ETHNORACIAL HEALTH INEQUALITIES

SOC 389/585
Spring 2021

Instructor: Dr. Alyasah Ali Sewell
Days and Time: M 6:00-7:15 PM (Asynchronous)
W 6:00-7:15 PM (Synchronous)

Location: https://emory.zoom.us/j/95569034391
Meeting ID: 955 6903 4391
Passcode: SP21ERHD

Office: Structural Racism Lab
Virtual Link: https://emory.zoom.us/j/97909483883
Meeting ID: 979 0948 3883
Password: srl2021
Office Hours: T 1-2 pm, or by appointment

Mailbox: Canvas Inbox (preferred)
Email: alyasah.ali.sewell@emory.edu

Class Webpage: http://canvas.emory.edu
COURSE DESCRIPTION

This course is designed to provide a broad overview of racial and ethnic health disparities in the United States.

Despite medical advances over the past century, racial and ethnic disparities persist. People of color in the United States carry an unequal burden of chronic disease and have higher mortality rates compared to their white counterparts. Since the publication of the Institute of Medicine’s report, Unequal Treatment, health disparities have been a fixture on the “front-burner” of America’s health policy agenda. Moreover, the U.S. is in the midst of massive demographic changes; for instance, Census projections indicate that ethnoracial minorities will become the numerical majority before mid-century. In light of these changes, health inequities pose certain problems that threaten the economic vitality of our nation.

As the United States continues to diversify, it will become increasingly important that we, as a nation, begin to address racial and ethnic inequities in health. In order to do so, it is necessary to increase our understanding of the multiple pathways by which race and ethnicity enter the body and produce disparate health outcomes. During the course of the semester, students will examine health inequities; how race, ethnicity and health intersect; explore the nature of racial and ethnic categories; and learn about current US demographic trends. Students will also explore approaches for addressing health inequity, including health care inequities. Students are encouraged to pay critical attention to the multiple pathways by which race and ethnicity enter the body, and how they lead to negative health consequences for people of color in the United States.

LEARNING OBJECTIVES

Student will understand:

1. How race and ethnicity impact health both directly and indirectly
2. The multiple pathways by which race and ethnicity can impact health
3. How race and ethnicity are defined and conceptualized
   a. What these terms and concepts do, and do not, mean
   b. How terms and concepts have been constructed and evolved over time
   c. How this terminology fits into discussions of health
   d. The implications of using race/ethnicity as variables in epidemiology, health services, and research in general
4. How policies, and the services and programs they inform, impact health, and how this varies within and across groups
5. To develop a broad understanding of health as a complex construct
6. How inequities are being addressed at the local level by diverse community and public health stakeholders
VIRTUAL CLASSROOM

Alyasah Ali Sewell is inviting you to a scheduled Zoom meeting.

Topic: Emory - SOC 389/585 - Ethnoracial Health Disparities
Time: Feb 15, 2021 06:00 PM Eastern Time (US and Canada)
    Every week on Mon, Wed, until May 3, 2021, 23 occurrence(s)
    Feb 15, 2021 06:00 PM
    Feb 17, 2021 06:00 PM
    Feb 22, 2021 06:00 PM
    Feb 24, 2021 06:00 PM
    Mar 1, 2021 06:00 PM
    Mar 3, 2021 06:00 PM
    Mar 8, 2021 06:00 PM
    Mar 10, 2021 06:00 PM
    Mar 15, 2021 06:00 PM
    Mar 17, 2021 06:00 PM
    Mar 22, 2021 06:00 PM
    Mar 24, 2021 06:00 PM
    Mar 29, 2021 06:00 PM
    Mar 31, 2021 06:00 PM
    Apr 5, 2021 06:00 PM
    Apr 7, 2021 06:00 PM
    Apr 12, 2021 06:00 PM
    Apr 14, 2021 06:00 PM
    Apr 19, 2021 06:00 PM
    Apr 21, 2021 06:00 PM
    Apr 26, 2021 06:00 PM
    Apr 28, 2021 06:00 PM
    May 3, 2021 06:00 PM

Please download and import the following iCalendar (.ics) files to your calendar system.
Weekly: https://emory.zoom.us/meeting/tJEoceCorT8pE9Uc-rof6AvArxzSDFgqAmn9/ics?icsToken=98tyKuCtqz0jGteRsxCGRowMGY_oXfTztilej_pon1L3DCYFQxXXJppYAZZZF8nx
Join Zoom Meeting
https://emory.zoom.us/j/95569034391?pwd=MUlvV0FFNXJONHJKd2Izd3RUeUliUT09

Meeting ID: 955 6903 4391
Passcode: SP21ERHD

One tap mobile
+14703812552,,95569034391# US (Atlanta)
+14702509358,,95569034391# US (Atlanta)

Dial by your location
  +1 470 381 2552 US (Atlanta)
  +1 470 250 9358 US (Atlanta)
  +1 301 715 8592 US (Washington DC)
  +1 312 626 6799 US (Chicago)
  +1 646 558 8656 US (New York)
  +1 253 215 8782 US (Tacoma)
  +1 346 248 7799 US (Houston)
  +1 669 900 6833 US (San Jose)

Meeting ID: 955 6903 4391
Find your local number: https://emory.zoom.us/u/aipUSBaE

Join by SIP
95569034391@zoomcrc.com

Join by H.323
162.255.37.11 (US West)
162.255.36.11 (US East)
115.114.131.7 (India Mumbai)
115.114.115.7 (India Hyderabad)
213.19.144.110 (Amsterdam Netherlands)
213.244.140.110 (Germany)
103.122.166.55 (Australia Sydney)
103.122.167.55 (Australia Melbourne)
64.211.144.160 (Brazil)
69.174.57.160 (Canada Toronto)
65.39.152.160 (Canada Vancouver)
207.226.132.110 (Japan Tokyo)
149.137.24.110 (Japan Osaka)

Meeting ID: 955 6903 4391
Passcode: 48132093
COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Component of Final Paper (includes:)</th>
<th>Percent of Grade</th>
<th>Total Points</th>
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</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>40%</td>
<td>8 submissions (5 pts each)</td>
</tr>
<tr>
<td>Component of Final Paper (includes:)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage 1. Topic Description</td>
<td>5%</td>
<td>5 pts</td>
</tr>
<tr>
<td>Stage 2. Outline Prospectus</td>
<td>5%</td>
<td>5 pts</td>
</tr>
<tr>
<td>Stage 3. Annotated Bibliography</td>
<td>10%</td>
<td>10 pts</td>
</tr>
<tr>
<td>Stage 4. Oral Presentation</td>
<td>15%</td>
<td>15 pts</td>
</tr>
<tr>
<td>Final Term Paper</td>
<td>25%</td>
<td>25 pts</td>
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This course is designed to produce a final term paper that should help you integrate issues raised in this seminar with your own substantive and/or research interests. To do so, the structures content into two forms: 1) lecture-based empirical reviews of key arguments in competing arguments about health disparities; and 2) discussion and feedback on your evolving ideas of the lecture material, readings, your research interests, and the interests and critiques of your peers. The end result will be a draft of a prospective study with a strong research design to understand and pinpoint the social, cultural, political, and economic layers of ethnoracial health disparities.

Ultimately, you will have discretion of the function of your final paper. Some of you may choose to write a research proposal for a grant or to support your application to a professional or graduate programming, while others may prefer to use this opportunity to write a thesis or dissertation chapter. Still, others may use the opportunity to support an ongoing research project. Regardless, a firm understanding of recent empirical interventions, an informative guiding theoretical framework, and a clear statement of the data structure and methods will be required of all students.

There are two primary course requirements for the course – structured discussion (format detailed below); and the final term paper.

The development of the final paper will be supported by 4 projects, which are discussed in detail below:

- **Stage 1**  Topic Description;
- **Stage 2**  Outline Prospectus
- **Stage 3**  Annotated Bibliography
- **Stage 4**  Oral Presentation;
All assignments should be uploaded to Canvas. Only PDF, DOC, and DOCX file formats will be graded.

The four components of the final paper must be double-spaced with 1-inch margins all around.

Only use 12-point font. The style of the font must be Times New Roman or Arial – these are standard fonts allowed for empirical research submitted for peer-review.

**WEEKLY STRUCTURED DISCUSSION RESPONSES (10%)**

You will be responsible for weekly structured discussion responses, which comprise 10% of your grade. You must complete 10 before the end of the semester. Only one is allowed per week. Each discussion response is worth 10 points. Your weekly reading responses are due by the end of the day of our Wednesday course – that is, Wednesday at 11:59pm EST. All discussions are hosted on Canvas via the Discussions Toolbar.

By the due date and time, you are required to formulate (three) specific and detailed questions on the assigned reading and answer 1 (one) of them in 200-300 words. One question must be a HOW question (1 sentence), and a second question must be a WHY question (1 sentence). The third question can take any format (1 sentence). You must also answer one of your peer’s questions.

These questions can aim at clarification, contextualization, and/or agreement/disagreement with and further discussion of the arguments of the reading. I am looking to see that you have carefully read the text and can extract evidence for your interpretation of or questions about it. I am also looking for evidence of a sustained engagement with the thoughts of your peers. The discussion will be graded as following:

<table>
<thead>
<tr>
<th>Question</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>One (1) how question.</td>
<td>1 pt</td>
</tr>
<tr>
<td>One (1) why question.</td>
<td>1 pt</td>
</tr>
<tr>
<td>A third question of any format.</td>
<td>1 pt</td>
</tr>
<tr>
<td>Answer to one of your questions.</td>
<td>1 pt</td>
</tr>
<tr>
<td>Answer to one of your peer’s questions.</td>
<td>1 pt</td>
</tr>
</tbody>
</table>

You must complete eight (8) of these responses.
Stage 1. Topic Description

Describe your interest in a topic using 1-2 sentence. Identify a guiding research question in 1 sentence. Topics are due by Friday, February 26, 2021, 11:59pm. Maximum: Five (5) points.

Stage 2. Outline Prospectus

Create an initial prospectus of your paper idea using the style of a structured abstract. The prospectus is due Friday, March 26, 2021, 11:59pm. Maximum: Five (5) points.

The abstract must include the following parts: 1) Introduction; 2) Methods; 3) Results; and 4) Discussion.

• For the Introduction section, indicate the motivation for the study and your research question.
• For the Methods section, indicate the data you will be using, your unit(s) of analysis, and your measures.
• For the Results section, indicate your expected findings or any exploratory/pilot findings.
• For the Discussion section, indicate key debates and policies you will engage.

Stage 3. Annotated Bibliography

Provide an extended abstract of 10 peer-review journal articles. The extended abstract should contain 3 items: 1) complete bibliographic reference (Chicago, Modern Language Association (MLA), American Sociological Association (ASA) styles only); 2) original abstract provided by author if no abstract is given, do not use that article); and 3) a 3-5 sentence evaluation of how an article advances your thinking on your topic, institution, or policy of choice. Due Friday, April 30, 2021 at 11:59pm. Maximum: Ten (10) points.

Stage 4. Oral Presentation (20%)

Each student will give a conference-style oral presentation of their research. Presentations will be conducted co-currently. Each student will give an oral presentation of their final paper in the format of a conference presentation. The presentation itself will be restricted to 15 minutes, with no exceptions. Each conference room will host 3 scholars. You will engage in 10 minutes of Q & A with your seminar participants. Five (5) minutes will be allocated to fielding for constructive criticism on the final project.

Monday, May 3, 2021 from 6:00-7:15
Final Term Paper

Develop a Research Design for a Study on Ethnoracial Health Disparities. The length of these proposals will vary depending on their purpose, but you should aim for 6,500-8,000 words for the body of the paper (introduction, methods, results, conclusion, discussion). The maximum words for the paper are 10,000 words for body of paper, references, tables, and figures. Use the submission guidelines for Social Science and Medicine. The due date for the final paper is Monday, May 14 at 11:59pm. Maximum: Twenty-five (25) points.

The paper should include: 1) a title page; 2) an abstract; 3) body; 4) references; 5) tables; 6) figures; and 7) appendices. The body of the empirical paper must be between 6,500-8,000 words, not including references, tables, figures, and appendices.

Appendices should include raw output and syntax for quantitative studies and questionnaire schedules for qualitative studies, as well as any material relevant to the paper but not in the main references table and figures.

The final paper should be uploaded to Canvas. Only PDF, DOC, and DOCX file formats will be graded. Paper must be double-spaced with 1-inch margins all around. Only use 12-point font. The style of the font must be Times New Roman or Arial – these are standard fonts allowed for empirical research submitted for peer-review.

The structure of the paper varies by course level.

<table>
<thead>
<tr>
<th>SOC 389:</th>
<th>SOC 585</th>
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</thead>
<tbody>
<tr>
<td>5 pages - Literature review + Hypotheses,</td>
<td>8 pages - Literature review + Hypotheses,</td>
</tr>
<tr>
<td>4 pages – Data and Measures,</td>
<td>7 pages – Data and Measures</td>
</tr>
<tr>
<td>0 pages – Preliminary Results</td>
<td>5 pages – Preliminary Results</td>
</tr>
<tr>
<td>3 pages – Conclusion</td>
<td>3 pages – Conclusion</td>
</tr>
<tr>
<td>References +</td>
<td>References +</td>
</tr>
<tr>
<td>Figures and Tables.</td>
<td>Figures and Tables.</td>
</tr>
<tr>
<td>Total: 12 pages</td>
<td>Total: 25 pages</td>
</tr>
</tbody>
</table>

SOC 585: 8 pages literature review + hypotheses, 9 pages – data, measures, and methods, 5 pages – preliminary results, 3 pages – Conclusion + References + Figures and Tables. Total: 25 pages

Detailed rubric for term paper will be posted to Canvas.
REQUIRED COURSE MATERIAL

Reading Material


(6) Emory Woodruff Libraries, Online Resources

(7) Selected readings available under the “Course Content” tab of the Blackboard site. These are articles/chapters from sources other than the textbooks.
Technology Requirements

All seminars will be hosted virtually via Zoom, which you must access from a device of your choice via your Emory credentials. To access the virtual seminar room, use the following information.

Join Zoom Meeting (one-click)
https://emory.zoom.us/j/95569034391?pwd=MUIvV0FFNXJONHJKd2lzd3RUeUliUT09

Meeting ID: 955 6903 4391
Passcode: SP21ERHD

Access:
1. Click Seminar Room Link and then enter Passcode.
2. Login to Zoom. Press Join Room. Enter Meeting ID. Then, when prompted, enter Passcode.
3. Join Seminar Room with One-Click Access below:
   https://emory.zoom.us/j/95569034391?pwd=MUIvV0FFNXJONHJKd2lzd3RUeUliUT09

For this course, I will rely on Canvas to distribute information about the course, including course materials (such as the syllabus, announcements, handouts, readings not in a required book, and grades). You can access the Canvas website at http://canvas.emory.edu with your university account. It is your responsibility to check the class Canvas website regularly (i.e., daily).
STANDARD STRUCTURE OF A COURSE

Course Format

The course format is a seminar that meets twice a week – from 6:00 to 7:15pm EST via Zoom on both Monday and Wednesday.

You are expected to attend both seminars.

The Monday seminar material and activities are available asynchronously, if needed.

Both seminars will be recorded and made available via Canvas.

Asynchronous

Mondays, January 25th - May 3rd
6:00 - 7:15pm EST

Lecture Materials Posted via Canvas Files

Available After Class

Always Recorded

Synchronous

Wednesdays, January 25th – May 3rd
6:00 – 7:15pm EST

Discussion via Virtual Classroom

Available During Class

Always Recorded
PARTICIPATION AND ATTENDANCE

Participation is encouraged and contributes part of your final grade.

No penalties will be levied for absences at any meeting of the course.

No penalties will be levied for late submissions of assignments for the course.

*For no reason* is a student required to provide an excuse or rationale for their absence or late submission.

You are encouraged to reach out to myself to talk about any difficulties you may have in being present in class or completing assignments.

The most efficient way to contact me is via the Canvas Inbox/Message portals.

You may also send me an email at: alyasah.ali.sewell@emory.edu.
WEEKLY READING SCHEDULE

* Located via Emory Libraries Online Resources
^ Locate on Canvas File Folder

Week 1. Patterns of Health Disparities in the United States

Monday, January 25, 2021 [Asynchronous]

Wednesday, January 27, 2021 [Synchronous]

Readings:


Week 2. Historical Issues in Ethnoraciality and Health

Monday, February 1, 2021 [Asynchronous]

Wednesday, February 3, 2021 [Synchronous]

Readings:


Week 3. Conceptualizing Race and Ethnicity in Health and Healthcare Research

Monday, February 8, 2021 [Asynchronous]

Wednesday, February 10, 2021 [Synchronous]

Readings:


Recommended:

Week 4. Patient Factors in Healthcare Disparities

Monday, February 15, 2021  [Asynchronous]

Wednesday, February 17, 2021 [Synchronous]

Readings:


Recommended:


**Week 5. Healthcare Provider/System Factors**

*Monday, February 22, 2021 [Asynchronous]*

*Wednesday, February 24, 2021 [Synchronous]*

Readings:


Recommended:

Week 6. Why Health Status Disparities Exist: Excess Risk Exposure hypothesis

Monday, March 1, 2021 [Asynchronous]

Wednesday, March 3, 2021 [Synchronous]

Readings:


Recommended:

Week 7. Why Health Disparities Exist: Resource Mis-Allocation Thesis

Monday, March 8, 2021 [Asynchronous]

Wednesday, March 10, 2021 [Synchronous]

Readings:


Week 8. Psychosocial Mechanisms

Monday, March 15, 2021 [Asynchronous]

Wednesday, March 17, 2021 [Synchronous]

Readings:


Recommended:

Week 9. Why Health Disparities Exist: Socioeconomic Status Thesis

Monday, March 22, 2021 [Asynchronous]

Wednesday, March 24, 2021 [Synchronous]

Readings:


Recommended:

**Week 10. Immigration and Health Disparities**

*Monday, March 29, 2021 [Asynchronous]*

*Wednesday, April 1, 2021 [Synchronous]*

Readings:


Recommended:


Week 11. Discrimination and Health Disparities

Monday, April 6, 2021 [Asynchronous]

Wednesday, April 8, 2021 [Synchronous]

Readings:


Week 12. Ethnoraciality and Mental Health

Monday, April 13, 2021 [Asynchronous]

Wednesday, April 15, 2021 [Synchronous]

Readings:


Recommended:

Week 13. Ethnoraciality, Gender, and Health

Monday, April 13, 2021 [Asynchronous]

Wednesday, April 15, 2021 [Synchronous]

Readings:


Recommended:

Week 14. Ethnoraciality, Sexuality, and Health

Monday, April 20, 2021 [Asynchronous]

Wednesday, April 22, 2021 [Synchronous]

Readings:


Recommended:


Week 15. Conclusion

Monday, May 3, 2021 [Synchronous]

Conference Presentations

3 Conference Rooms
4 Panelists per Conference Room

15 minute presentations per panelist

15 min Q & A