

Decolonizing Public Health

Proposed Syllabus

University of Michigan School of Public Health

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HBHE 699
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“I think the notion of dreaming in a time where we are told that it is foolish, futile or not useful is one of the most revolutionary things we can do. To have our lives determined by our dreams of a free world--instead of reactions to a state-imposed reality--is one of the most powerful tools of decolonization.”

— Harsha Walia, *Undoing Border Imperialism*

Course Description: This suggested course syllabus is one of four deliverables to the Health Behavior Health Education department inspired by a student organized, student facilitated teach in which took place on March 30th, 2018 at the University of Michigan School of Public Health. It is also inspired by a student-led course at the University of California Berkeley titled *Decolonizing Bodies in Public Health*.

This syllabus was created to reflect the needs of our student body through data from our comprehensive teach-in evaluation, as well as facilitators' lesson plans and required readings. We hope to build upon what others have done with U of M context in mind- Some of these readings were written on this very campus. This syllabus is intended to be a dynamic and flexible document that can be adapted to suit the evolving needs of UM SPH. To advance the adaptability of this syllabus, it is equipped with suggested discussion topics, options for further reading, and case studies. Future course facilitators may add or change readings as they see fit.

Our goal is to continue to the conversation around decolonizing the field of public health at UM SPH by transforming the curriculum to provide a holistic and foundational understanding of the history of public health that will meet the needs and concerns of students. This suggested syllabus is a first step toward decolonizing our curriculum, which will be a lifelong process.

Course Format

This course syllabus is inspired by a similar course at UC-Berkeley, which is facilitated by students. This course could be taught by PhD students, lecturers, or faculty members.

- Once per week, 3 hours, 3 credits
- No more than 30 students to facilitate class discussion

Within each week there are about 4-5 readings but I strongly recommend that the instructor emphasizes one or two readings that they feel are the most applicable.

Course Materials

Textbook [Required]: [Decolonizing Methodologies: Research and Indigenous Peoples](#), second edition, was first published in 2012 by Zed Books Ltd, 7 Cynthia Street, London, N1 9JF, UK and Room 400, 175 Fifth Avenue, New York, NY 10010, USA
ISBN: 978-1848139503

Recommended Readings and Other Resources

These are not required for the course but are recommended for future learning:

- *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*, by Harriet A. Washington
- *The Ugly Scholar: Neocolonialism and Ethical Issues in International Research*, Rakowski, C.A. *Am Soc* (1993) 24: 69. <https://doi.org/10.1007/BF02691920>
- *An Indigenous Peoples' History of the United States* by Roxanne Dunbar-Ortiz
- *Reproductive Justice: An introduction*, by Loretta Ross. Oakland, CA. University of California Press.
- Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York, NY: The New Press.
- Camp, J. T., & Heatherton, C. (Eds.). (2016). *Policing the planet: Why the policing crisis led to Black Lives Matter*. Brooklyn, New York: Verso.
- Garcia, M.C. (2017). *The Refugee Challenge in Post-Cold War America* Oxford: Oxford University Press.
- Chavez, L. R. (2013). *Shadowed lives: Undocumented immigrants in American Society* (3rd ed.). Stamford, CT: Cengage Learning.

Other Resources

- [Spiritof1848.org](http://spiritof1848.org) Spirit of 1848 is a network of professionals working within the intersection of public health and social justice.
- <https://publichealthawakened.com/> Public Health Awakened is a group of public health professionals organizing for health, equity, and justice.

Grading

Reflections (4 total)	30%
Facilitate a Discussion	30%
Final Project	30%
Participation/Attendance	10%
Total	100%

Assignments

- Reflections: Throughout the semester, you may choose **4** weeks of your choice to reflect on the weekly topic. These are meant for you to analytically reflect on the readings or things discussed in class. How does this weekly topic relate to your own public health research, teaching, practice, or other experiences?
 - Reflections should be submitted about 48 hours before class
 - 3 pages double spaced, size 12 font
 - Facilitate a Discussion: Once during the semester, groups of 3-4 will lead a short discussion on a topic of your choice. You can sign up for time slots via Canvas early in the semester, and prepare materials to bring to facilitate discussion (powerpoint, short video clip, poem, passage from an article, etc.)
 - 25-30 minutes
 - Final Project (Case Study): Present a case study of your own choosing that relates to decolonizing public health.
 - 15-20 minutes, including summary, solutions/conclusions, discussion questions
 - You will need to set up one meeting with the instructor halfway through the semester to talk through your case study ideas and receive feedback
-

Course Schedule**Week 1****Introduction to Course: What does Decolonizing Health mean to you?**

- Establish ground rules for conversing & set the group dynamic
 - What will we achieve throughout this course?
- Decolonizing Methodologies: Research and Indigenous Peoples, 2nd edition.
 - Chapter 1: Imperialism, History, Writing, & Theory
 - Chapter 2: Research through Imperial Eyes
- Shukla, Nikesh. (2015). Decolonise, Not Diversify. Retrieved from <https://mediadiversified.org/2015/12/30/is-diversity-is-only-for-white-people/>

Week 2

Conceptualizing Health Inequities

- Krieger, Nancy. (2014) Discrimination and Health Inequities. *International Journal of Health Services*, 44(4) 643-710, doi:10.2190/HS.44.4.b
- Geronimus, Arline, & Thompson, J. Phillip. (2004). To Denigrate, Ignore, or Disrupt: Racial Inequity and the Impact of a Policy-induced Breakdown of African American Communities. *Du Bois Review*, 1(2), 247-279.

Toward an Antiracist Public Health

- Ford, Chandra, Airhihenbuwa, Collins. (2010). Critical Race Theory, Race Equity, and Public Health: Toward Antiracism Praxis. *American Journal of Public Health*, 100(1).

Gender, Sexuality, Colonization.

- Tamale, Sylvia. Homosexuality is not un-African. *Al Jazeera America*.
<http://america.aljazeera.com/opinions/2014/4/homosexuality-africamuseveniugandanigeriaethiopia.html>

Week 3

Beauty Standards & Body Positivity

- Kaw, Eugenia. (1993). Medicalization of Racialized Features: Asian American Women and Cosmetic Surgery. *Medical Anthropology Quarterly*, 7(1), 74-89.
- Julien, Nahomie. (2014). Skin Bleaching in South Africa: A Result of Colonialism and Apartheid? *Georgia State Honors College Undergraduate Research Journal*, 2.
- Puhl, Rebecca, & Heuer, Chelsea. (2010). Obesity Stigma: Important Considerations for Public Health. *American Journal of Public Health*, 100(6).
- Bacon, Linda. The Fat Pedagogy Reader: Challenging Weight-Based Oppression Through Critical Education: Chapter 4, Reflections on Thin Privilege and Responsibility. Retrieved from:
https://lindabacon.org/wp-content/uploads/Bacon-et-al_dismantling-thin-privilege_fat-pedagogy-reader.pdf
- Bacon, L. & Aphramor, L. (2011). Weight Science: Evaluating the Evidence for a Paradigm Shift. *Nutrition Journal*. 10(9). Retrieved from
<http://www.nutritionj.com/content/10/1/9>

Guiding Question: Explain ways in which we should include body positivity within our curriculum. Why is this important? What are the consequences of not teaching body positivity?

Week 4

The Shameful History of Forced Sterilization, Intersectional Reproductive Justice, Disparities in Maternal Mortality.

- Documentary: “The State of Eugenics” <https://www.imdb.com/title/tt5048684/>
 - The true story of survival, deception and the battle for justice in North Carolina for thousands who were sterilized against their will between 1933 and 1974.
- Robert, Dorothy. (1998) Killing the Black Body: Race, Reproduction, and the Meaning of Liberty. Pages 89-99.
- Anderson, F. W. (2009). Maternal Mortality:. Clinical Obstetrics and Gynecology, 52(2), 214-223. doi:10.1097/grf.0b013e3181a4bd5
- Perez, Miriam. (2007). Queering Reproductive Justice. <https://rewire.news/article/2007/05/31/queering-reproductive-justice/>
- Remember Erica Garner by Fighting to Protect Black Women’s Health <https://rewire.news/article/2018/01/25/remember-erica-garner-fighting-protect-black-womens-health/>
- Serena Williams had to save her own life and deal with doctors who didn’t believe her. *Robust Health*. Retrieved from: <http://afropunk.com/2018/01/serena-williams-save-life-deal-doctors-didnt-believe/>

Week 5

Sex Workers’ Health & Policy Perspective

- (From the publication: Selling Sex: Experience, advocacy, and research on Sex Work in Canada): Hunt, Sarah. Chapter 6: Decolonizing Sex Work: Developing an Intersectional Indigenous Approach. Retrieved from <https://www.ubcpres.ca/asset/9473/1/9780774824484.pdf>
- Shannon, K., Strathdee, S. A., Goldenberg, S. M., Duff, P., Mwangi, P., Rusakova, M., . . . Boily, M. C. (2015, January 03). Global epidemiology of HIV among female sex workers: influence of structural determinants. Retrieved March 10, 2018, from <https://www.ncbi.nlm.nih.gov/pubmed/25059947>
- Lutnick, A., & Cohan, D. (2009, December 03). Criminalization, legalization or decriminalization of sex work: what female sex workers say in San Francisco, USA. Retrieved March 10, 2018, from <https://www.sciencedirect.com/science/article/pii/S0968808009344699>

Further Readings

- Swaner, Rachel, et al. *Youth Involvement in the Sex Trade: A National Study*. Center for Court Innovation, 2016, *Youth Involvement in the Sex Trade: A National Study*.
- Newman, Peter A. (2003). Reflections on Sonagachi: An empowerment-based HIV preventive intervention for female sex workers in West Bengal, India. *Women's Studies Quarterly*, 31(1/2), 168-179.

Week 6Disability Justice

- *Occupying Disability: Critical Approaches to Community Justice, and Decolonizing Disability*, 1st edition. 2016.
Book Access Available Online from University of Michigan Library
 - Koppers, Petra: Chapter 5: "Landings: Decolonizing Disability, Indigeneity, and Poetic Methods."
 - Nishida, Akemi: Chapter 10: "Neoliberal Academia and a Critique from Disability Studies."
- WHO Global Disability Action Plan 2014-2021. (2015). Available to download from www.who.int/disabilities/actionplan/en/

Recommended: Two resources listed below from Icarus Project.

- *Navigating The Space Between Brilliance And Madness: A Reader & Roadmap Of Bipolar Worlds*. (Download Available at link below)
<http://nycicarus.org/articles/navigating-brilliance-madness/>
- *MADNESS & OPPRESSION: PATHS TO PERSONAL TRANSFORMATION AND COLLECTIVE LIBERATION*: (Free download)
<https://theicarusproject.net/wp-content/uploads/2017/10/MadnessAndOppressionGuide-compressed.pdf>

Guiding Question: What are some examples of inaccessibility within academic institutions that you have directly witnessed? How can universities further disability justice?

Week 7Gentrification & Displacement

- Wharton, Jonathan. (2008) *Gentrification: The New Colonialism in the Modern Era*. *Forum on Public Policy*.
- Kilkenny, Katie. (2017) *A Brief History of The Coffee Shop as a Symbol for Gentrification*.
<https://psmag.com/economics/history-of-coffee-shop-as-symbol-for-gentrification>

- Nazaryan, Alexander. (2017). The 'Artwashing' of America : The Battle for the Soul of Los Angeles Against Gentrification. *Newsweek, Global ed.*, 168(20).

The Health Impacts of Gentrification

- Huynh, M., Maroko, A. R. (2014). Gentrification and Preterm Birth in New York City, 2008-2010. *Journal of Urban Health*, 91(1), 10.1007/s11524-013-9823-x
- Desmond, M., & Kimbro, R. T. (2015). Eviction's Fallout: Housing, Hardship, and Health. *Social Forces*, 94(1), 10.1093/sf/sovo44

Further Reading (optional)

- Communities Over Commodities: People-Driven Alternatives to an Unjust Housing System. Report by *Homes For All*. Download available from <https://homesforall.org/reports/communitiesovercommodities/> (80-page report, shorter executive summary also available for download)
- Moskowitz, Peter. (2017). When it comes to gentrification, LGBTQ people are both victim and perpetrator. *Vice*. Retrieved from https://www.vice.com/en_nz/article/nz5qwb/when-it-comes-to-gentrification-lgbtq-people-are-both-victim-and-perpetrator

Guiding Questions: What responsibility does U of M have in preserving affordable housing in Ann Arbor and the surrounding areas? What identities do you as a public health professional bring in moving to a new neighborhood? How will you work to advance equity wherever you move to?

Week 8

The Health of Indigenous Peoples & Decolonizing Methodologies

- Decolonizing Methodologies: Research and Indigenous Peoples, 2nd edition.
 - Chapter 6: The Indigenous Peoples' Project: Setting a New Agenda
 - Chapter 7: Articulating an Indigenous Research Agenda
- Czyzewski, K. (2011). Colonialism as a Broader Social Determinant of Health. *The International Indigenous Policy Journal*, 2(1). Retrieved from: <http://ir.lib.uwo.ca/iipj/vol2/iss1/5>
- Paradies, Yin. (2016). Colonisation, racism, and indigenous health. *J Pop Research*, 33, 83-96. doi:10.1007/s12546-016-9159-y
- Keawe'aimoku Kaholokula, Joseph. (2007). Colonialism, Acculturation, and Depression among *Kanaka Maoli of Hawai'i*. *Penini Uliuli: Contemporary Challenges in Mental Health for Pacific Peoples*. University of Hawai'i Press, 180-191.
- Yellow Horse Brave Heart, M., DeBruyn, L. M. (1998). The American Indian holocaust: Healing historical unresolved grief. *American Indian and Alaska Native Mental Health Research*. 8(2). Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/9842066>

- Gone, J. P. (2013). Redressing First Nations historical trauma: theorizing mechanism for indigenous culture as mental health treatment. *Transcultural Psychiatry*, 50(5), 683-706. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/23715822>

Options for further reading:

- Beavis, A., Hojjati, A., Choudhury, D., Fraser, M., Masching, R., & Nixon, S. A. (2015). What all students in healthcare training programs should learn to increase health equity: perspectives on postcolonialism and the health of Aboriginal Peoples in Canada. *BMC Medical Education*, 15, 155. doi:10.1186/s12909-015-0442-y

Week 9

Voluntourism in Research, Global Health

- Decolonizing Methodologies: Research and Indigenous Peoples, 2nd edition.
 - Chapter 4: Research Adventures on Indigenous Lands
- Cole, Teju. (2012). The White Savior Industrial Complex. *The Atlantic*. <https://www.theatlantic.com/international/archive/2012/03/the-white-savior-industrial-complex/254843/>
- Kasak Sayantani Dasgupta, Lauren. #InstagrammingAfrica: The Narcissism of Global Voluntourism. *The Pacific Standard*. Retrieved from <https://psmag.com/economics/instagrammingafrica-narcissism-global-voluntourism-83838>
- Levich, Jacob. (2015). The Gates Foundation, Ebola, and Global Health Imperialism. *American Journal of Economics and Sociology*, 74(4), 704-733. doi:10.1111/ajes.12110

Options for Further Reading:

- Brisbois, Ben, & Plamondon, Katrina. (2018). The possible worlds of global health research: An ethics-focused discourse analysis. *Social Science & Medicine*, 196, 142-149

Guiding Question: What type of education and/or training is necessary for UM SPH students to work (whether an internship or full time job) in the global south? How does UM create and maintain global health partnerships and collaborations? What could be done differently?

Week 10

Immigration & Health

- Molina, Natalie. (2011). Borders, Laborers, & Racialized Medicalization: Mexican Immigration and US Public Health Practices in the 20th Century. *American Journal of Public Health*, 101(6). doi:10.2105/AJPH.2010.300056

- Human Impact Partners. (2013). Family Unity, Family Health: How Family-Focused Immigration Reform Will Mean Better Health for Children and Families. Oakland, CA.
- Novak, N., Geroniumus, A.T., Martinez-Cardoso, A.M. (2017). Change in birth outcomes among infants born to Latina mothers after a major immigration raid. *International Journal of Epidemiology*, 46(3):839-849.
- Allen, B., Cisneros, E. M., & Tellez, A. (2013). The children left behind: The impact of parental deportation on mental health. *Journal of Child and Family Studies*, 1–7.

Week 11

- Chapter 1 of Edward Said's Orientalism
https://sites.evergreen.edu/politicalshakespeares/wp-content/uploads/sites/33/2014/12/Said_full.pdf

Arab & Muslim Identities

- Lauderdale, Diane S. (2006). Birth Outcomes for Arabic-Named Women in California before and after September 11. *Population Association of America*, 43(1), 185-201. 10.1353/dem.2006.0008
- Ochieng, Akinyi. (2017). Black Muslims Face Double Jeopardy, Anxiety in The Heartland. *NPR Code Switch: Race and Identity, Remixed*. Retrieved from <https://www.npr.org/sections/codeswitch/2017/02/25/516468604/black-muslims-face-double-jeopardy-anxiety-in-the-heartland>

Data Disaggregation & Health Disparities among Asian Americans

- Health Disparities among Asian Americans. *Asian American Health Initiative*. Retrieved from <http://www.aahiinfo.org/english/asianAmericans.php>

Week 12

Environmental Justice & Human Rights

- Lee, Barbara. (2010). A Katrina Retrospective: Inequality, Environmental Justice, and Our National Discourse on Race. Retrieved from https://www.huffingtonpost.com/rep-barbara-lee/a-katrina-retrospective-s_b_702911.html
- Milman, Oliver. (2018). Environmental Racism case: EPA rejects Alabama town's claim over toxic landfill. *The Guardian*. Retrieved from <https://www.theguardian.com/us-news/2018/mar/06/environmental-racism-alabama-landfill-civil-rights>
- Tropics of Meta. (2018). BOYCOTT MODELO: Water Privatization and Solidarity with Baja California. *Latino Rebels*. Retrieved from

<http://www.latinorebels.com/2018/01/24/boycott-modelo-water-privatization-and-solidarity-with-baja-california/>

- Heard-Garris, N.J., Roche, J., Carter, P. et al. J Urban Health (2017). Voices from Flint: Community Perceptions of the Flint Water Crisis. 94: 776.
<https://doi-org.proxy.lib.umich.edu/10.1007/s11524-017-0152-3>
- Schulz, A. & Northridge, M. (2004). Social Determinants of Health: Implications for Environmental Health Promotion. *Health Education & Behavior*. 31(4). 455-471. Retrieved from
https://www.researchgate.net/publication/8413743_Social_Determinants_of_Health_Implications_for_Environmental_Health_Promotion

Week 13

How Institutionalized Racism Affects Research

- Reverby, Susan M. (2011). "Normal Exposure" and Inoculation Syphilis: A PHS "Tuskegee" Doctor in Guatemala, 1946-1948. *Journal of Policy History*, 23(1), 6-28.
- Harmon, Amy. (2010). Indian Tribe Wins Fight to Limit Research of their DNA. *New York Times*. Retrieved from
<https://www.nytimes.com/2010/04/22/us/22dna.html>
- Stein, Rob. (2017). Troubling History In Medical Research Still Fresh For Black Americans. *NPR*. Retrieved from
<https://www.npr.org/sections/health-shots/2017/10/25/556673640/scientists-work-to-overcome-legacy-of-tuskegee-study-henrietta-lacks>

How Scientific Research Contributes to Institutionalized Racism

- Nelson, Alondra. 2005. "Bio Science: Genetic Genealogy Testing and the Pursuit of African Ancestry. *Yale University Press*.
- Lombardo, Paul A. and Gregory M. Dorr. 2006. "Eugenics, medical education, and the Public Health Service: Another Perspective on the Tuskegee Syphilis Experiment." *Bulletin of the History of Medicine* 80(2), 291-316.
- Kahn, Jonathan D. (2004). How a Drug Becomes "Ethnic": Law, Commerce, and The Production of Racial Categories in Medicine, *Yale Journal of Health Policy, Law, and Ethics*, 4, 1-46.

Guiding Question: What are some ways in which research institutions can 'check themselves' and ensure their research is actually benefiting communities?

Week 14

Course wrap-up and presentations

Recommended Readings

- Decolonizing Methodologies: Research and Indigenous Peoples, 2nd edition.

- Chapter 9: Responding to the Imperatives of an Indigenous Agenda: A Case Study of Maori
- Chapter 10: Towards Developing Indigenous Methodologies: Kaupapa Maori Research

Week 15

Course wrap-up and presentations

Recommended Readings

- Decolonizing Methodologies: Research and Indigenous Peoples, 2nd edition.
 - Chapter 11: Choosing the Margins: The role of research in Indigenous struggles for social justice
 - Chapter 12: Getting the story right, telling the story well: Indigenous Activism, Indigenous Research

Name and Pronoun Policy

You have the right to be referred to by the name with which you are most comfortable. If the name listed on my roster is not the name you would like to be called, you are welcome to correct me at the time that I call your name, or to e-mail me at any point to inform me of your preferred name and the contexts in which you are comfortable with me using it. I also encourage you to correct me as soon as possible if I am mispronouncing your name.

Many women and men prefer to be referred to with the pronouns “she/her/hers” and “he/him/his,” respectively. Some women and men – and some individuals who are transgender, gender non-conforming, non-binary, genderqueer, or other gender identities besides “woman” or “man” – have other pronouns, including “they/them/theirs,” “ze/zir/zirs,” or “ze/hir/hirs.” In order to create a safe, respectful classroom environment, it is crucial that we are referring to people using the pronouns with which they are most comfortable. I encourage you to list your pronouns on your name tent, although you are not required to do so. If you have any concerns about the pronouns I am using for you or that your peers are using for you, please e-mail me or visit me during office hours so we can find a comfortable solution.

Student Mental Health and Well-Being

This course will address systemic violence & discussions on difficult topics. If you are unable to attend class because the coursework for that day may be upsetting to you, please let the facilitators know and take care of yourself. Preserving mental health of students is crucial, and we encourage you to take advantage of the resources available to you on campus and to let us know if we can support you in any way.

The University of Michigan is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus.

Accommodations

Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities.

It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Such notice must be given by the drop/add deadline of the given term. Students who provide such notice and who are absent on days of examinations or class assignments due to religious observance shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course. Should disagreement arise over any aspect of this policy, the parties involved should contact the department chair, the dean of the school, or the student ombudsperson. Final appeals will be resolved by the provost.

Students who need accommodations can work with the Office of Services for Students with Disabilities (SSD) and myself to determine appropriate accommodations. Please notify me as soon as possible if you will need accommodations or if there are any circumstances that might affect your attendance and/or performance in this course (e.g., religious observances, participation in athletics, health concerns, family obligations). I will keep this information private and confidential.

Services for Students with Disabilities: G664 Haven Hall 763-3000

<http://ssd.umich.edu/>

Gender Inclusive Restrooms

The closest gender inclusive restroom to our classroom can be located on this map:

<http://spectrumcenter.umich.edu/article/gender-inclusive-restroom-map>

University of Michigan Sexual Misconduct Policy

According to the University of Michigan's policy, sexual misconduct "encompasses a range of behaviors that can create a hostile educational environment, including sexual assault and sexual harassment."

The policy can be read in full at:

<http://studentsexualmisconductpolicy.umich.edu/content/university-michigan-policy-sexual-misconduct>

The following resources are strictly confidential, which means that (except in rare circumstances) nothing you say will be shared without your explicit permission: Sexual Assault Prevention and Awareness Center (SAPAC), Office of the Ombuds, and Counseling and Psychological Services (CAPS).

Office of the Ombuds: 763-3545 <http://ombuds.umich.edu/> Counseling and

Psychological Services: 764-8312 <http://www.umich.edu/~caps/>

Sexual Assault Prevention and Awareness Center: 998-9368

<http://www.umich.edu/~sapac/>

If you wish to make a report of sexual misconduct, please see the resources and procedures listed on Office for Institutional Equity website:

<http://hr.umich.edu/oie/studentsmp.html>

University Resources

Sweetland Writing Center: (734) 764-0429 <http://www.lsa.umich.edu/sweetland/>

Information and Technology Services: (734) 764-4357 <http://www.itcs.umich.edu/>

The Office of Student Conflict Resolution: (734) 936-6308 <http://www.oscr.umich.edu/>

Multi-Ethnic Student Affairs: (734) 763-9044 <https://mesa.umich.edu/>

Spectrum Center (LGBTQ*+): (734) 763-4186 <http://spectrumcenter.umich.edu/>

Sexual Assault Prevention and Awareness Center: (734)998-9368

<http://www.umich.edu/~sapac/>

Counseling and Psychological Services: 764-8312 <http://www.umich.edu/~caps/>

There are many other resources not mentioned here. For more information, please visit:

<https://studentlife.umich.edu/article/areas-student-life>

Academic Integrity

Cheating, plagiarism, and all other forms of academic misconduct are unacceptable and will not be tolerated under any circumstances.

Plagiarism is representing someone else's ideas, words, statements or other works as one's own without proper acknowledgment or citation. Examples of plagiarism are:

Copying word for word or lifting phrases or a special term from a source or reference without proper attribution. Paraphrasing using another person's written words or ideas, albeit in one's own words, as if they were one's own thought.

Text above adapted from:

<http://www.lsa.umich.edu/saa/international/handbook/conduct.html>

For more information see the English Department's description of plagiarism at:

<http://www.lsa.umich.edu/english/undergraduate/plag.htm>

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Office of Academic Multicultural Initiatives (OAMI)
Multi-Ethnic Student Affairs (MESA)
School of Public Health Office of Student Engagement & Practice (OSEP)
Health Behavior & Health Education (HBHE)
Public Health Student Assembly (PHSA)
- **HBHEDoc:** Thank you HBHE Doctoral Students for your help in event & financial planning.
- **SPH Faculty & Staff:** Thank you for attending our event and continuing to support our initiatives.
- **Volunteers:** Thank you to our volunteers for helping the teach in run smoothly!
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