

WE GON' BE ALRIGHT: ADDRESSING ANT+BLACK VIOLENCE AS A PUBLIC HEALTH CRISIS

**A student-led course grounded in an
intersectional approach to inform
public health praxis**

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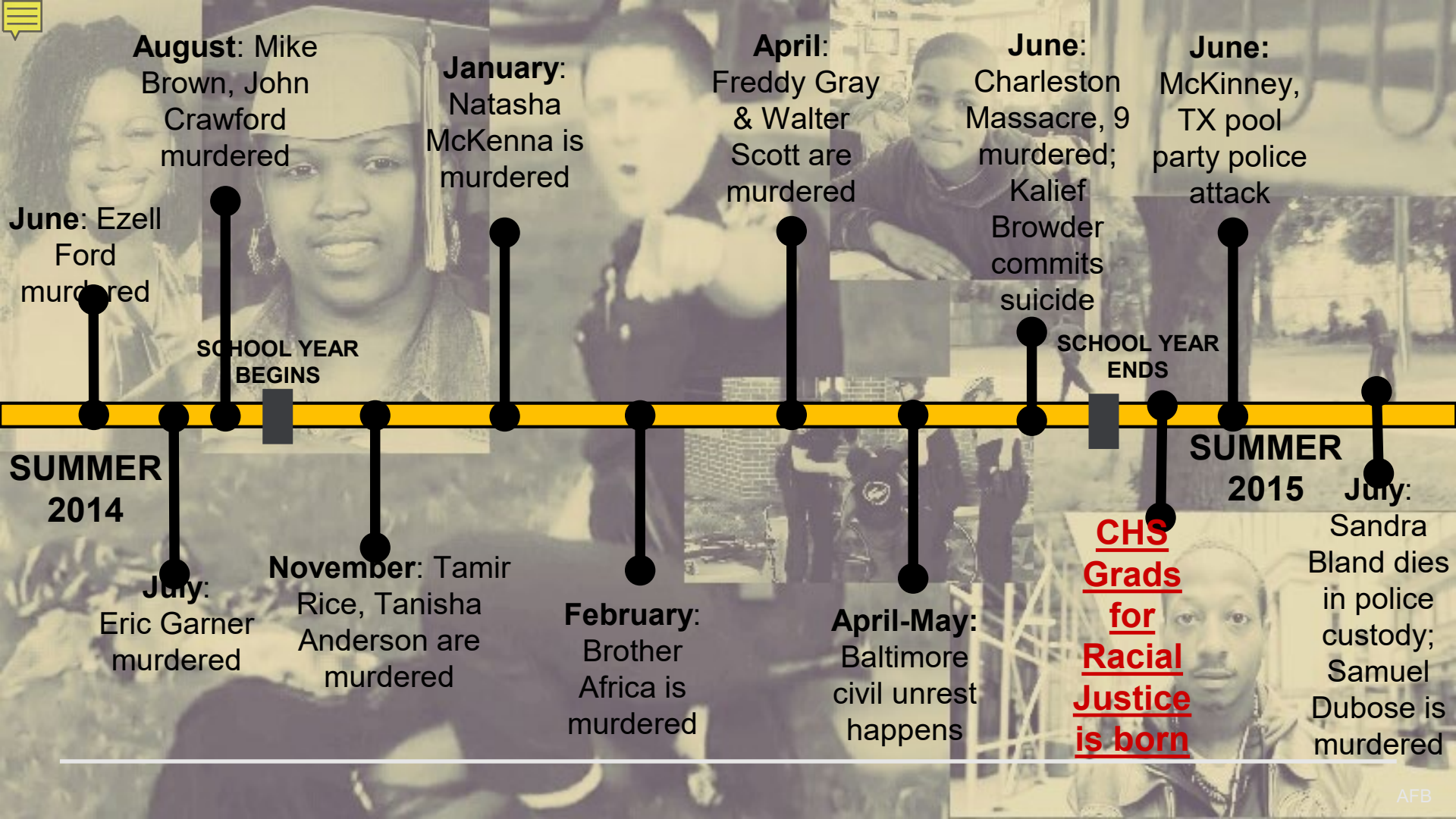


An experimental “pilot” class

Two related classes

Student-led class

Class for student teachers



August: Mike Brown, John Crawford murdered

January: Natasha McKenna is murdered

April: Freddy Gray & Walter Scott are murdered

June: Charleston Massacre, 9 murdered; Kalief Browder commits suicide

June: McKinney, TX pool party police attack

June: Ezell Ford murdered

SCHOOL YEAR BEGINS

SCHOOL YEAR ENDS

SUMMER 2014

SUMMER 2015

July:

July: Eric Garner murdered

November: Tamir Rice, Tanisha Anderson are murdered

February: Brother Africa is murdered

April-May: Baltimore civil unrest happens

CHS
Grads
for
Racial
Justice
is born

Sandra Bland dies in police custody; Samuel Dubose is murdered



SPRING 2016 INAUGURAL CLASS! CHS 296-2:

We Gon' Be Alright: Addressing Racism and Anti-black Violence as a Public Health Crisis

This course will disentangle the historical legacies of racism and anti-black violence in this country to inform students' public health practice. This course will equip students with the tools to identify, challenge, and address racism within their public health practice, and its impact on the health statuses of communities of color. Students will engage in readings, class activities, and assignments that will deepen their understandings of the fundamental causes of health disparities in the United States.*



WHEN: Thursdays,
4-5:50pm



WHERE:
CHS 41-268



COURSE
UNITS

DEVELOPED & LED BY CHS GRADS FOR RACIAL JUSTICE IN
PARTNERSHIP WITH CHS PROFESSOR GIL GEE

* To receive a PTE for enrollment, please e-mail gilgee@ucla.edu with: (1) name of your department or school; (2) one sentence saying why you would like to take the course.

CHSGRJ Course Format

- Spring 2016
- 8 Community Health Science Grad Student Facilitators
- 14 Community Health Sciences Grad Students
- Class Topics
 - Historical Legacies
 - Intersectionality/Critical Race Theory
 - Police Brutality & Public Health
 - Violence & Incarceration
 - Reproductive Justice
 - Built Environment/Housing/Employment
 - Food Justice/Nutrition/Chronic Disease
 - Tools for Practice & Praxis
 - Strategies for Change

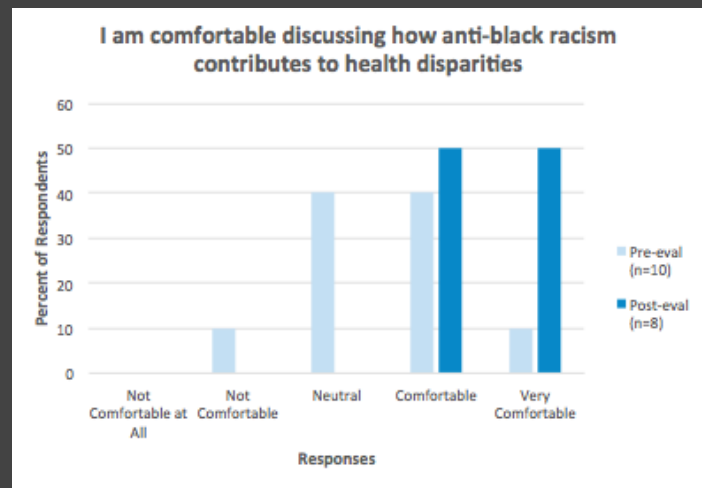
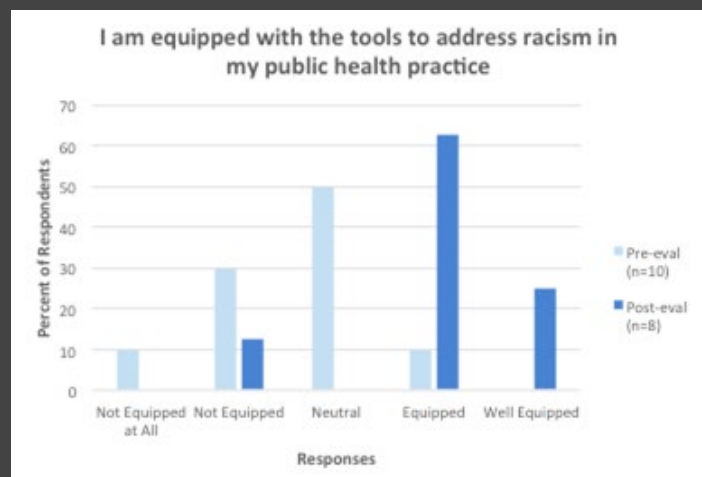


Course Outcomes

“I really wanted to learn about how, as a future public health professional, I can think about these issues in practice.”

“I want to be able to articulate racial issues in an academic and non-academic setting”

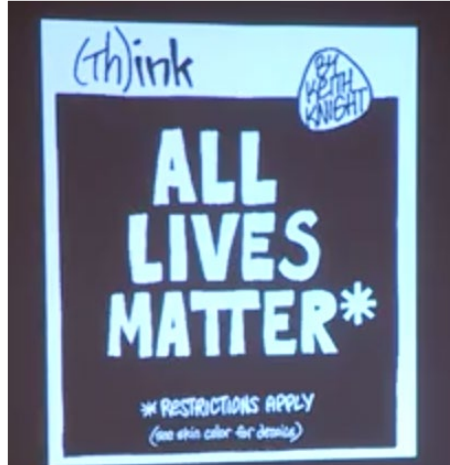
“I hope to...be able to better understand the issues surrounding race, racism, and violence. I would like to better articulate and engage with others to have meaningful and insightful conversations”



Course Impact

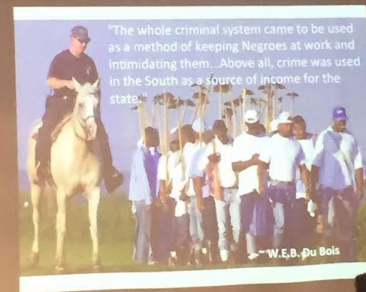
- Created a safe space for students to discuss issues of race/racism and explore real-world implications.
- Manifestation of student activism.
- Model for collaborative student learning, opposing the traditional hierarchy of knowledge often found in academia.
- Inspired the creation of more student led courses.
- Allocation of funds





UTILITY OF EVIDENCE

If people are indifferent about racism, does the evidence matter?



Thank you to Dr. Chandra Ford, Danielle Dupuy, Keith Knight, Ashley Lewis, Amelia Fey Berquist, Sally Saleh, Saron Selasie, Nicole Garcia and Delta Omega