**Selected Readings for the Public Health Classroom**

Prepared by the Collaboratory for Health Justice

Last updated 8.18.20

**Introduction**

This compilation of readings was prepared in the summer of 2020 following the murder of George Floyd and the piqued interest in incorporating anti-racist praxis into the institutions in which we live, work, and study. Many staff and faculty are attuned to the needs of this work and aim to center their research, teaching, and activism in ways that bring our communities closer to the goal of health equity.

Still, there is work to be done by all of us, even those of us who practice anti-racism on a daily basis. There has been student interest in classes on racism as well as faculty request for guidance on aligning course material and research practice with an anti-racist lens. In order to help meet these interests, fellows and interns at the Collaboratory for Health Justice helped developed this crowd-sourced selection of readings for students, staff, and faculty in public health. This document is not meant to be comprehensive and we welcome feedback so that we can continue to develop this crowd-sourced document with your expertise.

**How to Use This Material**

This material was originally designed to be an aid for developing a syllabus. However, it can be used in a variety of ways: as a reading list for a research team, a student group, or for use in other health science departments. Readings are categorized for easy selection depending on the reader’s needs.

If there is interest in using this tool to help develop a syllabus, it can be used in two ways. In the first way, entire categories can be pulled and used as modules in a syllabus. With this approach, there is a deeper and more comprehensive look at an issue. There is, however, risk that this material will be covered in another course and thus it will be duplicated course material for students. In the second way, faculty are welcome to peruse the entirety of the selected readings and choose individual or group pieces and thread a different connection through them that makes sense for the course syllabus. There are numerous ways to connect the selected readings.

**Preparing and Facilitating**

The reality is that racism and structural inequality are inherently both personal and political topics. Many factors shape how people experience these discussions such as people's official position at the institution, their history of living in Chicago, their personal background, and the current state of politics in America. Discussing the effects of racism on our physical and psychological well-being can, therefore, be difficult in the classroom. These discussions will have a different impact on all the people in the classroom.

There are, however, concrete things facilitators can do to aid in discussing this material in the classroom. We acknowledge that each faculty member has a different approach to teaching and that there are benefits to different approaches. We humbly offer these suggestions for faculty who may like some guidance on handling these specific conversations.

**Five ineffective strategies**

1. *Remaining silent.* Allowing students to discuss and debate amongst themselves can lead the conversation in unproductive and even harmful directions. Faculty are often experiencing emotions themselves during these conversations and it is understandable, even encouraged, for faculty to show that race is an important topic to the them.
2. *Diverting from the main topic.* Intersectionality is encouraged, but when the discussion shifts to talk about another main issue such as class, gender, or nationality as the focal point, then faculty may need to remind students that the main topic is race.
3. *Appeasing the audience.* There is a misconception that the absence of heated debate means that there is classroom harmony. Appeasing the audience by avoiding direct confrontation and debate can interfere with productive discussion. Emphasizing commonalities over differences and discussing superficial issues are two other appeasements that can hinder meaningful discussion and the uncovering of personal biases.
4. *Halting the conversation.* Unfruitful conversation can happen when there is not enough time dedicated to the subject, there is a promise to continue the discussion in the future but no follow-through, individuals who bring up race in a conversation are asked to save their comments for another time, or when people of color are told to be rational or professional in their mannerisms.
5. *Becoming defensive.* People may become offended when they feel that they are being challenged or invalidated. This may be especially so when people are newer to these conversations, they are from the dominant white racial group, or they truly see themselves as being an ally. Some ways in which defensiveness may manifest are by attacking others’ credibility or how they are speaking by calling people hostile, unscholarly, or informal. Facilitators can help to mitigate this defensiveness by beginning the conversation with asking people who are still learning to be conscious of emotional reactions and potential defensiveness.

**Five effective strategies**

1. *Understand your racial and cultural identity.* Facilitating an effective discussion is contingent upon the facilitator having a deep understanding of their own identity, privileges, and biases. The facilitator must understand how these factors impact how they see the world and how others see them in order to be able to guide participants to do so as well.
2. *Openly acknowledge your own racial biases.* Modeling honesty and vulnerability for the group demonstrates the importance of self-reflection in this discussion. It is important for participants to understand that everybody is a product of our culture and understanding racial issues in an ongoing and lifelong project.
3. *Facilitate discussion around feelings themselves.* There will be emotions throughout the entirety of the conversation and it benefits participants to openly talk about them. It is useful to participants when facilitators name the tension in the room and prompt students to reflect on how they are feeling, why, and to discuss this amongst the group.
4. *Focus on controlling the process and not the content of the discussion- until it is necessary.* Facilitators can guide the discussion by ensuring it stays on topic, offering discussion questions, asking people to reflect on their emotions, and recapping the overall trajectory of the conversation. Intervening on the content itself is most useful when participants have made intentionally offensive statements, a point(s) is at a standstill, or when participants of color are bearing the brunt of the responsibility in education others and it is becoming visibly overbearing.
5. *Appreciate when people speak up.* Facilitators should acknowledge that this conversation is difficult for folks in many ways. There is an undue burden for people of color; allies can help mitigate this by speaking up when needed and stepping back when appropriate. The facilitator should thank people when they make a vulnerable statement or offer a key point that drives the conversation forward. However, be attentive to whom you are praising and how: this should not be an opportunity to praise white people for coming to terms with their privilege.

Source: Sue, DW. (n.d.). Facilitating Difficult Race Discussions. New York City: Columbia University. Retrieved July 31, 2020.

|  |  |
| --- | --- |
| **Topic** | **Suggested Readings** |
| Foundations: The Need for An Anti-Racist Public Health | Garcia JJ, Zulfacar Sharif M (2015). Black lives matter: A commentary on racism and public health. *Am J Public Health*; 105(8): e27-e30.  Hardeman, R., Medina, E., & Kozhimannil, K. (2016). Structural Racism and Supporting Black Lives — The Role of Health Professionals. *The New England Journal of Medicine*, *375*(22), 2113–2115. https://doi.org/10.1056/nejmp1609535  Bonilla-Silva, E. (2015). The Structure of Racism in Color-Blind, “Post-Racial” America. *The American Behavioral Scientist (Beverly Hills)*, *59*(11), 1358–1376. <https://doi.org/10.1177/0002764215586826>  Henricks, K., Lewis, AE., Arenas, I., and Lewis, DG. (2017). A Tale of Three Cities: The State of Racial Justice in Chicago Report. Institute for Research on Race and Public Policy, The University of Illinois Chicago. Retrieved from  https://irrpp.uic.edu/pdf/publications/IRRPP\_TaleOfThreeCitiesStateOfRacialJusticeInChicagoReport.pdf  Griffith, D., Mason, M., Yonas, M., Eng, E., Jeffries, V., Plihcik, S., & Parks, B. (2007). Dismantling institutional racism: theory and action. *American Journal of Community Psychology*, *39*(3), 381–392. https://doi.org/10.1007/s10464-007-9117-0  Berman, G., & Paradies, Y. (2010). Racism, disadvantage and multiculturalism: towards effective anti-racist praxis. *Ethnic and Racial Studies*, *33*(2), 214–232. https://doi.org/10.1080/01419870802302272  Kendi, I. (2019). *How to be an antiracist* (First Edition.). One World.  Ford, C., & Airhihenbuwa, C. (2010). The public health critical race methodology: Praxis for antiracism research. *Social Science & Medicine (1982)*, *71*(8), 1390–1398. <https://doi.org/10.1016/j.socscimed.2010.07.030>  Ahmed, S. (2006). The Non-performativity of Antiracism. *Meridians (Middletown, Conn.)*, *7*(1), 104–126. <https://doi.org/10.2979/mer.2006.7.1.104>  Singh, A. A. (2019). *The racial healing handbook: Practical activities to help you challenge privilege, confront systemic racism, and engage in collective healing*. New Harbinger Publications.  Crenshaw, K. (2015). Why intersectionality can’t wait. *The Washington Post*, *24.* (ht[tps://www.washingtonpost.com/news/in-t](http://ttps://www.washingtonpost.com/news/in-%22)heory/wp/2015/09/24/why-intersectionality-cant-wait/)  Krieger, Nancy. (1990). On Becoming a Public Health Professional: Reflections on Democracy, Leadership, and Accountability. *Journal of Public Health Policy*, *11*(4), 412–419. https://doi.org/10.2307/3342921  Beauchamp, DE (2013). Public Health as Social Justice. In Donohoe MT, *Public Health and Social Justice*. San Francisco CA: Jossey-Bass.  Alicia Ely Yamin. (2008). Will We Take Suffering Seriously? Reflections on What Applying a Human Rights Framework to Health Means and Why We Should Care. *Health and Human Rights*, *10*(1), 45–63. https://doi.org/10.2307/20460087  Neier, A. (2006). Social and economic rights: a critique. *Human Rights Brief*, *13*(2), 1-3.  Kelly, M., & Green, J. (2019). What can sociology offer urban public health? *Critical Public Health*, *29*(5), 517–521. <https://doi.org/10.1080/09581596.2019.1654193> |
| Higher Education and Teaching | Freire, P. (2018). *Pedagogy of the oppressed*. Bloomsbury Publishing USA.  Lewis, A. E., & Diamond, J. B. (2015). *Despite the best intentions: How racial inequality thrives in good schools*. Oxford University Press.  Hamer, J., & Lang, C. (2015). Race, Structural Violence, and the Neoliberal University: The Challenges of Inhabitation. *Critical Sociology*, *41*(6), 897–912. https://doi.org/10.1177/0896920515594765  Hagopian, A., West, K., Ornelas, I., Hart, A., Hagedorn, J., & Spigner, C. (2018). Adopting an Anti-Racism Public Health Curriculum Competency: The University of Washington Experience. *Public Health Reports (1974)*, *133*(4), 507–513. <https://doi.org/10.1177/0033354918774791>  Wagner, A. (2005). Unsettling the academy: working through the challenges of anti‐racist pedagogy. *Race, Ethnicity and Education*, *8*(3), 261–275. <https://doi.org/10.1080/13613320500174333>  Nairn, S., Hardy, C., Parumal, L., & Williams, G. (2004). Multicultural or anti-racist teaching in nurse education: a critical appraisal. *Nurse Education Today*, *24*(3), 188–195. https://doi.org/10.1016/j.nedt.2003.11.007  Blackwell, D. (2010). Sidelines and separate spaces: making education anti-racist for students of color. *Race Ethnicity and Education*, *13*(4), 473–494. https://doi.org/10.1080/13613324.2010.492135  Braun, L. (2017). Theorizing Race and Racism: Preliminary Reflections on the Medical Curriculum. *American Journal of Law & Medicine*, *43*(2-3), 239–256. <https://doi.org/10.1177/0098858817723662>  Gillborn, D. (2006). Critical Race Theory and Education: Racism and anti-racism in educational theory and praxis. *Discourse (Abingdon, England)*, *27*(1), 11–32. <https://doi.org/10.1080/01596300500510229>  Hooks, B. (2003). Teaching community: A pedagogy of hope (Vol. 36). Psychology Press. |
| Research and Representation | Minkler, M. (2016). Ethical Challenges for the “Outside” Researcher in Community-Based Participatory Research. *Health Education & Behavior*, *31*(6), 684–697. https://doi.org/10.1177/1090198104269566  Williams, D., & Mohammed, S. (2013). Racism and Health II: A Needed Research Agenda for Effective Interventions. *American Behavioral Scientist*, *57*(8), 1200–1226. <https://doi.org/10.1177/0002764213487341>  Crane, J. T. (2010). Unequal ‘partners’. AIDS, academia, and the rise of global health. *BEHEMOTH-A Journal on Civilisation*, *3*(3), 78-97.  Morton Ninomiya, M., Hurley, N., & Penashue, J. (2018). A decolonizing method of inquiry: using institutional ethnography to facilitate community-based research and knowledge translation. *Critical Public Health*, 1–12. https://doi.org/10.1080/09581596.2018.1541228  Douglas-Jones, R. (2019). Getting inside ethical review: anxious bureaucracies of revelation, anticipation and virtue. *Critical Public Health*, *29*(4), 448–459. https://doi.org/10.1080/09581596.2019.1591615  Harvey, M., & McGladrey, M. (2019). Explaining the origins and distribution of health and disease: an analysis of epidemiologic theory in core Master of Public Health coursework in the United States. *Critical Public Health*, *29*(1), 5–17. https://doi.org/10.1080/09581596.2018.1535698  Karkey, A., & Green, J. (2018). Speaking for others: ethical and political dilemmas of research in global health. *Critical Public Health*, *28*(5), 495–497. https://doi.org/10.1080/09581596.2018.1515294  Kingori, P., & Gerrets, R. (2019). The masking and making of fieldworkers and data in postcolonial Global Health research contexts. *Critical Public Health: Pseudo Matters in Global and Public Health. Guest Editors: Patricia Kingori and René Gerrets*, *29*(4), 494–507. https://doi.org/10.1080/09581596.2019.1609650  Reynolds, L., & Sariola, S. (2018). The ethics and politics of community engagement in global health research. *Critical Public Health*, *28*(3), 257–268. https://doi.org/10.1080/09581596.2018.1449598  Reverby, S. (2009). *Examining Tuskegee : the infamous syphilis study and its legacy* . University of North Carolina Press.  Graham, L., Brown-Jeffy, S., Aronson, R., & Stephens, C. (2011). Critical race theory as theoretical framework and analysis tool for population health research. *Critical Public Health*, *21*(1), 81–93. <https://doi.org/10.1080/09581596.2010.493173>  Wallerstein, N., & Duran, B. (2017). The theoretical, historical and practice roots of CBPR. Community-based participatory research for health: Advancing social and health equity, 17-29.  Wallerstein, N., Duran, B., Oetzel, J. G., & Minkler, M. (Eds.). (2017). *Community-based participatory research for health: advancing social and health equity*. John Wiley & Sons.  Minkler, M. (Ed.). (2012). *Community organizing and community building for health and welfare*. Rutgers University Press. |
| Counting and Classifying | Cook, B., McGuire, T., & Zaslavsky, A. (2012). Measuring Racial/Ethnic Disparities in Health Care: Methods and Practical Issues. *Health Services Research*, *47*(3pt2), 1232–1254. https://doi.org/10.1111/j.1475-6773.2012.01387.x  Blume, S. (2006). The politics of endpoints. In *Devices and Designs* (pp. 249-272). Palgrave Macmillan, London.  Braun, L., Fausto-Sterling, A., Fullwiley, D., Hammonds, E., Nelson, A., Quivers, W., Reverby, S., & Shields, A. (2007). Racial Categories in Medical Practice: How Useful Are They? *PLoS Medicine*, *4*(9), e271–. https://doi.org/10.1371/journal.pmed.0040271  Storeng, K., & Béhague, D. (2016). “Guilty until proven innocent”: the contested use of maternal mortality indicators in global health. *Critical Public Health*, *27*(2), 163–176. https://doi.org/10.1080/09581596.2016.1259459  Noymer, A., Penner, A., & Saperstein, A. (2011). Cause of death affects racial classification on death certificates. *PloS One*, *6*(1), e15812–. https://doi.org/10.1371/journal.pone.0015812  Babbs, Grey. (2020, May 13). Miscounting Murder of Mothers. *Public Health Post*. <https://www.publichealthpost.org/research/miscounting-murder-of-mothers/>  Adams, V. (2016). *Metrics: What counts in global health*. Duke University Press. |
| Policy as Social Justice- and Injustice | Lillie-Blanton, M., & Hoffman, C. (2005). The Role of Health Insurance Coverage In Reducing Racial/Ethnic Disparities In Health Care. *Health Affairs*, *24*(2), 398–408. <https://doi.org/10.1377/hlthaff.24.2.398>  Smith, D. B. (2015). Civil rights and Medicare: Historical convergence and continuing legacy. *Medicare and Medicaid at*, *50*, 21-38.  Jepeal, N., Zlateva, I., Wang, J., & Olayiwola, J. (2014). Strengthening the Role the Workforce Plays in Health Policy Engagement in Underserved Communities: Lessons from a Multi-site Federally Qualified Health Center. *Journal of Health Care for the Poor and Underserved*, *25*(1), 29–36. https://doi.org/10.1353/hpu.2014.0052  Coates, T. N. (2014). The case for reparations. *The Atlantic*, *313*(5), 54-71.  <http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>  Woolf, S., & Braveman, P. (2011). Where Health Disparities Begin: The Role Of Social And Economic Determinants—And Why Current Policies May Make Matters Worse. *Health Affairs*, *30*(10), 1852–1859. https://doi.org/10.1377/hlthaff.2011.0685 |
| The Discourse of “Risk” | Brandt, A. M. (1997). Behavior, disease and health in the twentieth-century United States. *Morality and health*, 53-77.  Chaufan, C., Yeh, J., Ross, L., & Fox, P. (2015). You can’t walk or bike yourself out of the health effects of poverty: active school transport, child obesity, and blind spots in the public health literature. *Critical Public Health*, *25*(1), 32–47. <https://doi.org/10.1080/09581596.2014.920078>  Robert A. Aronowitz. (2009). The Converged Experience of Risk and Disease. *The Milbank Quarterly*, *87*(2), 417–442. https://doi.org/10.1111/j.1468-0009.2009.00563.x  Lupton, D. (1993). Risk as moral danger: the social and political functions of risk discourse in public health. *International journal of health services*, *23*(3), 425-435.  López, L., & Golden, S. (2014). A New Era in Understanding Diabetes Disparities Among U.S. Latinos—All Are Not Equal. *Diabetes Care*, *37*(8), 2081–2083. https://doi.org/10.2337/dc14-0923 |
| Epidemics: Gun Violence and Mass Incarceration | Holloway-Beth, A., Rubin, R., Joshi, K., Murray, L., & Friedman, L. (2019). A 5-Year Retrospective Analysis of Legal Intervention Injuries and Mortality in Illinois. *International Journal of Health Services*, *49*(3), 606–622. https://doi.org/10.1177/0020731419836080  American Public Health Association. (2018, November 13). Addressing Law Enforcement  Violence as a Public Health Issue. Retrieved August 18, 2020, from  https://www.apha.org/policies-and-advocacy/public-health-policy-statements/policy  database/2019/01/29/law-enforcement-violence  APA. (2018, December). Position Statement on Police Brutality and Black Males.  <https://www.psychiatry.org/newsroom/news-releases/apa-condemns-police-brutality-calls-for-dialogue-to-ease-civil-unrest>  CDC. (2020, January 28). *The Public Health Approach to Violence Prevention.* <https://www.cdc.gov/violenceprevention/pdf/PH_App_Violence-a.pdf>  Drucker, E. (2011). *A plague of prisons: the epidemiology of mass incarceration in America*. New Press.  Holloway-Beth, A., Rubin, R., Joshi, K., Murray, L. R., & Friedman, L. (2019). A 5-year  retrospective analysis of legal intervention injuries and mortality in Illinois. *International*  *journal of health services*, *49*(3), 606-622.  Williams, D., & Donnelly, P. (2014). Is violence a disease? Situating violence prevention in public health policy and practice. *Public Health*, *128*(11), 960–967. https://doi.org/10.1016/j.puhe.2014.09.010  Riemann, M. (2019). Problematizing the medicalization of violence: a critical discourse analysis of the ‘Cure Violence’ initiative. *Critical Public Health*, *29*(2), 146-155.  Ritchie, A. J. (2017). *Invisible no more: Police violence against Black women and women of color*. Beacon press.  Reifer, T. E. (2017). Nicole Gonzalez Van Cleve, Crook County: Racism and Injustice in America's Largest Criminal Court.  Legewie, Joscha. 2016. “Racial Profiling and Use of Force in Police Stops: How Local Events Trigger Periods of Increased Discrimination.” *American Journal of Sociology*  Massie, Victoria M. (2016, September 25). *Why asking black people about "black-on-black crime" misses the point.* Vox.  https://www.vox.com/2016/4/28/11510274/black-on-black-crime-poverty |
| Epidemics: Overdose Crisis | Schmitz Bechteler, S., & Kane-Willis, K. (2017). Whitewashed: The African American opioid epidemic. Chicago, IL: The Chicago Urban League. *Research and Policy Center*.  Hansen, H., & Netherland, J. (2016). Is the Prescription Opioid Epidemic a White Problem? *American Journal of Public Health (1971)*, *106*(12), 2127–2129. https://doi.org/10.2105/ajph.2016.303483  Hansen, H. (2015). Pharmaceutical Prosthesis and White Racial Rescue in the Prescription Opioid ‘Epidemic.’. *Somatoshphere Science, Medicine, and Anthropology*, 1-14.  McGinty, E., Kennedy-Hendricks, A., Baller, J., Niederdeppe, J., Gollust, S., & Barry, C. (2016). Criminal Activity or Treatable Health Condition? News Media Framing of Opioid Analgesic Abuse in the United States, 1998–2012. *Psychiatric Services*, *67*(4), 405–411. https://doi.org/10.1176/appi.ps.201500065  Netherland, J., & Hansen, H. (2016). The War on Drugs That Wasn’t: Wasted Whiteness, “Dirty Doctors,” and Race in Media Coverage of Prescription Opioid Misuse. *Culture, Medicine and Psychiatry*, *40*(4), 664–686. https://doi.org/10.1007/s11013-016-9496-5  Richards, C. (2018). The Role of Race and Class in Local Media Coverage of Utah's Opioid Epidemic. *Hinckley Journal of Politics*, *19*.  Koram, K. (2020). The War on Drugs and The Global Colour Line.  Sue, K. (2019). *Getting wrecked: women, incarceration, and the American opioid crisis*. University of California Press.  Dasgupta, N., Beletsky, L., & Ciccarone, D. (2018). Opioid Crisis: No Easy Fix to Its Social and Economic Determinants. *American Journal of Public Health (1971)*, *108*(2), 182–186. https://doi.org/10.2105/ajph.2017.304187  Rhodes, T. (2002). The “risk environment”: a framework for understanding and reducing drug-related harm. *The International Journal of Drug Policy*, *13*(2), 85–94. https://doi.org/10.1016/s0955-3959(02)00007-5 |
| Social Movements and Citizen Scientists | Bassett, M. (2016). Beyond Berets: The Black Panthers as Health Activists. *American Journal of Public Health (1971)*, *106*(10), 1741–1743. https://doi.org/10.2105/AJPH.2016.303412  Pope, R., & Flanigan, S. (2013). Revolution for Breakfast: Intersections of Activism, Service, and Violence in the Black Panther Party’s Community Service Programs. *Social Justice Research*, *26*(4), 445–470. <https://doi.org/10.1007/s11211-013-0197-8>  Gilbert, K., & Dean, L. (2013). Social capital, social policy, and health disparities: A legacy of political advocacy in African-American communities. In *Global perspectives on social capital and health* (pp. 307-322). Springer, New York, NY.  Interview with José “Cha Cha” Jiménez. (2012). The Young Lords, Puerto Rican Liberation, and the Black Freedom Struggle. *OAH Magazine of History*, *26*(1), 61-64.  Epstein, S. (1996). *Impure science: AIDS, activism, and the politics of knowledge*. University of California Press.  Weitzel, J., Luebke, J., Wesp, L., Graf, M., Ruiz, A., Dressel, A., & Mkandawire-Valhmu, L. (2020). The Role of Nurses as Allies Against Racism and Discrimination: An Analysis of Key Resistance Movements of Our Time. *Advances in Nursing Science*, *43*(2), 102–113. <https://doi.org/10.1097/ANS.0000000000000290>  Pérez, L., & Martinez, J. (2008). Community Health Workers: Social Justice and Policy Advocates for Community Health and Well-Being. *American Journal of Public Health (1971)*, *98*(1), 11–14. https://doi.org/10.2105/ajph.2006.100842  Rowbotham, S., McKinnon, M., Leach, J., Lamberts, R., & Hawe, P. (2019). Does citizen science have the capacity to transform population health science? *Critical Public Health*, *29*(1), 118–128. https://doi.org/10.1080/09581596.2017.1395393.  Coates, T. N. (2014). Barack Obama, Ferguson, and the evidence of things unsaid. *The Atlantic*, *26*.  <http://www.theatlantic.com/politics/archive/2014/11/barack-obama-ferguson-> and-the-evidence-of-things-unsaid/383212/  Jan, T. (2018). The Forgotten Ferguson. *The Washington Post* [https://www.washingtonpost.com/graphics/2018/business/is-racial- discrimination-influencing-corporate-investment-in-ferguson/](https://www.washingtonpost.com/graphics/2018/business/is-racial-%20discrimination-influencing-corporate-investment-in-ferguson/)  Alinsky, S. D. (1989). *Rules for radicals: A practical primer for realistic radicals*. Vintage. |
| Capitalism and Environmental Justice | Legge, D. G. (2019). Capitalism, imperialism and class: essential foundations for a critical public health. *Critical Public Health*, *29*(5), 624-631.  Green, J. (2019). Time to interrogate corporate interests in public health? *Critical Public Health*, *29*(3), 257–259. https://doi.org/10.1080/09581596.2019.1587886  Roy, M. J. (2017). The assets-based approach: furthering a neoliberal agenda or rediscovering the old public health? A critical examination of practitioner discourses. *Critical public health*, *27*(4), 455-464.  Klein, N. (2011). Capitalism vs. the Climate. *The Nation*, *28*(11), 2011.  <https://www.thenation.com/article/capitalism-vs-climate/>  Pais, J., Crowder, K., & Downey, L. (2013). Unequal Trajectories: Racial and Class Differences in Residential Exposure to Industrial Hazard. *Social Forces*, *92*(3), 1189–1215. https://doi.org/10.1093/sf/sot099  Keshavjee, S. (2014). *Blind spot: how neoliberalism infiltrated global health* (Vol. 30). Univ of California Press.  Anna Lowenhaupt Tsing. (2015). *The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins*. Princeton University Press. |
| Gender, Sexuality, and the Patriarchy | Nelson, Jennifer. (2003). ‘An Instrument of Genocide’ The Black Nationalist Campaign against Birth Control. In *Women of Color and the Reproductive Rights Movement* (pp. 85-112). NYU Press  Elena R. Gutiérrez. (2003). *Policing “Pregnant Pilgrims”: Situating the Sterilization Abuse of Mexican-Origin Women in Los Angeles County* (p. 379–). MQUP.  Nelson, J. (2003). Race, Class and Sexuality: Reproductive Rights and the Campaign for an Inclusive Feminism. In *Women of Color and the Reproductive Rights Movement: and the Reproductive Rights Movement (*pp. 133-178). NYU Press.  Silliman, J. (2004). Women of Color and Their Struggle for Reproductive Justice*.* In *Undivided rights: women of color organize for reproductive justice (*pp. 1-24). South End Press.  Alex Scott-Samuel, Paul Crawshaw, & Ann Oakley. (2015). “Men Behaving Badly”: Patriarchy, Public Policy and Health Inequalities. *International Journal of Men’s Health*, *14*(3), 250–. https://doi.org/10.3149/jmh.1403.250  Barbara Gurr. (2014). *Reproductive Justice: The Politics of Health Care for Native American Women*. Rutgers University Press.  Macleod, C. I., & Feltham-King, T. (2020). Young pregnant women and public health: introducing a critical reparative justice/care approach using South African case studies. *Critical Public Health*, *30*(3), 319-329.  Barcelos, C. A. (2020). Go fund inequality: the politics of crowdfunding transgender medical care. *Critical Public Health*, *30*(3), 330-339. |
| Housing and Education | Korver-Glenn, E. (2018). Compounding Inequalities: How Racial Stereotypes and Discrimination Accumulate across the Stages of Housing Exchange. *American Sociological Review*, *83*(4), 627–656. https://doi.org/10.1177/0003122418781774  Estrada-Correa, V., & Johnson, M. (2012). Foreclosure Depresses Voter Turnout: Neighborhood Disruption and the 2008 Presidential Election in California: Foreclosure Depresses Voter Turnout. *Social Science Quarterly*, *93*(3), 559–576. https://doi.org/10.1111/j.1540-6237.2012.00889.x  Desmond, M. (2016). The eviction economy. *New York Times*.  <http://www.nytimes.com/2016/03/06/opinion/sunday/the-eviction->economy.html?\_r=0  Massey, D., Rugh, J., Steil, J., & Albright, L. (2016). Riding the Stagecoach to Hell: A Qualitative Analysis of Racial Discrimination in Mortgage Lending. *City & Community*, *15*(2), 118–136. https://doi.org/10.1111/cico.12179  Walker, S., Kerns, S., Lyon, A., Bruns, E., & Cosgrove, T. (2010). Impact of School-Based Health Center Use on Academic Outcomes. *Journal of Adolescent Health*, *46*(3), 251–257. https://doi.org/10.1016/j.jadohealth.2009.07.002 |
| Biological Science and Medicine | Roberts, D. (2011). What’s wrong with race-based medicine? Genes, drugs, and health disparities. *Minnesota Journal of Law, Science & Technology*, *12*(1), 1–.  Gravlee, C. (2009). How race becomes biology: Embodiment of social inequality. *American Journal of Physical Anthropology*, *139*(1), 47–57. https://doi.org/10.1002/ajpa.20983  Conrad, P. (2007). Medicalization: Context, Characteristics, and Changes In *The medicalization of society on the transformation of human conditions into treatable disorders (*pp. 3-19). Johns Hopkins University Press.  Welch, H. G., Schwartz, L., & Woloshin, S. (2011). *Overdiagnosed: making people sick in the pursuit of health*. Beacon Press.  Molina, N. (2011). Borders, Laborers, and Racialized Medicalization Mexican Immigration and US Public Health Practices in the 20th Century. *American Journal of Public Health (1971)*, *101*(6), 1024–1031. <https://doi.org/10.2105/ajph.2010.300056>  Armstrong, D. (1993). Framing Disease: Studies in Cultural History (Book). *Sociology of Health & Illness*, *15*(2), 266–267. https://doi.org/10.1111/1467-9566.ep11346911  Gilman, S. L. (1999). Disease and stigma. *The Lancet*, *354*, SIV15. |
| Evidence-Based Medicine | Lambert, H. (2006). Accounting for EBM: Notions of evidence in medicine. *Social Science & Medicine (1982)*, *62*(11), 2633–2645. <https://doi.org/10.1016/j.socscimed.2005.11.023>  Timmermans, S., & Berg, M. (2010). *The gold standard: the challenge of evidence-based medicine*. Temple University Press.  Goldenberg, M. (2006). On evidence and evidence-based medicine: Lessons from the philosophy of science. *Social Science & Medicine (1982)*, *62*(11), 2621–2632. <https://doi.org/10.1016/j.socscimed.2005.11.03>  Humphreys, K., & Piot, P. (2012). Scientific evidence alone is not sufficient basis for health policy. *BMJ*, *344*(7854), 24–25. https://doi.org/10.1136/bmj.e1316  Rosengarten, M., & Savransky, M. (2018). A careful biomedicine? Generalization and abstraction in RCTs. *Critical Public Health*, *29*(2), 181–191. <https://doi.org/10.1080/09581596.2018.1431387>  Adams, V. (2015). *Evidence-Based Global Public Health: Subjects, Profits, Erasures* (pp. 54–90). Princeton University Press. https://doi.org/10.1515/9781400846801-004 |
| Genetics | Krieger, N. (2005). Stormy Weather: Race, Gene Expression, and the Science of Health Disparities. *American Journal of Public Health*, *95*(12), 2155–2160. https://doi.org/10.2105/AJPH.2005.067108  Caulfield, T., Fullerton, S., Ali-Khan, S., Arbour, L., Burchard, E., Cooper, R., Hardy, B., Harry, S., Hyde-Lay, R., Kahn, J., Kittles, R., Koenig, B., Lee, S., Malinowski, M., Ravitsky, V., Sankar, P., Scherer, S., Séguin, B., Shickle, D., … Daar, A. (2009). Race and ancestry in biomedical research: exploring the challenges. *Genome Medicine*, *1*(1), 8–8. https://doi.org/10.1186/gm8  Fine, M., Ibrahim, S., & Thomas, S. (2005). The role of race and genetics in health disparities research. *American Journal of Public Health (1971)*, *95*(12), 2125–2128. https://doi.org/10.2105/AJPH.2005.076588  Bliss, C. (2015). Biomedicalization and the new science of race. In *Reimagining (Bio) Medicalization, Pharmaceuticals and Genetics* (pp. 187-208). Routledge. |

In addition to crowd-sourcing recommended readings, many of these selected readings and sections were borrowed from existing syllabi. We must give credit to the faculty who prepared and publicly shared their syllabi and teaching materials.

**References:**

Acevedo, Andrea. 2017. Inequalities in Health Care. Medford, MA: Community Health, Tufts University.

Braun. 2015. Re-thinking Controversies in Medicine and Public Health. Providence, RI: Science and Science and

Technology Studies, Brown University.

Creary, Melissa. 2017. Race, Ethnicity, Culture, and Health Policy. Ann Arbor, MI: Health Management and Policy,

University of Michigan.

Faber, Jacob. 2019. Racial Inequality and Public Policy in the American City. New York City, NY: Sociology, New

York University.

Garoon, Josh. 2018. Public Health in Rural and Urban Communities. Madison, WI: Community and Environmental

Sociology, University of Wisconsin-Madison.

Gilbert, Paul. 2017. Health Equity, Disparities, and Social Justice. Iowa City, IA: Community and Behavioral

Health, University of Iowa

Hines, Jennifer and Finnegan, Amy. 2018. Global Health in a Local Context: An experiential course on the social

determinants of health equity, and leading change in Minnesota. Minneapolis, MN: School of Public

Health, University of Minnesota.

Reverby, Susan M. American Health Care History in Gender, Race, and Class Perspective. Wellesley, MA:

Women’s and Gender Studies Department, Wellesley College.

Sangaramoorthy, Thurka. Anthropology of Global Health. College Park, MD: Anthropology, University of

Maryland. University of Minnesota.

Tobbell, Dominique. 2010. Disease and the Culture and Politics of Health. Minneapolis, MN: History of Medicine,

University of Minnesota.