

## Catalog of Penn Courses Relating to Health Equity and Social Justice

Course Catalog Link: <https://catalog.upenn.edu/courses/>

<b>Course Number</b>	<b>NURS 8240</b>
<b>Course Name</b>	Health Equity: Conceptual, Linguistic, Methodological, and Ethical Issues
<b>Department</b>	School of Nursing
	<p>The course focuses on advanced analysis and evaluation of theories, concepts, and methods related to health equity. Topic areas include models and frameworks of health equity; linguistic choices related to equity, disparity, and vulnerability; role of economics, class, gender, sex, sexuality, race, and ethnicity; health equity in special populations; and issues in health policy, research ethics, and research methods. Emphasis is on advanced discourse and analysis of health equity theory and research.</p> <p><i>Note: Prerequisites: PhD Students Course offered fall; odd-numbered years</i></p>
<b>Course Number</b>	<b>HCIN 6160</b>
<b>Course Name</b>	Health Disparities to Equity & Health Care Leadership
<b>Department</b>	Perelman School of Medicine/Department of Medical Ethics and Health Policy
	<p>This is a pairing of two 3-week course topics. In "From Health Disparities to Health Equity: Policy Implications," you will review the causes of and policy approaches for health disparities and relate them to the specific discipline and interest of each student. We will explore health equity within the context of population health while examining some strategies for improving health equity through case studies and policy analysis. Understanding the role social determinants of health play in improving health status for populations is critical for health equity policies and will be examined in the course. Upon completion of this course, you will be able to identify health disparities and social determinants of health that adversely affect populations' health due to their social, economic, and environmental conditions, and apply strategies for improving health equity and creating opportunities for all populations to live up to their full health potential. In "Health Care Leadership in an Era of Patient Empowerment," you will focus on concepts, experience, and skills for leading organizational development and change in hospitals, health centers, medical practices, and other health-care groups, administrations, and agencies. It draws on writings, cases, exercises, and your own experience to explore the foundations and techniques for organizational leadership. Upon completion of the course, you will be better able to exercise leadership in your work and community, apply leadership concepts</p>

	<p>in building teams and teams of teams, lead through crisis, design reward systems for motivating individuals and teams, and develop a high-performance architecture and culture.</p> <p><i>Note: Course usually offered summer term only</i></p>
<b>Course Number</b>	<b>PUBH 5780</b>
<b>Course Name</b>	Housing Quality, Equity and Public Health
<b>Department</b>	Perelman School of Medicine
	<p>This course examines housing as a social determinant of health through the lens of environmental justice and health equity. The course examines the direct mental and physical impacts of housing quality and access, specifically for urban, low-income children and adults; the policies, social and economic factors that create inequities; and solutions to address these issues. Key concepts include: the public health impact of housing environmental quality and affordability; environmental justice; racial equity in housing policy.</p> <p><i>Notes: Course usually offered in spring term</i></p>
<b>Course Number</b>	<b>SWRK 7010</b>
<b>Course Name</b>	Health and Mental Health Policy
<b>Department</b>	Social Policy & Practice
	<p>Effective social policy and practice strategies promote social justice and ensure all individuals, groups, and communities have access to high quality, comprehensive, affordable health and social support services. In this course, we use a health equity lens to critically analyze how health and mental health policies are developed and implemented, and how such policies relate to social work practice, program planning, and research. A broad perspective is used in thinking about health and well-being, accounting for intersectional health equity considerations deriving from race, ethnicity, disability or gender. Key policy issues such as financing, cost, access, and the allocation of resources are explored in the context of existing systems and health reform proposals. Students learn about health and mental health policy through inquiry related to the social construction of illness, stigma, social determinants of health, health and behavioral health integration, and specific population groups such as children, families, LGBTQ individuals, or those with specific health conditions, among other topics.</p> <p><i>Notes: Course usually offered in spring term</i></p>
<b>Course Number</b>	<b>SWRK 6260</b>

<b>Course Name</b>	Health and Social Justice
<b>Department</b>	Social Policy & Practice
	<p>This course considers various theoretical approaches to justice and health, motivated by the idea that a moral framework is needed to address the ethical challenges posed by inequalities in access, quality, financial burdens, and resource priorities, as well as rising health care costs. The course includes four parts. The first part examines ethical frameworks that involve various approaches to medical and public health ethics. The second part presents an alternative theory of justice and health, the health capability paradigm (HCP), grounded in human flourishing. The third part explores domestic health policy applications of HCP, including equal access, equitable and efficient health financing, and insurance, rising costs and allocating resources. The fourth and final part of the course investigates domestic health reform, particularly a normative theory of health policy decision making grounded in political and moral legitimacy.</p> <p><i>Notes: Course usually offered in fall term</i></p>
<b>Course Number</b>	<b>SWRK 7850</b>
<b>Course Name</b>	Criminal Justice Policies: Implications for Social Work
<b>Department</b>	Social Policy & Practice
	<p>This course provides a critical analysis of the criminal justice system in the United States from a historical and contemporary perspective. It examines the implications of significant criminal justice policies such as the Rockefeller Drug Laws, 3-Strike Legislations, and Mandatory Minimums on the current state of incarceration, and the phenomenon of "Reentry" and "Recidivism". The intersections of criminal justice and social work practice are unmistakable when examining staples of social work practice such as homelessness, mental health and substance abuse, thus the course is intended to facilitate a more informed/holistic practice for all social work students.</p> <p><i>Notes: Course usually offered in spring term</i></p>
<b>Course Number</b>	<b>CPLN 5510</b>
<b>Course Name</b>	Transport Justice City and Regional Planning
<b>Department</b>	City Planning
	<p>This course will explore the concept of transport justice and how this idea can inform changes to public transit infrastructure. The first half of the course will set theoretical foundations through close reading and discussion of spatial and social justice theories, emphasizing questions of transportation and mobility. The second half of the course will feature a project-based application of these theories. Students will develop analyses to inform a planning</p>

	at the intersection of Broad/Germantown/Erie in North Philadelphia. Students will be encouraged to explore multiple analytic approaches including: interviews and qualitative data collection; GIS and spatial analysis; quantitative analysis and predictive modeling, and more.
<b>Course Number</b>	<b>ENVS 6440</b>
<b>Course Name</b>	Meaningful Participation: Race, Place and Environmental Justice
<b>Department</b>	College of Liberal & Professional Studies
	<p>This course will focus on a critical exploration of the social movements and policies related to environmental injustices from a community development perspective. The course includes an overview of the Environmental Justice Movement as an evolution from the Civil Rights Movement as well as an exploration of the political economy of environmental inequalities and uneven development that contribute to urban land use patterns that catalyze a range of environmental injustices. This course will emphasize authentic engagement of frontline communities to address a range of environmental inequalities using urban planning and community-based solutions.</p> <p><i>Notes: Course not offered every year</i></p>
<b>Course Number</b>	<b>PHIL 5561</b>
<b>Course Name</b>	Equality, Justice, and Inclusion in Higher Education
<b>Department</b>	Philosophy
	<p>While many more people are entering colleges and universities, these institutions have come under scrutiny for perpetuating and entrenching inequality even as students turn to them as sites of social mobility. In this class, we will look at empirical and philosophical work on higher education to consider questions such as: What are the aims of higher education? How should we conceptualize the role of universities in colleges in promoting (or undermining) justice? Who should universities serve (and who have universities typically served)? Are universities sites of upward mobility or do they entrench existing inequalities? Do elite universities have special civic or political obligations? How should we balance academic freedom and inclusivity on college campuses?</p>
<b>Course Number</b>	<b>ANTH 5320</b>
<b>Course Name</b>	Medico-Political Anthropology
<b>Department</b>	Anthropology

	<p>This seminar explores critical intersections between medical and political anthropology. Prompted by long-standing realities erupting during the COVID-19 pandemic and ongoing protests against racial injustice, it tracks relations of power in and beyond medicine's walls, and where medicine is intimately embedded in institutions linked to human rights, carceral detention and immigration, reproductive controls, and pandemic biocontainment's. Within changing global political orders, we will also probe concepts of ethics and healing as decolonial strategies and in contexts of Indigenous, social, and environmental justice movements.</p> <p><i>Notes: Course offered fall; even-numbered years</i></p>
<b>Course Number</b>	<b>EDTC 6250</b>
<b>Course Name</b>	Culturally Responsive Pedagogy
<b>Department</b>	School of Education
	<p>What is culturally responsive (or relevant) pedagogy? What does it look like, what does it consist of, how is it done, who can do it, when and where can it enter? Is it effective, and for whom? What are the impediments and limitations? What are its roots? What can its future look like, and what can it mean for urban education, student success, and community empowerment? This course will explore these questions and more, providing a theoretical grounding to push this field further, and practical tools to incorporate into current and future teaching and learning activities. The course will also look closely at various intersections (critical race theory, critical pedagogy, gender studies, social justice, multiculturalism, diversity/equity), sociopolitical landscapes, and educational reform efforts, to understand how culturally responsive pedagogy fits within the broader narratives.</p> <p><i>Notes: Prerequisite is Enrollment in Urban Teaching Residency Program</i></p>
<b>Course Number</b>	<b>NURS 5420</b>
<b>Course Name</b>	Health of Sexual and Gender Diverse Individuals and Populations Across the Lifespan
<b>Department</b>	Nursing
	<p>Grounded in a nursing perspective that employs a dual strengths-based and health equity lens, we will examine how gender and sexuality, as socially constructed power relations that operate in the individual, interpersonal, community and institutional levels, influence the health outcomes of individuals as well as at the population level. Rooted in a social justice approach, this course explores the interplay between gender, sexuality, and health within the U.S. and international context and in relation to other axes, including social inequality, class and race. We will examine lifespan development and the milestones associated with each stage as it applies for sexual and gender diverse individuals. Throughout the semester, class participants will use critical thinking skills to examine ecological factors that influence sexual and gender diverse individuals' health alongside other intersecting facets of identity including</p>

	<p>race, ethnicity, age, ability/disability, mental and physical health, and other factors that affect individual development and consequent population outcomes.</p> <p><i>Notes: Course usually offered in spring term</i></p>
<b>Course Number</b>	<b>PUBH 5780</b>
<b>Course Name</b>	Housing Quality, Equity and Public Health
<b>Department</b>	School of Medicine
	<p>This course examines housing as a social determinant of health through the lens of environmental justice and health equity. The course examines the direct mental and physical impacts of housing quality and access, specifically for urban, low-income children and adults; the policies, social and economic factors that create inequities; and solutions to address these issues. Key concepts include: the public health impact of housing environmental quality and affordability; environmental justice; racial equity in housing policy.</p>
<b>Course Number</b>	<b>PUBH 5880/NURS 5870 (cross-listed)</b>
<b>Course Name</b>	Advanced Leadership Skills in Community Health
<b>Department(s)</b>	School of Medicine/Nursing
	<p>Grounded in a social justice perspective, this course aims to provide the student with a foundational overview of the field of community health and leadership skills in public health advocacy. The course encourages critical thinking about health outcomes framed by the broad context of the political and social environment. This course analyzes the range of roles and functions carried out by leaders in healthcare advocacy for marginalized communities; integrates knowledge of health policy and the key influence of government and financing on health outcomes; explores community-based participatory research and interventions as tools for change; and discusses ways to develop respectful partnerships with community organizations.</p> <p><i>Notes: Course usually offered in spring term</i></p>
<b>Course Number</b>	<b>HCIN 6160</b>
<b>Course Name</b>	Health Disparities to Equity & Health Care Leadership
<b>Department(s)</b>	Medical Ethics and Health Policy/Health Care Innovation
	<p>This is a pairing of two 3-week course topics. In "From Health Disparities to Health Equity: Policy Implications," you will review the causes of and policy approaches for health disparities and relate them to the specific discipline and interest of each student. We will explore health equity within the context of population health while examining some strategies for improving health equity through case studies and policy analysis. Understanding the role social</p>

	determinants of health play in improving health status for populations is critical for health equity policies and will be examined in the course. Upon completion of this course, you will be able to identify health disparities and social determinants of health that adversely affect populations' health due to their social, economic, and environmental conditions, and apply strategies for improving health equity and creating opportunities for all populations to live up to their full health potential. In "Health Care Leadership in an Era of Patient Empowerment," you will focus on concepts, experience, and skills for leading organizational development and change in hospitals, health centers, medical practices, and other health-care groups, administrations, and agencies. It draws on writings, cases, exercises, and your own experience to explore the foundations and techniques for organizational leadership. Upon completion of the course, you will be better able to exercise leadership in your work and community, apply leadership concepts in building teams and teams of teams, lead through crisis, design reward systems for motivating individuals and teams, and develop a high-performance architecture and culture.
<b>Course Number</b>	<b>NURS 8240</b>
<b>Course Name</b>	Health Equity: Conceptual, Linguistic, Methodological, and Ethical Issues
<b>Department</b>	Nursing
	The course focuses on advanced analysis and evaluation of theories, concepts, and methods related to health equity. Topic areas include models and frameworks of health equity; linguistic choices related to equity, disparity, and vulnerability; role of economics, class, gender, sex, sexuality, race, and ethnicity; health equity in special populations; and issues in health policy, research ethics, and research methods. Emphasis is on advanced discourse and analysis of health equity theory and research. <i>Notes: Prerequisites: PhD Students</i>
<b>Course Number</b>	<b>DYNM 6010</b>
<b>Course Name</b>	Gender, Power, and Leadership in Organizations
<b>Department</b>	Organizational Dynamics
	For the last several years, issues related to gender in organizations and organizational leadership have not been hot topics of discussion the popular media, in organizations themselves, or in academia. That is no longer true. The advent of #metoo and the revelation of sexual harassment in corporations, government sector organizations, and nonprofits has highlighted the ways in which those with more power have been using their power to both harass and silence their victims, many of whom are women--although this dynamic is true for others belonging to groups with less power. Addressing these issues effectively will require more than lawsuits and more than sexual harassment and bystander training. This course will explore what will be required if we are to have organizations that effectively leverage the skills and talents of both men and women. Although in the last 30 years there has been some significant

	<p>progress made in placing women in leadership roles in organizations, we will take a deep look at the data about where and how gender differences continue to exist in organizations including differences in both professional and outcomes. This class will examine the social, cultural, and structural dynamics within organizations that unintentionally, but differentially, affect women and men. In particular, we will consider how men and women are viewed, how their contributions are evaluated, and the opportunities that are available to them. Specific topics that will be addressed include exploration of theories explaining the development of gender identity and related behaviors that appear to be gender-based; the social construction of gender; the intersectionality of gender, race, and class in terms of power and organizational dynamics; the various explanations for gender differences in organizational life; the theories that connect gender and leadership; policies and practices that reinforce gendered dynamics; how sexual harassment, long illegal, has quietly persisted in organizations and why now new instances of harassment are being revealed nearly every day; methods for understanding the multiple sources of gender inequities in organizations; and methods for changing organizations to create equity in terms of the roles and treatment of women and men. The seminar will involve a substantial amount of reading from required books and articles.</p> <p><i>Notes: Course permits for non-DYNM students</i></p>
<b>Course Number</b>	<b>DYNM 6460</b>
<b>Course Name</b>	Race, Ethnicity, and the American Workplace
<b>Department</b>	Organizational Dynamics
	<p>The U.S. workplace has long been one of the foremost spheres in which racial and ethnic inequality is created and perpetuated. This course investigates how racial and ethnic inequality affect our experiences in the workplace as well as how we as employees, managers, and the like, can positively impact upon our work environments against bias to promote equality and inclusion. Although most Americans largely perceive the employment relationship as one's personal relationship with his/her "boss," one's occupation and/or "job" encompasses much more than that. How we come to work at the jobs that we do is about our access to larger institutional structures within society including education, family background, and importantly our ascribed location within the social hierarchy.</p>
<b>Course Number</b>	<b>FNAR 5065</b>
<b>Course Name</b>	Queer Imaginings
<b>Department</b>	Fine Arts
	<p>Queer is a fluid, unfixed and undefinable space offering endless utopian possibilities &amp; potentials concerning gender, sexuality, personal autonomy, and agency. Queer Imaginings is a forum for the reimagining of Queer</p>



	<p>representation/s. This course provides a safe space to mine, critique and analyze Queer imagery, both historical &amp; contemporary. We will explore the ways in which Queerness is approached, represented &amp; manipulated in pop culture, politics, society, and the media. Students enrolled in this studio/seminar course will partake in discussions and research pertaining to Queer images and their intersections with race, trans/non-binary-equity, feminism, disability &amp; class structure. These complex subjects will inspire respectful debate throughout the course, and most importantly, generate robust discussion about the work students create. Prompted through select readings and visual presentations, students will be guided to research, analyze, and create artworks, which are inspired by various topics related to Queerness. A special emphasis will be placed upon issues arising around visibility, erasure &amp; inclusivity. This forum offers a space to reexamine, research and propose new representations of Queerness. This is primarily a lens-based course with expansive possibilities (interdisciplinary, transdisciplinary, multidisciplinary).</p>
<b>Course Number</b>	<b>HCMG 859/ HCMG 2040 (cross-listed)</b>
<b>Course Name</b>	Comparative Health Care Systems
<b>Department</b>	Health Care Management
	<p>This course examines the structure of health care systems in different countries, focusing on financing, reimbursement, delivery systems and adoption of new technologies. We study the relative roles of private sector and public sector insurance and providers, and the effect of system design on cost, quality, efficiency and equity of medical services. Some issues we address are normative: Which systems and which public/private sector mixes are better at achieving efficiency and equity? Other issues are positive: How do these different systems deal with the tough choices, such as decisions about new technologies? Our focus first on the systems in four large, prototypical OECD countries- Germany, Canada, Japan, and the United Kingdom -and then look at other developed and emerging countries with interesting systems - including Italy, Chile, Singapore, Brazil, China, and India. We will draw lessons for the U.S. from foreign experience and vice versa.</p>
<b>Course Number</b>	<b>MSSP 7040</b>
<b>Course Name</b>	Critical Studies in Health Inequity and Policymaking
<b>Department</b>	Social Policy
	<p>The relentless focus on the being of health inequity often overshadows the becoming of health inequity. Each drip of social injustice pools into a confrontation that disproportionately affects the health and healthcare of the socially disadvantaged groups. This course navigates health policymaking through a sociohistorical lens and grapples with contemporary perspectives in health equity. We explore the theoretical frameworks that best informs the existence of health inequity along with the practices that eliminate health inequity. Students will have the opportunity to learn how to effectively communicate evidence-based strategies in both policy and academic grant formats. While</p>

	<p>generally structured as a seminar, this course extends the walls of the classroom and encourages students to confront real-life health policy issues while engaging local, state, and federal health policy influencers. Students will spend time in the robust archives and cutting-edge medical facilities at Penn to best hone their policy-making voice.</p> <p><i>Notes: Course usually offered in spring term</i></p>
<b>Course Number</b>	<b>NPLD 5830</b>
<b>Course Name</b>	Social Impact Measurement
<b>Department</b>	Social Policy
	<p>The twofold purpose of social impact measurement is to assess and improve the impact of nonprofit programs and to offer actionable information for ongoing improvement. Social impact measurement is an essential learning opportunity for Grantmaker and grantee. Developing an evaluation plan, instruments, and processes that are culturally responsive and equity informed will lead to actionable results and learning that will drive continuous improvement. This course offers an overview of leading social impact measurement methodologies and tools in a format that includes asynchronous recorded video lectures, synchronous discussion lectures, readings, and practical assignments designed to teach the design and implementation of a social impact measurement plan.</p>
<b>Course Number</b>	<b>NURS 5750</b>
<b>Course Name</b>	Health, Sustainability, Built Environment Design
<b>Department</b>	Nursing
	<p>Placemaking is a powerful tool for healthy communities. This course is open to students in nursing, public health, medicine, environmental policy, planning and design for intersectoral professional work. Through the design of place, including housing, schools, healthcare facilities, and the workplace, the class will investigate the impact of Social Determinants of Health and build a Culture of Health. Course work covers design and planning theory that intersects with diseases, sustainability, climate action and interconnectivity. Case studies, seminars, and tours will help students synthesize how to promote health through the design and development process and to make effective communication to enhance health equity.</p> <p><i>Notes: May no longer be offered. Not listed in Penn in Touch but listed in the UPENN course catalog.</i></p>
<b>Course Number</b>	<b>SWRK 6290</b>
<b>Course Name</b>	Health Capability
<b>Department</b>	Social Work

	<p>This course examines the idea of health capability. Health capability is the ability to be healthy; it integrates health functioning and health agency. Health capability helps us understand the conditions that facilitate and barriers that impede health and the ability to make healthy choices. Health capabilities are key strengths resulting from individual and societal commitment of human, financial, and physical resources with the goal of helping people thrive. Differences in health capability explain why, for example, personal skills and determination or health beliefs are not enough to achieve health, why people with even the best external conditions can still have poor health, and why a narrow biomedical model of disease is insufficient. Health capability captures the dynamic, interactive, multidimensionality of health and flourishing. Health capability has the effect of creating a virtuous circle; developing people's health capability enables them to create and support the conditions for their own and other's health capability and so forth. It offers an evaluation of the aim and success of public policies in terms of people's lived experiences. The course is motivated by the idea that health capabilities ought to be a primary dimension in which equity in health and public policy is sought. The course includes three parts. The first part engages with the health capability model. The second part examines the health capability profile. The third party explores health capability applications. Twin goals of the course include cultivating the development of students' knowledge base, values, and competencies as well as aiding students in identifying, assessing, and expanding their own health capabilities for individual and community health and flourishing.</p>
<b>Course Number</b>	<b>COMM 8630</b>
<b>Course Name</b>	Utilizing Mixed Methods in Health Communication Research
<b>Department</b>	Annenberg School for Communication
	<p>This course will introduce concepts and frameworks including the Knowledge Gap Hypothesis, Structural Influence Model, digital divide, and the Health Equity Promotion Model, that are relevant to understanding health communication inequalities and the implications on improving health equity in the digital age. Through this course, students will 1) gain familiarity with communication inequalities in the form of information exposure, knowledge, health information seeking, message processing, and ability to take action among vulnerable and traditionally marginalized communities, with a specific emphasis on digital health communication, 2) learn how various methods and study designs are used to examine the impacts of communication inequalities on population health and health disparities, 3) learn about recent innovations in digital health communication interventions to address communication inequalities and effectiveness of these interventions in improving health equity, and 4) develop a proposal to design a digital communication intervention to improve health outcomes among health disparity populations. Throughout the course, we will draw upon examples pertaining to communication inequalities and digital interventions addressing the needs of a wide range of populations (in relation to race, ethnicity, socioeconomic position, sexual orientation and gender identity, those who experience language barriers, immigrant</p>

	<p>populations, physical disabilities, and mental illness), across the life course, and in diverse health conditions including tobacco and other substance use, infectious diseases, cancer care, and other health issues. We will discuss challenges of operationalizing and measuring communication inequalities, considerations when designing and implementing equitable digital interventions, and potential unintended impacts on population health.</p> <p><i>Notes: Course not offered every year</i></p>
<b>Course Number</b>	<b>HCMG 8590</b>
<b>Course Name</b>	Comparative Health Care Systems
<b>Department</b>	Wharton School
	<p>This course examines the structure of health care systems in different countries, focusing on financing, reimbursement, delivery systems and adoption of new technologies. We study the relative roles of private sector and public sector insurance and providers, and the effect of system design on cost, quality, efficiency and equity of medical services. Some issues we address are normative: Which systems and which public/private sector mixes are better at achieving efficiency and equity? Other issues are positive: How do these different systems deal with tough choices, such as decisions about new technologies? Our main focus is on the systems in four large, prototypical OECD countries--Germany, Canada, Japan, and the United Kingdom--and then look at other countries with interesting systems- including Italy, Chile, Singapore, Brazil, China and India. We draw lessons for the U.S. from foreign experience and vice versa.</p> <p><i>Notes: Course usually offered in spring term</i></p>

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