

**“DRAFT SYLLABUS: SUBJECT TO CHANGE”**

**COVID-19 and HEALTH EQUITY COURSE OVERVIEW**

**SOC 5010-782**

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Welcome to this new cutting-edge certificate course that is happening in real time, COVID 19 and Health Equity:

This course will deal with the impact of COVID-19 across various population demographics. COVID-19 has shed light on health disparities across race, gender, class, age, disability, etc., especially, prevalent in minority communities, working class communities and those who live at the margins of our social and economic class system as gig workers. We will also explore the role of social institutions on the structure of healthcare services and the delivery of healthcare treatment across population demographics in the United States and globally.

Also, this course will open students’ critical eye to the powerful influence of global technologies on the dissemination of health information. Additionally, the relationship of the political health economy on health outcomes will be discussed throughout this course. Finally, we will pay special attention to the sociological significance of health and disease inequities that disproportionately affect vulnerable populations by considering social, behavioral and cultural factors that impinge upon health outcomes. All of this will be discussed against the backdrop of government institutional power in the structuring of healthcare delivery and treatment in minority communities and how these and related social forces operate in maintaining our current system of health inequities.

**Required Readings (available via Amazon and the UCCS Bookstore):**

[The immortal life of Henrietta lacks by Rebecca Skloot](#)

[Blood Sugar by Anthony Hatch](#)

[Medical Apartheid: The dark history of medical experimentation on black Americans from colonial times to the present by Harriet A. Washington](#)

The Sociology of Health and Illness

TENTH EDITION

Edited by: [Peter Conrad](#) & [Valerie Leiter](#) -

### Course Grading:

1. Course Participation: Based on completion of group discussions entered in Canvas on each assignment provided in Canvas. Discussion Question Threads will also be assigned from required book reading material: **5% for each discussion item** (90% of your discussion question threads must be completed by providing responses and answering the question(s). In other words, you could only miss 3 opportunities to participate. Please reach out to me if you miss more than 3 group discussion exercises to avoid receiving 0 points in this entire grading category).
2. Written Assignments on Selected Paper Topics (Must be approved by Professor) **15% for each item**
3. Selected Social Media and Article Readings: **10% for each item**
4. Additional Selected Musing Write-ups (Must be approved by Professor): **10% for each item**
5. Experiential Narrative with COVID-19: 10% (Completion required to receive a course grade)
6. Research Paper: **25%** (Completion required to receive a course grade)
7. Research Policy Paper: **25%** (Completion required to receive a course grade)
8. Extra Credit Work: **20% for each item**

### Topics Covered in this Course include:

- COVID-19 and Minority Populations;
  - The sociological significance of health and disease inequities across population demographics;
  - The role of the political economy on health outcomes;
  - The influence of social and cultural factors on health behavior and health outcomes;
  - The general operation of healthcare systems in the United States and beyond;
  - The influence of social health activism and health policy in creating health equity and healthcare reform;
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### Student learning explorations will include:

- ~ Readings of the health literature related to our course topic
  - ~ Listening and summarization of selected social media health podcasts
  - ~ In-depth examination of how intersectional health inequities across race, class, gender, age, disability, etc., disproportionately affect minority populations
  - ~ Risk and protective factors in determining health outcomes
  - ~ 'This is what Despair Looks Like': Selected Taped Testimonials from Families on the edge of facing Eviction, Fear of COVID-19, Community-Police Tension and Food Insecurity and more hardships.
  - ~ Health issues in Black and Brown Communities
  - ~ Analysis of selected Rap Music that Address Community Hardship in Impoverished Underserved Communities dealing with COVID-19 : ( <https://genius.com/Grandmaster-flash-and-the-furious-five-the-message-lyrics>, <https://www.pastemagazine.com/politics/hip-hop/the-10-best-political-hip-hop-songs-of-all-time/>)
  - ~ The Gig Economy: Job fragility in the Face of COVID-19
  - ~ Who **doesn't need** health insurance during a pandemic? The ACA (Affordable Care Act) Healthcare Debates.
  - ~ Promoting a Culture of Health Equity for all
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### **UNIT SCHEDULE APPROACH-ONE YEAR CERTIFICATE COURSE COMPLETION:**

All The work listed below will be assigned in Units. You will have a total of 15 units and will be given instructions for each unit 1-15 in CANVAS. There are no deadline dates. Please remember that you have one year from the date that you enroll in this certificate course to complete all your assignments. If you need longer than one year from the date you enroll in this certificate course, **you must notify me 60 days in advance to not lose your work and be granted permission to complete this course after the one year expiration date from the initial date of your enrollment in this course in CANVAS. A decision for you to complete this course after your one-year expiration will be made on a case by case basis. You are not guaranteed permission to complete this course after one year. Therefore, plan upon registering for this course to complete it well in advance of one year to avoid unforeseen events.**

### **LINKS TO SOCIAL MEDIA VIDEOS, WEBSITES, ASSIGNMENTS AND ARTICLE PDFS:**

You will be provided a link to social media videos and websites and article pdfs and assignment instructions unless otherwise stated. Also, I will include instructions in CANAS and list discussion questions in CANVAS unless otherwise stated. Please click on the appropriate CANVAS links to locate your assignments and related materials to complete your work. You are welcome to skip and go to other units. However, your research and policy paper require that you complete previous assignments to build a cumulative understanding of COVID 19 AND HEALTH EQUITY. I strongly advise you to complete the assignments in chronological order starting with UNIT 1. If I discover that CANVAS UNITS are being haphazardly skipped or partially completed, I might turn off and deactivate certain units for a brief period until earlier units are successfully completed.

**Paper Topics and Written Assignments will include discussions on the following (Please consult with Professor Wallace if you would like to write on a different topic related to COVID 19 AND HEALTH EQUITY):**

- Health issues in Communities of Color: Why are Black and Brown People at greater risk of contracting COVID-19 and what role does social inequality play in healthcare service delivery and treatment of racial and ethnic groups, immigrants, persons with disabilities, those dealing with language barriers, etc.,.? (3-4 Pages)
- COVID-19 has shed light on race, gender, class, age, disability, etc., differences. We will cover materials that illustrate our experiences with several of the above categories of social difference on COVID-19. Write about your observations and experiences from a critical and reflective perspective on how COVID-19 has affected your local community and its coping ability through this pandemic. Emphasis will be placed on your informed analysis of how your social environment has been impacted by COVID-19. (5-7 Pages)

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**Selected Social Media and Article Readings: Podcasts, U-Tube Lectures, Unnatural Causes Video Series, and article readings to be assigned (1-2-page summary write-ups required).**

- 1-2 to page summaries on required Podcasts, U-Tube, Lectures, Videos, and PDF peer reviewed article readings

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**Experiential Narrative with COVID-19 and Health Equity Experiences**

•3-4 Page experiential narrative paper of your interpersonal challenges (work, family, school etc., and institutional interactions) Living Through the COVID-19 Pandemic

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**Additional Topic Musings-3-5 Written Pages on Each Topic (Permission required from Professor Wallace if you would like to write on different and/or additional musing topics related to COVID 19 AND HEALTH EQUITY):**

•How is Health and the Economy associated to human rights, human development and human productivity in the workforce?

•How has COVID-19 shed light on race gender, class, age, disabilities, citizenship status, etc., health equities?

•Briefly highlight the differences in outcomes for various population demographics and their risk of contracting COVID-19. Write down a list of essential workers. Write down a list of essential worker job descriptions and what their approximate rate of pay.

Write down any patterns you see in the racial ethnic and gender makeup of work that essential workers are most likely to participate (For examples: what group category is most likely to work at a grocery store? Emergency physician? Delivery driver?

hotel cleaner? etc.). What role does social inequality play in the type of employment or job description of work expectations- Is there a pattern of clustering of race and gender represented in certain types of jobs? Explain these patterns of clustering?

•What is the relationship between financial strain (economic hardship) and health equity?

•Analyze potential stressful social problems that could play out in racial and ethnic communities that are dealing with unemployment and poverty during the COVID-19 Pandemic? Do you think that this tension could create more community violence? Do you think that couples dealing with these situations are more likely to engage in spousal abuse, get a divorce, etc.? Do you think that police responsible for protecting these underserved communities may be more stressed do to the pandemic and myriad societal problems and behave inappropriately towards its residents? Do you think that more people are likely to be distressed or develop mental health issues and/or their current mental health status could change as a result of COVID-19? **3-5 pages**

(provide detailed analyses and incorporate materials from this course)

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**FINAL PROJECTS:**

**A research paper project:** Select a specific demographic population group disproportionately impacted by COVID-19 and the role that health equity plays in addressing this populations' health disparity issues.

(8-10 pages, not including references)

**A policy paper:** The COVID-19 and Health Equity Policy paper will also demonstrate your cumulative knowledge throughout this certificate course. The policy paper will be based on all your learning

throughout this Certificate Course which will include assignment readings, virtual lectures, videos, podcasts, required articles and books, etc. You will use your cumulative knowledge of COVID-19 and Health Equity to write about 'Building a Culture of Health Equity' You will outline ways that you can reform our current health policies which include( workplace practices, sick-leave, FLMA ,essential worker rights, etc.). United States Health Policy information is available at:

[U.S. Health Care Policy | RAND  
www.rand.org/.../key-topics/health-policy.html](https://www.rand.org/.../key-topics/health-policy.html)

(4-5 pages, not including references)

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#### **Optional Extra Credit Assignments Include:**

Comparative analysis of **two global pandemics** within the last 200 years? What population demographics received health attention or visibility during these pandemics? What health resources were available to support people at that time? What factors contributed to the onset of each of these pandemics? What population groups experienced the highest levels of mortality as a result of these pandemics? What types of technological/ informational systems were available? If scant to no technological informational systems existed, how was information disseminated? What are some positive and negative ways that global technological/ informational systems and social media outlets influence our understandings of human behavior and the management of global pandemics based on your comparative analysis of your two selected global pandemics?

(7-10 pages, not including references)

The Center for Disease Control Research Musings: Go to the CDC WEBSITE: [www.cdc.gov](http://www.cdc.gov) and explore the many human diseases that this Center researches. Select a human disease epidemic of interest ( For example: The CDC Website Lists, Maternal and Infant Health Disease Prevention as an important epidemic of concern) and explore as much information as you could on the CDC website and afterwards collect 3-5 peer reviewed research articles on your disease epidemic of interest( these must be approved by the professor before using them in your report) and discuss why you think your disease epidemic of interest is a public health concern based on what you have learned about it. (5-7 pages, not including references)

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For further questions please contact Professor Gail Wallace at [gwallace@uccs.edu](mailto:gwallace@uccs.edu)

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