses proper citation style consistently and accurately throughout the paper, including both in-text citations and a works cited page. All sources are properly cited and referenced.	The paper uses proper citation style mostly consistently and accurately throughout the paper, including both in-text citations and a works cited page. Most sources are properly cited and referenced.	The paper may have some inconsistencies or inaccuracies in citation style or missing citations for some sources.	The paper has significant inconsistencies or inaccuracies in citation style or missing citations for many sources.
Organization (15%)	The paper has a clear and logical structure that is easy to follow and supports the argument. Each paragraph supports the thesis and follows a clear organizational pattern.	The paper has a mostly clear and logical structure that supports the argument. Some paragraphs may not support the thesis or may lack a clear organizational pattern.	The paper has a somewhat unclear or illogical structure that does not fully support the argument. Paragraphs may not follow a clear organizational pattern or may not support the thesis.	The paper has an unclear or illogical structure that does not support the argument. Paragraphs do not follow a clear organizational pattern and do not support the thesis.
Clarity and Style (20%)	The paper is well-written, clear, and concise with a consistent and appropriate tone for the audience and purpose. The language is sophisticated and	The paper is mostly well-written, clear, and concise with an appropriate tone for the audience and purpose. The language is mostly effective, and the paper has minor	The paper may have some clarity or style issues, including unclear or awkward phrasing, inappropriate tone, or numerous errors in grammar, spelling, or punctuation.	The paper has significant clarity or style issues, including unclear or awkward phrasing, inappropriate tone, or numerous errors in grammar, spelling, or punctuation.

Category	Excellent	Good	Fair	Poor
	effective, and the paper has few or no errors in grammar, spelling, or punctuation.	errors in grammar, spelling, or punctuation.		

Total Score: ____ out of 150 (Essay 1) or 200 (Essay 2)

Note: This rubric is meant to be a guideline and may be adjusted based on specific assignment requirements or course expectations.

Rubric for Assessing Student Participation

	Exemplary (90%- 100%)	Proficient (80%-90%)	Developing (70%-80%)	Unacceptable (<70%)
Frequency of participation in class	Student initiates contributions more than once in each recitation.	Student initiates contribution once in each recitation.	Student initiates contribution at least in half of the recitations	Student does not initiate contribution & needs instructor to solicit input.
Quality of comments	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder from T.A of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.