

SOC 2520: Inequality by Design: Understanding Racial/Ethnic Health Disparities

Spring 2021 | M/W 10:00-11:20 | Virtual

Meet the Teaching Team

 A portrait of Prof. Savannah Larimore, a woman with long brown hair, wearing red-rimmed glasses and a yellow scarf, smiling against a blurred green background.	<p><u>About Me:</u> Hi Everyone! I'm Prof. Savannah Larimore (you may call me Dr. Larimore or Professor/Prof. Larimore, whichever feels more comfortable to you). My pronouns are she/her(s). I am a post-doctoral research associate in the Sociology Department and my research investigates the social determinants of racial and ethnic health disparities in reproductive health outcomes. You can learn more about me and my research here. In my free time, I enjoy working out, watching reality TV, and taking care of my new house plants, which are miraculously doing pretty well!</p> <p><u>E-mail:</u> savannahlarimore@wustl.edu</p> <p><u>E-mail Policy:</u> Please allow 48 hours for a response, M-F, 9 AM - 5 PM. If I don't get back to you in 48 hours, just e-mail me again.</p> <p><u>Office Hours:</u> M/W 11:30 AM - 12:30 PM</p> <p><u>OH Link:</u> https://wustl.zoom.us/j/2924226703</p>
 A portrait of Savannah Henderson, a woman with dark hair, wearing a light blue dress, standing in a grassy field with hills in the background.	<p><u>About Me:</u> Hi! My name is Savannah Henderson and I use she/her pronouns. I am a sophomore studying Women, Gender, Sexuality Studies and Sociology. Currently I intern at A Red Circle, working on food justice in North St. Louis County. I enjoy reading, spending time with my friends and family (and my cats), writing, watching Netflix, and napping.</p> <p><u>Email:</u> s.henderson@wustl.edu</p> <p><u>E-mail Policy:</u> Please allow 48 hours for a response, M-F, 9 AM - 5 PM. If I don't get back to you in 48 hours, just e-mail me again.</p> <p><u>Office Hours:</u> Fridays 11am-12pm</p> <p><u>OH Link:</u> Click here</p> <p>Meeting ID: 961 2762 3735 Passcode: 094078</p>



About Me: Hi Everyone! I'm Jade and I am a senior majoring in Biology and minoring in Global Health. I am on the pre-med track and I do oncology research at WashU med school focused on CAR T-cell therapy as a novel treatment for cancer. In my free time, I enjoy running, hiking, cooking, and reading.

E-mail: jadecohen@wustl.edu

E-mail Policy: Please allow 48 hours for a response, M-F, 9 AM - 5 PM. If I don't get back to you in 48 hours, just e-mail me again.

Office Hours: W 3:00 PM - 4:00 PM

OH Link: [Click here](#)

Meeting ID: 913 9543 4432

Passcode: 415953



About Me: Hi folks! I'm Kennedy Young, and I am teaching assistant for the course. I am junior majoring in Sociology and African & African American Studies and minoring in Women, Gender & Sexuality Studies. I am currently a Mellon Mays Research Fellow, and I also work with WashU's Prison Education Project. In my free time, I enjoy baking, watching The Bachelor(ette), and doing anything arts and crafts related!

E-mail: kennedyyoung@wustl.edu

E-mail Policy: Please allow 24 hours for a response.

Office Hours: Tuesdays 1:30-2:30pm

OH Link: <https://wustl.zoom.us/j/aeda6CCMEs>

Meeting ID: 915 1993 9846

Passcode: 29068



About Me: Hi everyone! I'm Sophie Burns and I use she/her pronouns. I'm a sophomore studying American Culture Studies, Political Science, and Writing. In my free time I enjoy reading, watching tv, baking, spending time with friends, and exploring STL!

Email: sophieburns@wustl.edu

E-mail Policy: Please allow 48 hours for a response.

Office Hours: Tuesday 11:30-12:30

OH Link: <https://wustl.zoom.us/j/6472932591>

Meeting ID: 647 293 2591

Course Principles & Expectations for Behavior

Land Acknowledgements

“We respectfully acknowledge that we are on the traditional, ancestral lands of the Osage Nation. The process of knowing and acknowledging the land we stand on is a way of honoring and expressing gratitude for the ancestral Osage people who were on this land before us.” – *Osage Land Acknowledgement, June 2019*

Not in St. Louis? Find your own land acknowledgement [here](#).

Guiding Principles for the Course

(quoted and adapted from Drs. Rawan Arar and Brandon Bayne):

1. **We know that no one signed up for this.**
 - Not for the sickness, not for the social distancing, not for the sudden disruption of our collective lives together on and off campus
 - Not for an online class, not for teaching remotely, not for learning from home, not for mastering new technologies, not for varied access to learning materials
2. **The humane option is the best option.**
 - We are going to prioritize supporting each other as humans
 - We are going to prioritize simple solutions
 - We are going to prioritize sharing resources and communicating clearly
 - We are going to prioritize kindness
3. **We will foster intellectual nourishment, social connection, and personal accommodation.**
 - Accessible asynchronous content for diverse access, time zones, and contexts
 - Opportunities to learn together and combat isolation through synchronous discussion sessions and other options
4. **We will remain flexible and adjust to the situation.**
 - Nobody knows where this is going and what we’ll need to adapt
 - Everybody needs support and understanding in this unprecedented moment

Expectations for Behavior

Inclusive Learning Environment Statement

The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others.

Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources are available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System.

Ethics/Violations of Academic Integrity

Ethical behavior is an essential component of learning and scholarship. Students are expected to understand, and adhere to, the University's academic integrity policy ([Links to an external site.](#)). Students who violate this policy will be referred to the Academic Integrity Policy Committee. Penalties for violating the policy will be determined by the Academic Integrity Policy committee and can include failure of the assignment, failure of the course, suspension, or expulsion from the University. If you have any doubts about what constitutes a violation of the Academic Integrity policy, or any other issue related to academic integrity, please ask your instructor.

Expectations for Behavior in Optional Synchronous Discussion Sessions

This class includes optional synchronous discussion sessions for those who want to attend. During these discussions, I expect you to engage in respectful and mindful discussion by doing the following:

- Remain present in the discussion by practicing active listening and thinking carefully and critically about the examples you bring to the discussion.
- Respect others when they are speaking by not speaking over them (if you make a mistake, which is easy to do on Zoom, simply apologize and allow them to finish) and by acknowledging any personal experiences they may bring up in discussion.
- Do not use derogatory language or engage in personal attacks directed at fellow students (to be clear, this includes but is certainly not limited to any racist, anti-immigrant, sexist, ableist, and anti-LGBTQIA+ language).

Attendance Policy

There is no attendance policy for this course and attending the optional synchronous discussion sessions will not directly impact your grade, although you may find that these sessions are helpful to your own learning and will therefore improve your grades indirectly. Attendance in these sessions is therefore strongly encouraged but is certainly not required.

Course Description and Objectives

About Inequality by Design

How and when we die or become sick should be so equally dispersed across social groups that it is nearly impossible to predict, but this is not the reality in the United States, where there are large, persistent, and sometimes growing inequalities in health status and care between social groups. This is particularly true for health inequalities among racial and ethnic groups. This course critically examines these health gaps using sociological, demographic, social epidemiological, and social psychological concepts. This course takes a holistic and intersectional approach to racial and ethnic health disparities in the U.S. and intends to provide students with a broad introduction to the topic. We will focus on what will collectively be called the social determinants of health (SDoH for short) and will examine how these factors influence health at various levels of social organization.

Learning Objectives

By the end of the course, you should be able to:

- Recall and talk about key population health concepts in a clear, succinct, and approachable way.
- Explain how social processes at the societal level affect biological processes inside our bodies.
- Apply theoretical strategies used to understand health disparities to various topics and current events.

Required Materials & Course Schedule

A Note on this Schedule

The instructor reserves the right to make modifications to this information throughout the semester. Consult the course webpage frequently.

Required Texts, Materials, and Supplies

You do not need to purchase any materials for this course. All assigned materials are linked below and should be free to access. If you have trouble accessing a file, please let the teaching team know or reach out to your fellow classmates via the discussion board.

Course Schedule

<i>Week 1 – All materials due 1/31 at 11:59 PM CT</i>					
Topic	Lectures	Required Materials (Estimated “Read” Time)	Entry Assignment	Discussion Topics	Exit Assignment
Welcome to the Course!	Initial Thoughts & Well Wishes Course Overview	Syllabus (30 minutes) Canvas Website (30 minutes)	Discussion Board Introductions	No discussion sessions this week – post any questions you have on the Q&A Board	Course Overview Quiz
<i>Week 2 – All materials due 2/7 at 11:59 PM CT</i>					
Topic	Lectures	Required Materials	Entry Assignment	Discussion Topics	Exit Assignment
Population Health and Health Disparities	Sick Individuals, Sick Societies	Books 2009 (5 minutes) Braveman 2014 (15 minutes)	Health Equity Quiz	Face-to- Face Introductions	Free Write: Defining Health
<i>Week 3 – All materials due 2/14 at 11:59 PM CT</i>					

Topic	Lectures	Required Materials	Entry Assignment	Discussion Topics	Exit Assignment
Theorizing the Social Determinants of Health	The Onion Model Fundamental Cause Theory	The Parable of the Fisher Folk (2 minutes) Laster Pirtle 2020 (20 minutes)	Doing Epidemiology: Part One	TBD – See Canvas for Updates	Doing Epidemiology: Part Two
<i>Week 4 – All materials due 2/21 at 11:59 PM CT</i>					
Topic	Lectures	Required Materials	Entry Assignment	Discussion Topics	Exit Assignment
The Robust Association between Social Class and Health	Social Class: Some Basics Theories of Social Class and Health	Lowrey 2014 (15 minutes) Capuchin Monkeys Reject Unequal Pay (2.5 minutes) Laurison et al. 2020 (5 minutes)	Pre-Quiz on Social Class and Health	TBD – See Canvas for Updates	Post-Quiz on Social Class and Health
QUIZ #1 – Due by 2/21 at 11:59 PM					
<i>Week 5 – All materials due 2/28 at 11:59 PM CT</i>					
Topic	Lectures	Required Materials	Entry Assignment	Discussion Topics	Exit Assignment
The Problem with Race-based Medicine	Racism and Health, not Race and Health	Jones 2000 Levels of Racism (20 minutes) Sjoding et al. 2020 (5 minutes)	Pre-Quiz on Race, Racism, and Health	TBD – See Canvas for Updates	Post-Quiz on Race, Racism, and Health

		Zhou 2004 (25 minutes)			
<i>Week 6 – All materials due 3/7 at 11:59 PM CT</i>					
Topic	Lectures	Required Materials	Entry Assignment	Discussion Topics	Exit Assignment
Moment of Reflection & Final Project Prep	N/A	Body Scan Guided Meditation (10 minutes)	Final Project Prep	“Office Hours”	Reflection Post
<i>Week 7 – All materials due 3/14 at 11:59 PM CT</i>					
Topic	Lectures	Required Materials	Entry Assignment	Discussion Topics	Exit Assignment
Sexism: A Missing Piece of the Puzzle?	The Gender-Health Paradox How Sexism Does Harm	NBC News 2018 (7 minutes) Organization for Autism Research 2018 (5 minutes)	Pre-Quiz on Gender, Sexism, and Health	TBD – See Canvas for Updates	Post-Quiz on Gender, Sexism, and Health
<i>Week 8 – All materials due 3/21 at 11:59 PM CT</i>					
Topic	Lectures	Required Materials	Entry Assignment	Discussion Topics	Exit Assignment
The Urgency of Intersectionality in Population Health	Intersectionality: Some Basics Erasure in Population Health Statistics	McMillan Cottom 2019 (10 minutes) Gandy 2020 (5 minutes)	TBD – See Canvas for Updates	TBD – See Canvas for Updates	TBD – See Canvas for Updates
<i>Week 9 – All materials due 3/28 at 11:59 PM CT</i>					
Topic	Lectures	Required Materials	Entry Assignment	Discussion Topics	Exit Assignment
Residential Segregation, Neighborhoods, and Health	The Scale of Residential Segregation	Friedman 2016 (5 minutes)	“Draw” your neighborhood	TBD – See Canvas for Updates	Jones Family Case Study

	Theories of Neighborhoods and Health	Godoy 2020 (10 minutes) Abbey-Lambertz 2016 (5 minutes)			
QUIZ #2 – Due by 3/28 at 11:59 PM					
<i>Week 10 – All materials due 4/4 at 11:59 PM CT</i>					
Topic	Lectures	Required Materials	Entry Assignment	Discussion Topics	Exit Assignment
Migration and Health	From Ravenstein’s Laws to Acculturation	Viruell-Fuentes et al. 2012 (25 minutes)	TBD – See Canvas for Updates	TBD – See Canvas for Updates	TBD – See Canvas for Updates
	The Latinx “Health Paradox”	Valentino-DeVries et al. 2020 (10 minutes)			
<i>Week 11 – All materials due 4/11 at 11:59 PM CT</i>					
Topic	Lectures	Required Materials	Entry Assignment	Discussion Topics	Exit Assignment
Deaths of Despair	The Stress Process & Embodiment	Boddy 2017 (10 minutes)	TBD – See Canvas for Updates	TBD – See Canvas for Updates	TBD – See Canvas for Updates
	Conversation with Dr. Lauren Gaydosh (Part 1)	Jonathan Metzl on "Dying of Whiteness" (15 minutes)			
<i>Week 12 – All materials due 4/18 at 11:59 PM CT</i>					
Topic	Lectures	Required Materials	Entry Assignment	Discussion Topics	Exit Assignment
Moment of Reflection & Final Project Prep	N/A	Body Scan Guided Meditation (10 minutes)	Final Project Prep	“Office Hours”	Reflection Post
<i>Week 13 – All materials due 4/25 at 11:59 PM CT</i>					

Topic	Lectures	Required Materials	Entry Assignment	Discussion Topics	Exit Assignment
Reproductive Health Disparities	The Weathering Hypothesis Conversation with Dr. Lauren Gaydosh (Part 2)	McLemore 2019 (5 minutes) Eichelberger et al. 2016 (10 minutes)	TBD – See Canvas for Updates	TBD – See Canvas for Updates	TBD – See Canvas for Updates
QUIZ #3 – Due by 4/25 at 11:59 PM					
<i>Week 14 – All materials due 5/2 at 11:59 PM CT</i>					
Topic	Lectures	Required Materials	Entry Assignment	Discussion Topics	Exit Assignment
Sociology of Medicine and Sociology in Medicine	Conversation with Dr. Lauren Olsen	Anderson 2008 (30 minutes)	TBD – See Canvas for Updates	TBD – See Canvas for Updates	TBD – See Canvas for Updates
<i>Week 15 – Closing Time (no assignments due)</i>					
Topic	Lectures	Required Materials	Entry Assignment	Discussion Topics	Exit Assignment
Closing out the Course	Final Thoughts & Well Wishes	N/A	N/A	“Office Hours”	N/A
Final Projects Due – 5/13 at 12:30 PM CT – Submit via Canvas					

Assignments and Grading

Structure of Assignments

Assignments are structured by module and will open two weeks prior to their due date. Please see the Course Schedule for more information. I also suggest linking the course calendar to your [Outlook/Gmail](#)/etc. calendar so you are always able to see when assignments are due.

For every module you will be asked to do the following, mostly in this order:

1. Complete a Pass/Fail "Entry Assignment" to open the module
2. Review Mini-Lectures
3. Review Required Materials
4. Complete a Graded "Exit Assignment" to close the module
5. Optional - Attend a discussion session

In addition to these weekly assignments, you will complete three graded quizzes, one final project, and one final course reflection assignment. See below for the grade breakdown, the course grading scale, and details on each assignment.

Grade Breakdown

<i>Assignment</i>	<i>Points Per Item</i>	<i>Total Items</i>	<i>Total Points</i>
Entry Assignments	1	14	14
Exit Assignments	2	14	28
Quizzes	10	3	30
Final Project	25	1	25
Final Reflection	3	1	3
<i>Total</i>			<i>100</i>

Grading Scale

Total Points	Letter Grade
90 - 100	A

80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

Description of Assignments

Entry Assignments

Entry assignments will take various forms (free-writes, journal entries, short quizzes, discussion board posts) and are mostly intended to gauge any previous knowledge you have of a topic or think about how a topic relates to your own life and experiences. Entry assignments are worth 1 point each and will be graded pass/fail (i.e., if you complete the assignment, you receive full credit).

Exit Assignments

Exit assignments will also take various forms (see examples above) and are mostly intended to gauge your comprehension of a topic through critical reflection, application, and so on. Exit assignments are worth 2 points each and will be graded for comprehension (i.e., 2 = excellent, 1 = good, 0 = poor).

Quizzes

We will have three quizzes in this course. Quizzes can also take multiple forms (e.g., short answer, single essay, multiple-choice, a mix of several of these). These assignments are intended to gauge your comprehension of previous course materials. Quizzes are worth 10 points each and will be graded for comprehension. Grading will vary based on the form of the quiz. For example, essays may be graded using a rubric (e.g., excellent, good, poor) while multiple-choice questions will be graded as correct/incorrect.

Final Project – “Learning by Teaching”

(Adapted from Drs. Jamila Michener and Hakeem Jefferson)

For your final project, you are tasked with teaching someone who did not take this class about a concept, framework, idea, or policy from class. Use any medium you would like as a teaching tool, except for the standard written essay. **Be creative**. You can record a podcast, create an NPR style radio segment, make an Instagram page or website, create a series of TikToks, write a blog post or magazine article, pen a poem, create a photo exhibit, develop an animation, make a short video “news” segment (see Vox or Vice for examples), or anything else you think of. Use your discretion and your talent. Regardless of the medium you select; all assignments will be evaluated on the following criteria:

- Demonstrates a thorough understanding of the concept, framework, idea, or policy.
- Articulates why the concept is important.
- Uses language that is accessible to non-experts outside of this class.
- Demonstrates significant effort.
- Demonstrates thoughtfulness and creativity.

Final projects are worth 25 points and are intended to gauge your ability to explain course concepts to a lay audience. Submissions should take no longer than 15 minutes to listen/watch/read/etc. (i.e., 15-minute videos, 15-minutes to view a photo exhibit, 15 minutes to read 4,000 words, etc.). See more details about this project [here](#) and feel free to ask questions about this project [here](#).

Final Reflection

We will have one final reflection in this course. The final reflection is intended to gauge your views on the course, reflect on what you have learned, and allow space for you to comment on anything you like. Final reflections are worth 3 points and will be graded pass/fail (i.e., if you complete the assignment, you receive full credit).

Late Policy

It is my expectation that you turn in all assignments on the day and at the time they are due as stated on this syllabus. Therefore, it is my policy not to accept late work unless under exceptional circumstances and with appropriate documentation if necessary. The teaching team will handle these appeals on a case-by-case basis.

Resources for Students

Prof. Larimore's General Outlook on Accommodations

I am not ignorant to the fact that your life does not stop or make exceptions because you are in school. This was my outlook pre-2020 and it is most certainly my outlook post-2020. If there is something in your life that will prevent you from participating fully in this class, please let the teaching team know as soon as possible. It is far, far easier to make accommodations in Week 2 than after finals when grades have been submitted to the University (although this is also possible, but should be used as a last resort). Additionally, I want to make sure that all students are equipped with the resources necessary to be as productive, happy, and healthy as possible. Here are some resources to help you achieve that goal. If there is a resource not listed here that you would like me to add, please e-mail me privately (savannahlarimore@wustl.edu).

Content Warnings

This course necessitates discussions of death, dying, inequalities, and injustice. This content can be challenging in the absence of a pandemic, and I am not ignorant to the fact that our current situation may make this content even more difficult to process. The teaching team will work to provide adequate content warnings for topics that may be additionally challenging, and we encourage you to seek out additional resources (see below) as you need them.

University Policies and Resources for Students

Disability Resources: If you have a disability that requires an accommodation, please speak with the instructor and consult the [Disability Resource Center at Cornerstone \(Links to an external site.\)](#). Cornerstone staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you. If you already have accommodation, please make me aware of what resources you need to make the classroom as accessible for you and others as possible.

Writing Assistance: For additional help on your writing, consult the expert staff of The [Writing Center in Olin Library \(Links to an external site.\)](#) (first floor). It can be enormously helpful to ask someone outside a course to read your essays and to provide feedback on strength of argument, clarity, organization, etc. The [Engineering Communication Center \(Links to an external site.\)](#) offers students in the School of Engineering and Applied Sciences help with oral presentations, writing assignments, and other communications projects, as well as job-search documents such as resumes and cover letters.

The Writing Center: The Writing Center offers free writing support to all Washington University undergraduate and graduate students. Staff members will work with students on any kind of writing project, including essays, writing assignments, personal statements, theses, and

dissertations. They can help at any stage of the process, including brainstorming, developing and clarifying an argument, organizing evidence, or improving style. Instead of simply editing or proofreading papers, the tutors will ask questions and have a conversation with the writer about their ideas and reasoning, allowing for a higher-order revision of the work. They will also spend some time looking at sentence level patterns to teach students to edit their own work. The Center is open Sunday through Thursday from 11:00 am to 9:00 pm and Friday from 11:00 am to 5:00 pm. Students are seen primarily by appointment, but walk-ins will be accepted as the schedule allows. To make an appointment, go to writingcenter.wustl.edu ([Links to an external site.](#)). Questions should be sent to writing@wustl.edu or call 314-935-4981.

Wash U's Preferred Name Policy, with additional resources and information, may be found [here](#) ([Links to an external site.](#)).

Sexual Assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the [Relationship and Sexual Violence Prevention Center](#) ([Links to an external site.](#)). Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

Sexual Assault Reporting: If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University's Title IX Director. If you would like to speak with Ms. Kennedy, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting her office in the Women's Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the [University's Bias Report and Support System \(BRSS\) team](#) ([Links to an external site.](#)).

Mental Health: [Mental Health Services'](#) ([Links to an external site.](#)) professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect

the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression.

Food Assistance: There are [numerous resources \(Links to an external site.\)](#) on and off campus to help students who need safe and reliable access to food.

LGBTQIA* Students: There are [many resources \(Links to an external site.\)](#) at Washington University that exist in order to create space for you to navigate your identities, question openly, and be your authentic self, including peer mentorship, a free LGBTQIA* retreat, student groups, and regular programming and events. In addition, there are many online resources and books that can be helpful to you. Also feel free to reach out to Travis Tucker, the assistant director for Campus Life and LGBTQIA* organizations advisor (travis.tucker@wustl.edu).

Veterans: The [Office of Military and Veteran Services \(Links to an external site.\)](#) is Washington University's focal point for military and veteran matters, to include facilitating the transition of military and veteran students into higher education, increasing student recruitment, engagement, tracking and support programs and services, and developing partnerships with campus services, community-based organizations, and federal, state and local government agencies.