

Term Information

Effective Term Summer 2021
Previous Value Summer 2018

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding a Distance Learning offering for this course

What is the rationale for the proposed change(s)?

In line with the University's Distance Learning initiatives, we are seeking to increase Distance Learning offerings of WGSST courses.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org Women's, Gender&Sexuality Sts - D0506
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2325
Course Title Health and Inequality
Transcript Abbreviation Health&Inequality
Course Description An interdisciplinary inquiry into the relationships between health and gender under political, biological, economic, spiritual, cultural and/or socially constructed influences.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Less than 50% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0207
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- 1. Understand health inequality in the U.S. today.
- 2. Detail the causes of health inequality in the U.S. Today.
- 3. Describe dominant women's (and other disadvantaged groups) health issues in the United States.
- 4. Interrogate health information (multimedia, print, scholarly and medical studies) for its inclusion of gender, sexual orientation, race, class, citizenship, religious, and dis/ability difference.
- 5. Analyze of the relationship between health inequality and public policy.

Content Topic List

- Gender and Health
- Social Class and Health
- Race and Health
- Race, Class, Gender, and Reproductive Justice
- Medicalization
- Health Systems
- Health Behaviors

Sought Concurrence

No

Attachments

- WGSST 2325 ASC Tech Review.docx: ASC Tech Checklist
(Other Supporting Documentation. Owner: Stottlar, Jacqueline Nicole)
- 2325 Shchurko Syllabus (SP19).pdf: Syllabus
(Syllabus. Owner: Stottlar, Jacqueline Nicole)
- 2325 14 week DL syllabus.docx: Revised DL Syllabus
(Syllabus. Owner: Stottlar, Jacqueline Nicole)

COURSE CHANGE REQUEST
2325 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/27/2021

Comments

- See 2-8-21 email to M. Thomas, T. Lindsey, and J. Stotlar. *(by Oldroyd, Shelby Quinn on 02/08/2021 05:02 PM)*
- 01.07.21: Please attach the in-person version of the syllabus. *(by Haddad, Deborah Moore on 01/07/2021 03:11 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	01/07/2021 01:17 PM	Submitted for Approval
Approved	Winnubst, Shannon	01/07/2021 01:28 PM	Unit Approval
Revision Requested	Haddad, Deborah Moore	01/07/2021 03:11 PM	College Approval
Submitted	Stotlar, Jacqueline Nicole	01/07/2021 03:15 PM	Submitted for Approval
Approved	Winnubst, Shannon	01/07/2021 03:34 PM	Unit Approval
Approved	Haddad, Deborah Moore	01/07/2021 03:46 PM	College Approval
Revision Requested	Oldroyd, Shelby Quinn	02/08/2021 05:02 PM	ASCCAO Approval
Submitted	Stotlar, Jacqueline Nicole	04/27/2021 02:15 PM	Submitted for Approval
Approved	Winnubst, Shannon	04/27/2021 02:33 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/27/2021 04:37 PM	College Approval
Pending Approval	Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal Jenkins, Mary Ellen Bigler	04/27/2021 04:37 PM	ASCCAO Approval

SYLLABUS

WGSST 2325

Health & Inequality
Autumn 2021 (full term)
3 credit hours
Online

Commented [ODEE1]: To Instructor: This template, which has been designed for digital accessibility, provides customizable instructor expectations for online and hybrid classes. See <https://go.osu.edu/online-syllabus> for further context and recommendations, included additional example items to customize.

COURSE OVERVIEW

Instructor

Instructor: Tatsiana Shchurko

Email address: shchurko.1@osu.edu. Email is the best way to reach me.

Office hours: Monday 11:00 am – 1:00 pm, and other days and times by appointment.

Office Hours mean that I will be available on-line during certain time period to talk or chat through e-mail or Carmen Zoom. I am also available for Columbus campus meetings in the GTA office (University Hall 37) if necessary, by appointment.

Prerequisites

None.

Course description

This interdisciplinary course explores the relationships between health and gender, race, class, sexuality, citizenship under political, biological, economic, spiritual, cultural and/or socially constructed influences. We will conduct a comprehensive overview of health literature in public health, feminist cultural studies, sociology, anthropology, medicine, and popular literature. Topics include the social construction of gender/sex, feminist critiques of the politics and economics of health care, historical and current dimensions of health movements, inequities and differences in relation to reproductive and sexual health, HIV politics, mental health, addiction and narco-politics, health and disability, aging, and environmental health. The course aims at exploring how health is socially determined and constructed by racism, poverty, homophobia, ageism, attitudes toward disabilities, fat phobia, and other forms of oppression that multiply the effect on health and produce various barriers to access health care. Central to the course materials and discussions will be consideration of how race, ethnicity, class, culture, and gender shape health outcomes. The course will provide a mixture of reading, discussions, media viewing, and critical thinking assignments.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Demonstrate conceptual understanding of the history of health activism in the United States
- Apply critical perspectives to contemporary socio-cultural issues of health
- Construct original critiques of health phenomena from the student's perspective

Demonstrate the ability to locate health issues within the complex and shifting network of power relations

- Explain and interpret health issues from course readings with critical attention to race, gender, sexuality and nationality
- Use appropriate evidence to develop a strong written argument
- Demonstrate critical thinking skills by evaluating main arguments, evidence, and the chain of reasoning present in a text

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online and asynchronous. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: Our **workweek begins on Mondays at 10 am and ends on Sundays at 11:59 pm**. Content and modules for the particular week are made available every Monday by 10 am, if not earlier. Content may contain the following learning activities: Powerpoint lectures, video lectures, and other materials. All the readings for the course will be available at the beginning of the course. You are responsible for completing all learning activities during our workweek/ modules, while meeting the firm deadlines in the Course Schedule and following ALL course policies listed in syllabus.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in ruminations/discussion leading post: ONCE PER WEEK**
As part of your participation, each week you can expect to post at least once as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Materials

Required

- All materials will be provided on Carmen

Commented [ODEE2]: To instructor: Customize this section with information about your particular course context.

These expectations can vary widely between courses, depending on whether the participation is synchronous (live) or asynchronous (Carmen only), so your guidance in the syllabus can be crucial.

Course technology

Commented [ODEE3]: To instructor: Customize this technology list with the requirements for this course.

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Syllabus Quiz	5 points
Introduction Post	5 points
4 Ruminations	20 points (5 points each)
Midterm	15 points
One Discussion Leading Post	10 points
5 Comments on Posts	25 points (5 points each)
Final Essay	20 points
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

You may notice that there is a total of 100 possible points for course assignments; therefore, the total points possible for each assignment also equals its weight (%) in the overall grade.

- Syllabus Quiz** (5 points) – due by August 25, Sunday 11:59 pm
- Introduction post** (5 points) – due by August 25, Sunday 11:59 pm
- Ruminations** (20 points)

During the first weeks of classes (week 2-5), students should write **FOUR** ruminations (each rumination weights 5 points) for the weeks #2, 3, 4 and 5. For each week, I will post a specific question that you should answer drawing on the readings assigned for the specific week.

Your rumination should be between 400-450 words.

In your rumination, you should **cite at least 2 articles** assigned for the week (a video is not considered for a citation of the article) **AND provide** specific real-world **examples** or connections to your life experiences (you can use video as an example).

You should upload your Ruminations through the toolbar's section "Assignments" on Carmen.

Rumination 1 – due by September 1, Sunday 11:59
Rumination 2 – due by September 8, Sunday 11:59
Rumination 3 – due by September 15, Sunday 11:59
Rumination 4 – due by September 22, Sunday 11:59

- MIDTERM** (15 points) – due October 13, Sunday 11:59 pm
Guiding questions or prompts will be provided to you separately.

- Discussion Leading Post** (10 points) - due Wednesday by 11:59 pm (starting from week 6)

Starting from week 6, a group of students will be assigned to write Discussion Leading Posts, which function as 'discussion starters' for each week of content. You should complete **ONE Discussion Leading Post over the course of the semester**. At the beginning of the course each student will sign up for the week to do a Post.

Post should be between **350-400 words**.

Discussion Leading Post should provide critical analysis of the reading/s or other material/s for that particular week. Post should grapple with a particular question, problem, or paradigm present in the assigned reading/s or material/s. In the Discussion Leading Post you can highlight the issues that seem central to you and identify questions that provoke thought, unsettle or remain uncertain for you. You should address specific reading or readings for the week. I also encourage you to draw parallels between the readings. **Your post should end with a specific question/questions for the class.**

Your Post may focus on the following things:

- Choose a passage of interest and analyze it.
- Elaborate how the reading relates to your experience.
- Discuss what is convincing about the author's claims, and where they could be developed.
- Say what lingering questions or points of confusion remain for you.
- Describe how the reading contributes to the section of the course we are in.
- Provide a summary of the main argument of the reading, identifying and defining key concepts and ideas.

Posts should be posted in the toolbar's section "*Discussions*" – "*week # - Discussion Leading Posts and Comments.*"

- Comments on Discussion Leading Posts** (25 points) - due every Sunday by 11:59 pm (starting from week 6)

For the weeks when you are not responsible for doing a post, you must respond to the Discussion Leading Posts of other students by posting Comments. You should post your comment as a reply to the particular Post in the toolbar's section "*Discussions*" – "*week # - Discussion Leading Posts and Comments.*"

Although there will be 8 weeks with posts and comments, you should complete **FIVE Comments (one comment per week)** on Posts over the course of the semester (**each 5 points**). In your Comment you should address the particular ideas and questions in the Post, supporting your Comment by the readings and other evidence. Your comment should be **between 150-200 words**.

- Final Essay** (20 points) – due by December 11, Wednesday 11:59 pm
Guiding questions or prompts will be provided to you separately.

Late assignments

You are required to submit ALL assignments by the published deadline. Late assignments will not be accepted unless confirmed by me prior to due date. Since due dates are made explicit on the syllabus, please plan accordingly.

Grading scale

Commented [ODEE4]:
To Instructor: Fill this section in with your own late policy.

Ruminations and Comments are graded **Pass/Failure**. If your assignment meets the requirements, you will get points. The grading rubrics for the Midterm and Final Essay will be provided separately.

93–100: A	87–89.9: B+	77–79.9: C+	67 –69.9: D+	Below 60: E
90–92.9: A-	83–86.9: B	73–76.9: C	60 –66.9: D	
	80–82.9: B-	70 –72.9: C-		

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- For all assignments, you can generally expect feedback within **7-10 days**.
- I will reply to e-mails within **24 hours on school days**.
- Please check your email daily and reply to emails within 24 hours. Email is the best way to contact me.

Commented [ODEE5]: To instructor: The text in the following section is provided just as a suggestion. Fill in with your own policies.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Commented [ODEE6]: To instructor: The text in the following section is provided just as a suggestion. Fill in with your own policies. These expectations are appropriate for classes where discussion occurs in Carmen. Suggested language for Zoom-based classes: <https://go.osu.edu/odee-syllabus-discussion>

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Content warning

Some contents of this course may involve texts or media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (taking

a break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed).

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Mandatory Reporter Statement

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294- 9350 or through the Ohio State Anonymous Reporting Line.

COURSE SCHEDULE

Readings/ Videos	Films	Assignments
Week 1 (08/20-25) INEQUITIES AND HEALTH: INTRODUCTION		

Commented [A17]: Course dates must be filled in. If the course is going to be taught in multiple sessions, please fill in the dates for the first session the course will be taught.

<ul style="list-style-type: none"> - "Glossary of Terms," GLAAD Media Reference Guide, online - Audre Lorde (1984) "Age, Race, Class, and Sex: Women Redefining Difference," 87-91 - Nancy López and Vivian L. Gadsden (2016) "Health Inequities, Social Determinants, and Intersectionality," 1-15 	<p style="text-align: center;">"What's Health Got to Do with It? Young Women Speak Out," 2002, 52:47 min., OSU Library Catalogue</p>	<p>Complete Syllabus Quiz by August 25, Sunday, 11:59 pm</p> <p>Write Introduction Post by August 25, Sunday, 11:59 pm</p> <p>Sign up for Discussion Leading Post by September 1, Sunday, 11:59 pm</p>
<p>Week 2 (08/26-09/01) MODELS OF EQUITABLE HEALTH CARE</p>		
<ul style="list-style-type: none"> - Linda Andrist (1997) "A Feminist Model for Women's Health Care," 268-274 - Moya Bailey and Whitney Peoples (2017) "Towards a Black Feminist Health Science Studies," 1-25 - Anneliese A. Singh, Natalia Trusczynski, Lindsay White, Sand Chang, and Zyer Beatty (2019) "Integrating Intersectionality when Working with Trans Older Adults," 151-160 		<p>Sign up for Discussion Leading Post by September 1, Sunday, 11:59 pm</p> <p>Submit Rumination 1 by September 1, Sunday, 11:59 pm</p>
<p>Week 3 (09/03-08) THE ECONOMIES OF HEALTH</p>		
<ul style="list-style-type: none"> - Tiffany D. Joseph (2017) "Still Left Out: Healthcare Stratification under the Affordable Care Act," 2089-2107 - Samuel L. Dickman, David U. Himmelstein and Steffie Woolhandler (2017) "Inequality and the health-care system in the USA," 1431-1441 - Barbara Gurr (2015) "To Uphold the 	<p style="text-align: center;">"Care: Care Workers, Their Clients, and a Coming Crisis," 2017, 57 min.</p>	<p>Submit Rumination 2 by September 8, Sunday, 11:59 pm</p>

Federal Government's Obligations . . . and to Honor and Protect": The Double Discourse of the Indian Health Service," 68-88		
Week 4 (09/09-15) HISTORICAL DIMENSIONS I: LEGACIES OF INSTITUTIONAL AND STRUCTURAL VIOLENCE		
<ul style="list-style-type: none"> – Loretta Ross (2017) "A Reproductive Justice History," 9-57 – Naomi Schalit (2019) "A Concise History of the US Abortion Debate," online – Barbara Gurr (2015) "Producing the Double Discourse: The History and Politics of Native-US Relations and Imperialist Medicine," 51-67 – Natalia Molina (2014) "Regulating Borders and Bodies: U.S. Immigration and Public Health Policy," 173-188 	<p style="text-align: center;">Taté Walker, "Violence Against Indigenous Womxn": Sexism, Colonialism and Health Equity," 2019, 56 min., The Colorado Trust</p>	<p>Submit Rumination 3 by September 15, Sunday, 11:59 pm</p>
Week 5 (09/16-22) HISTORICAL DIMENSIONS II: MEDICAL EXPERIMENTATIONS		
<ul style="list-style-type: none"> – Harriet A. Washington (2006) "'A Notoriously Syphilis-Soaked Race': What Really Happened to Tuskegee?" 157-185 – Andrea Smith (2015) "Natural Laboratories: Medical Experimentation in Native Communities," 109-117 – Robert Bazell (2019) "U.S. Apologizes for Guatemala STD Experiments," online 	<p style="text-align: center;">Vox, "The US medical system is still haunted by slavery," 2017, 8:49 min.</p>	<p>Submit Rumination 4 by September 22, Sunday, 11:59 pm</p>
Week 6 (09/23 – 29) ENVIRONMENT AND HEALTH		
<ul style="list-style-type: none"> – Laura Jimenez, Kierra Johnson, and Cara Page (2017) "Beyond the Trees: Stories and Strategies of Environmental and Reproductive Justice," 361-380 – Lynn Castrodale (2004) "Why Endometriosis is an Environmental Issue," 701-709 – Darcel Rockett (2018) "If I lived on the North Side': Neighborhood may matter more than race in breast cancer survival rates," online 	<p style="text-align: center;">SAGE Experts, "Shannon Elizabeth Bell Discusses Environmental Sociology," 2017, 25:49 min., OSU Library Catalogue</p> <p style="text-align: center;">NOVA, "Poisoned Water: What exactly went wrong in Flint—and what does it mean for the rest of the country?" 2017, 54:07</p>	<p>Post Discussion Leading Post by September 25, Wednesday, 11:59 pm</p> <p>Post Comment/s for Discussion Leading Posts by September 29, Sunday, 11:59 pm</p>

<ul style="list-style-type: none"> - Erin Longbottom and Nia Evans (2016) "Why the Dakota Access Pipeline Is a Feminist Priority," online - Jaskiran Dhillon (2017) "What Standing Rock Teaches Us About Environmental Justice," online 	min. " Company Town ," 2017, 91 min., OSU Kanopy	
Week 7 (09/30 – 10/06) REPRODUCTIVE HEALTH I		
<ul style="list-style-type: none"> - Beverly Yuen Thompson (2017) "Centering Reproductive Justice: Transitioning from Abortion Rights to Social Justice," 251-271 - Barbara Gurr (2015) "Resistance and Accommodation: Negotiating Prenatal Care and Childbirth," 91-104 - Gretchen E. Ely, et al. (2018) "Where are They from and How Far Must They Go? Examining Location and Travel Distance in U.S. Abortion Fund Patients," 313-324 - P.R. Lockhart (2018) "What Serena Williams’s scary childbirth story says about medical treatment of black women. Black women are often dismissed or ignored by medical care providers. Williams wasn’t an exception," online - Rebecca Grant (2018) "Assault and Battery” in the Delivery Room: The Disturbing Trend of Obstetric Violence," QUARTZ, online 	" Discussion Panel: Reproductive Rights and the Politics of Women's Health in the Era of Trump ," 2017, 55:12 min., youtube.com	Post Discussion Leading Post by October 2, Wednesday, 11:59 pm Post Comment/s for Discussion Leading Posts by October 6, Sunday, 11:59 pm
MIDTERM – DUE OCTOBER 13, SUNDAY, 11:59 PM		
Week 9 (10/14 – 20) REPRODUCTIVE HEALTH II: LAW ENFORCEMENT VIOLENCE, DETENTION AND CONFINEMENT		
<ul style="list-style-type: none"> - Rachel Roth (2017) ""She Doesn't Deserve to Be Treated Like This': Prisons as Sites of Reproductive Injustice," 285-301 - Carolyn Sufrin (2018) "Making mothers in jail: carceral reproduction of normative motherhood," 55-65 - "D.S." and Lillian Hewko (2014) "Reproductive (In)justice: Women and 	Caroyn Sufrin, " Incarcerated women and reproductive healthcare ," 2012, 11 min., youtube.com Reproaction, " Immigration Is A Reproductive Justice Issue ," 2018, 60 min.	Post Discussion Leading Post by October 16, Wednesday, 11:59 pm Post Comment/s for Discussion Leading Posts by October 20, Sunday, 11:59 pm

<p>Mothers in Prison," online</p> <ul style="list-style-type: none"> – Maura Turcotte (2018) "What's Next in the Fight for Reproductive Justice for Incarcerated Women," online – Ema O'Connor and Nidhi Prakash (2018) "Pregnant Women Say They Miscarried In Immigration Detention And Didn't Get The Care They Needed," online 		
<p>Week 10 (10/21-27) SEXUALITY, GENDER IDENTITY, AND HEALTH</p>		
<ul style="list-style-type: none"> – Suzanne Kessler (1990) "The Medical Construction of Gender," 1-26 – Alexander J. Martos, Patrick A. Wilson, Ilan H. Meyer (2017) "Lesbian, gay, bisexual, and transgender (LGBT) health services in the United States: Origins, evolution, and contemporary landscape," 1-18 – Lydia X. Z. Brown (2017) "Ableist Shame and Disruptive Bodies: Survivorship at the Intersection of Queer, Trans, and Disabled Existence," 163-178 – Elly Belle (2018) "What Trying to Access Health Care is Like for Transgender and Gender-Nonconforming People," teenVogue, online – Tatyana Bellamy-Walker (2018) "For nonbinary patients, seeking health care can be a painful task," online – Mahdia Lynn (2017) "Here's What Transgender People With Disabilities Want You To Know," online 	<p style="text-align: center;">"What it Means to be Intersex with Emily Quinn," 2017, 10:30 min., youtube.com</p> <p style="text-align: center;">"On Being Human: Reflections on Transgender Health and Wellness," 2014, 87 min., NIH Videocasting and Podcasting</p>	<p>Post Discussion Leading Post by October 23, Wednesday, 11:59 pm</p> <p>Post Comment/s for Discussion Leading Posts by October 27, Sunday, 11:59 pm</p>
<p>Week 11 (10/28-11/3) HIV POLITICS AND AIDS</p>		
<ul style="list-style-type: none"> – Trevor Hoppe (2017) "Introduction: Punishment. AIDS in the Shadow of an American Institution," In <i>Punishing Disease: HIV and the Criminalization of Sickness</i>, 1-13 – Susan Reif, et al. (2017) "State of HIV in the US Deep South," 844–853 – Janet M. Blair, Lynn A. Paxton and Mary L. Kamb (2013) "HIV and AIDS in Women," 505-518 	<p style="text-align: center;">"How to Survive a Plague," 2012, 110 min., Secured Media Library</p>	<p>Post Discussion Leading Post by October 30, Wednesday, 11:59 pm</p> <p>Post Comment/s for Discussion Leading Posts by November 3, Sunday, 11:59 pm</p>

<ul style="list-style-type: none"> - Dazon Dixon Diallo (2017) "HIV Prevention and Reproductive Justice: A Framework for Saving Women's Lives," 340-346 		
<p>Week 12 (11/4-10) HEALTH AND DISABILITY</p>		
<ul style="list-style-type: none"> - Mia Mingus (2011) "Changing the Framework: Disability Justice," online - Pamela L. Mulder, Robert Jackson and Sarah Jarvis (2010) "Services in Rural Areas," 313-331 - Heather Dillaway and Catherine Lysack (2014) "Encounters with Inaccessibility: the Contexts Women with Spinal Cord Injury Face when Seeking Gynecological Health Care," 231- 254 - Nancy R. Hooyman (2016) "Social and Health Disparities in Aging: Gender Inequities in Long-Term Care," 1-5 - Katie O'Connell (2017) "We Need to Talk about Disability as a Reproductive Justice Issue," 302-305 	<p>Lydia X. Z. Brown "Disability Justice Informing Communities of Practice," 2017, 1:24:54 min. (Video + Transcript and Presentation Slides)</p>	<p>Post Discussion Leading Post by November 6, Wednesday, 11:59 pm</p> <p>Post Comment/s for Discussion Leading Posts by November 10, Sunday, 11:59 pm</p>
<p>Week 13 (11/12-17) MENTAL HEALTH</p>		
<ul style="list-style-type: none"> - Bradley Lewis (2017) "A Mad Fight: Psychiatry and Disability Activism," 102-118 - Margaret Price (2017) "Defining Mental Disability," 333-342 - Anna Mollow (2006) "When <i>Black</i> Women Start Going on Prozac...": The Politics of Race, Gender, and Emotional Distress in Meri Nana-Ama Danquah's <i>Willow Weep for Me</i>," 67-99 - Rebecca Vallas (2016) "Disabled Behind Bars: The Mass Incarceration of People With Disabilities in America's Jails and Prisons," online 	<p>"Disability rights, mass incarceration & capitalism," 2015, 17:43 min., youtube.com</p> <p>"Outside The House: A Black Mental Health Film," 2017, 82 min., youtube.com</p>	<p>Post Discussion Leading Post by November 13, Wednesday, 11:59 pm</p> <p>Post Comment/s for Discussion Leading Posts by November 17, Sunday, 11:59 pm</p>
<p>Week 14 (11/18-24) ADDICTION AND NARCO-POLITICS</p>		
<ul style="list-style-type: none"> - UNODC - WHO Informal International 		



<p>Scientific Network, et al. (2017) "Drug use disorders: impact of a public health rather than a criminal justice approach," 213-214</p> <ul style="list-style-type: none"> - Sarah C M Roberts, et al. (2017) "Forty Years of State Alcohol and Pregnancy Policies in the USA: Best Practices for Public Health or Efforts to Restrict Women's Reproductive Rights?" 715-721 - Rebecca Tiger (2017) "Race, Class, and the Framing of Drug Epidemics," 46-51 - Annaick Miller (2015) "Using the 'War on Drugs' to Arrest Pregnant Women," online 	<p>"Insite - Not Just Injecting, But Connecting," 2013, 27:13 min., youtube.com</p>	<p>Post Discussion Leading Post by November 20, Wednesday, 11:59 pm</p> <p>Post Comment/s for Discussion Leading Posts by November 24, Sunday, 11:59 pm</p>
<p>Week 15 (11/25-12/1) – Thanksgiving Break</p>		
<p>Week 16 (12/2-4) – Work on Final Paper</p>		
<p>Submit Final Essay by December 11, Wednesday 11:59 pm</p>		

SYLLABUS
WGSST 2325, Spring 2019
Health and Inequality
Caldwell Lab 133
Wednesdays and Fridays, 9:35AM - 10:55AM

Instructor: Tatsiana Shchurko

Email: shchurko.1@osu.edu. Email is the best way to reach me

Office Hours: Friday 11:15 am – 1:15 pm, and other days and times by appointment.

Office: University Hall 037 (GTA office)

Course Description

This interdisciplinary course explores the relationships between health and gender, race, class, sexuality, citizenship under political, biological, economic, spiritual, cultural and/or socially constructed influences. We will conduct a comprehensive overview of health literature in public health, feminist cultural studies, sociology, anthropology, medicine, and popular literature. Topics include the social construction of gender/sex, feminist critiques of the politics and economics of health care, historical and current dimensions of health movements, inequities and differences in relation to reproductive and sexual health, HIV politics, mental health, addiction and narco-politics, health and disability, aging, and environmental health. The course aims at exploring how health is socially determined and constructed by racism, poverty, homophobia, ageism, attitudes toward disabilities, fat phobia, and other forms of oppression that multiply the effect on health and produce various barriers to access health care. Central to the course materials and discussions will be consideration of how race, ethnicity, class, culture, and gender shape health outcomes. The course will provide a mixture of reading, discussions, media viewing, and critical thinking assignments.

This syllabus may be amended by announcements in class, over email, and on Carmen. Please check your email and Carmen online announcements prior to each class.

Accessibility policies and services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Goals:**Course Learning Outcomes:**

By the end of this course, students should successfully be able to:

- Understand the range of perspectives and develop a basic working knowledge of dominant health issues in the United States
- Demonstrate conceptual understanding of the intersections among oppressions that affect health, including sexism, racism, imperialism, homophobia, ableism and classism
- Demonstrate critical thinking skills
- Demonstrate conceptual understanding of the history of health activism in the United States
- Apply critical perspectives to contemporary socio-cultural issues of health
- Construct original critiques of health phenomena from the student's perspective
- Demonstrate the ability to locate health issues within the complex and shifting network of power relations
- Explain and interpret health issues from course readings with critical attention to race, gender, sexuality and nationality
- Use appropriate evidence to develop a strong written argument
- Demonstrate critical thinking skills by evaluating main arguments, evidence, and the chain of reasoning present in a text

Attendance policy:

Each student will be **allowed three absences** to account for sick days, religious holidays, and the like. **After three absences, your grade will be lowered by three points for each additional absence.** Three tardies equals one absence. Arriving significantly late or leaving significantly early counts as an absence. If you have extenuating circumstances, please discuss them with me ahead of time.

Please turn cellular phones OFF during class

Required Course materials:

- **All course readings are posted on Carmen Canvas under "Files."**

I expect that students complete all assignments and readings prior to class to allow for engaging, productive class discussions.

During the course we will practice a close reading of the texts. Therefore, I expect you to obtain all required texts in time for you to read and make notes so that you will be prepared for class. All texts are available electronically. Whether you print out the texts or read electronic copies from a computer, you need to develop a note taking method. Bring your notes to class, as well as, readings. You will be referring to them during our class discussions.

Assignments:

This course will utilize a mix of evaluative methods, including in-class assignments and participation, writing assignments, and a final term paper.

Participation	20 points	20%
2 Ruminations	16 points (8 points each)	16%
Midterm	15 points	15%
8 Reading Response Posts	24 points (3 points each)	24%
Presentation	5 points	5%
Final Essay	20 points	20%

You may notice that there is a total of 100 possible points for course assignments; therefore, the total points possible for each assignment also equals its weight (%) in the overall grade.

- **Attendance and Engaged Classroom Participation** (20 points)

I expect students to participate thoughtfully and consistently in our shared learning environment. This is a discussion-based class. Therefore, you are required to come to class having read the materials assigned, with materials and your notes in hand, and ready to discuss them. You are required to bring the assigned texts to class each day; they may be printed out or viewed on laptops or tablets, but not cell phones. Participation will be evaluated based on active participation in-group discussions (e.g. asking questions, deep listening, offering thoughtful comments).

! No more than three unexcused absences are permitted. Each additional absence will result in a penalty of three (3) points from your attendance and participation grade.

20 points – You make regular contributions to discussion. You encourage, expand or discuss others' ideas and readings;

15 points – You thoughtfully contribute to class discussions occasionally;

10 points – You attend but don't participate in class discussions.

If you are anxious about speaking in class, please prepare written questions about the texts and possible comments about sections you deem particularly important before class. If this insufficient, please talk to me early in the semester.

- **Ruminations** (16 points)

During the first weeks of classes, students should write ruminations on two topics out of four. You should choose TWO topics from the following list:

- **#1 Inequalities and Health** – due January 20, Sunday 11:59
- **#2 The Economies of Health** – due February 3, Sunday 11:59
- **#3 Historical Dimensions** – due February 10, Sunday 11:59
- **#4 Environment and Health** – due February 17, Sunday 11:59

Your rumination should be between 400-450 words. You should complete **TWO ruminations** over the course of the semester (each 8 points). In each essay (400-450 words) you will do the following: critically reflect on the idea/s (discussed in the class or/and in the readings for the

topic). Support your rumination by **citing at least 2 articles** assigned for the topic (a video is not considered for a citation of the article) and by **providing** specific real-world **examples** or connections to your life experiences (you can use video as an example). You should upload your Ruminations through the toolbar's section "Assignments" on Carmen.

- **MIDTERM** (15 points) – TBA
- **Reading Response Posts** (24 points) - due almost every Tuesday and Thursday by 7:00 pm (starting from Friday 02/15, week 6)

Before almost each class, starting from week 6, students should post in the toolbar's section "Discussions" on Carmen. **See the Course Schedule for the detailed deadlines.** In general, there are 11 classes for which you may do a post. You need to choose and post only for eight classes. It means that you should complete **EIGHT posts over the course of the semester.**

The goal of reading responses is to prepare you for class by encouraging you to read for ideas, identify the key concepts and the main argument, and identify provocative passages relevant to the main argument. In the post, you can highlight the issues that seem central to you or identify questions that provoke thought, unsettle or remain uncertain for you.

Your responses should be at **least 150 words** in length and comment on (at least) one of the following things:

- Choose a passage of interest and analyze it.
- Elaborate how the reading relates to your experience.
- Discuss what is convincing about the author's claims, and where they could be developed.
- Say what lingering questions or points of confusion remain for you.
- Describe how the reading contributes to the section of the course we are in.
- Provide a summary of the main argument of the reading, identifying and defining key concepts and ideas.

Reading responses should focus on one reading or the set of readings for the certain class. Therefore they must be posted on the Carmen discussion forum **a day before the class (Tuesday or Thursday) by 7:00 p.m.**

See the Course Schedule for specific deadlines.

A student may turn in only 1 reading response per class.

No late responses will be accepted

- **Final Essay**

There are two parts to this assignment:

- Presentation (5 points):** week 15 is devoted to the presentations of students' ideas for the final essay. In the presentation you should articulate your general idea for the paper, what sources are you going to use, your opinion on why the topic of choice is important. Guiding information about the presentations will be provided to you separately.
- Paper (20 points)** - due April 26, Friday 11:59

This paper will consist of 800-900-word essay. For this paper you will need to select one issue/ problem/ data on health. Clearly identify this problem in your paper and provide a detailed description and analysis of that information along with your assessment about the possible effects of such information. Explain and interpret health problem with critical attention to race,

gender, sexuality and nationality, ability, etc. Support your answer by using the readings. You should cite passages or ideas from at least **2 different readings read in class**. Guiding questions or prompts will be provided to you separately. You should upload Essay through the toolbar's section "Assignments."

Grades:

This course is graded using the OSU standard grading scheme:

93–100: A	87–89.9: B+	77–79.9: C+	67 –69.9: D+	Below 60: E
90–92.9: A-	83–86.9: B	73–76.9: C	60 –66.9: D	
	80–82.9: B-	70 –72.9: C-		

Ruminations and Reading Response Posts are graded according to the principle **Pass/Failure**. If your assignment meets the requirements you will get points. The grading rubrics for the Midterm, and Final Essay will be provided separately.

Late assignments:

You are required to submit ALL assignments by the published deadline. Late assignments will not be accepted unless confirmed by me prior to due date. Since due dates are made explicit on the syllabus, please plan accordingly.

Faculty feedback and response time

- For all assignments, you can generally expect feedback within **7-10 days**.
- I will reply to e-mails within **24 hours on school days**.
- Please check your email daily and reply to emails within 24 hours. When emailing me, YOU MUST INCLUDE WGSST 2325 in the subject line. Email is the best way to contact me.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** You should remember to write using good grammar, spelling, and punctuation.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying them into the Carmen discussion.

Other course policies

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Content warning

Some contents of this course may involve texts or media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (taking a break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed).

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Mandatory Reporter Statement

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the Ohio State Anonymous Reporting Line.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Student Academic Services (Buckeye Link)

<p>CONTACT Email: buckeyelink@osu.edu Phone: 614-292-0300 Toll-free: 800-678-6440 Fax: 614-292-5587 http://ssc.osu.edu</p>	<p>WALK IN Student Academic Services Bldg., Lobby 281 W. Lane Ave. Monday–Thursday: 9 a.m. to 5 p.m. Friday: 9 a.m. to 4 p.m.</p>
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The services housed in this building include Admissions, Registrar, Financial Aid, Enrollment Services, Fees and Deposits, and Student Loan Disbursements.

*** I reserve the right to change/adjust this syllabus at any time. Students will be made aware of such changes in class or via electronic communication and the changes will automatically become part of the course syllabus.**

Course Schedule

INEQUALITIES AND HEALTH: AN INTRODUCTION

Week 1

- Wednesday – 01/09 – Introduction
- Friday – 01/11 – Audre Lorde (1984) “Age, Race, Class, and Sex: Women Redefining Difference,” 87-91
- Nancy López and Vivian L. Gadsden (2016) “Health Inequities, Social Determinants, and Intersectionality,” 1-15

INEQUALITIES AND HEALTH

Week 2

- Wednesday – 01/16 – Samuel L. Dickman, David U. Himmelstein and Steffie Woolhandler (2017) “Inequality and the health-care system in the USA,” 1431-1441
- WATCH: Dorothy Roberts, "[The Problem with Race-based Medicine](#)," 2015, 12:22 min.
- Friday – 01/18 – Sheryl Burt Ruzek, et al. (1997) “Social, Biomedical, and Feminist Models of Women's Health,” 11-28
- Linda Andrist (1997) “A feminist model for women's health care,” 268-274
- Moya Bailey and Whitney Peoples (2017) “Towards a Black Feminist Health Science Studies,” 1-25

****January 20th (Sunday 11:59 pm) – last day to submit your Ruminations on the topic #1 “Inequalities and Health”**

THE ECONOMIES OF HEALTH

Week 3

- Wednesday – 01/23 – Tiffany D. Joseph (2017) "Still Left Out: Healthcare Stratification under the Affordable Care Act," 2089-2107
- Kaiser Family Foundation (2018) “Women's Coverage, Access, and Affordability: Key Findings from the 2017 Kaiser Women's Health Survey,” 1-10
- Friday – 01/25 – Natalia Molina (2014) “Regulating Borders and Bodies: U.S. Immigration and Public Health Policy,” 173-188
- Barbara Gurr (2015) “To Uphold the Federal Government's

Obligations . . . and to Honor and Protect”: The Double Discourse of the Indian Health Service,” 68-88

Week 4

- Wednesday – 01/30 – In-class film screening:
"Care: Care Workers, Their Clients, and a Coming Crisis," 2017, 57 min.

HISTORICAL DIMENSIONS

- Friday – 02/1
- Jennifer Nelson (2015) “Introduction” In: *More than medicine: a history of the feminist women’s health movement*, 19-39
 - Barbara Gurr (2015) “Producing the Double Discourse: The History and Politics of Native-US Relations and Imperialist Medicine,” 51-67
 - WATCH: Vox, [“The US medical system is still haunted by slavery,”](#) 2017, 8:49 min.

****February 3rd (Sunday 11:59 pm) – last day to submit your Ruminations on the topic #2 “The Economies of Health”**

Week 5

- Wednesday – 02/6
- Harriet A. Washington (2006) “‘A Notoriously Syphilis-Soaked Race’: What Really Happened to Tuskegee?” 157-185
 - Andrea Smith (2015) “Natural Laboratories: Medical Experimentation in Native Communities,” 109-117

ENVIRONMENT AND HEALTH

- Friday – 02/8
- Laura Jimenez, Kierra Johnson, and Cara Page (2017) “Beyond the Trees: Stories and Strategies of Environmental and Reproductive Justice,” 361-380
 - Lynn Castrodale (2004) “Why Endometriosis is an Environmental Issue,” 701-709
 - Erin Longbottom and Nia Evans (2016) [“Why the Dakota Access Pipeline Is a Feminist Priority,”](#) online

****February 10th (Sunday 11:59 pm) – last day to submit your Ruminations on the topic #3 “Historical Dimensions”**

Week 6

- Wednesday – 02/13
- Andrea Smith (2015) “Rape of the Land,” 55-78
 - Hope Landrine, et al. (2017) “Residential Segregation and Racial Cancer Disparities: A Systematic Review,” 1195–1205

REPRODUCTIVE HEALTH I

** Reading Response Post is due by Thursday – 02/14 (7 pm)

- Friday – 02/15
- Barbara Gurr (2015) "Resistance and Accommodation: Negotiating Prenatal Care and Childbirth," 91-104
 - Gretchen E. Ely, et al. (2018) "Where are They from and How Far Must They Go? Examining Location and Travel Distance in U.S. Abortion Fund Patients," 313-324
 - P.R. Lockhart (2018) "[What Serena Williams's scary childbirth story says about medical treatment of black women. Black women are often dismissed or ignored by medical care providers. Williams wasn't an exception,](#)" online
 - Sarah Yahr Tucker (2018) "[There Is a Hidden Epidemic of Doctors Abusing Women in Labor, Doulas Say,](#)" online

**February 17th (Sunday 11:59 pm) – last day to submit your Ruminaton on the topic #4 "Environment and Health"

Week 7

** Reading Response Post is due by Tuesday – 02/19 (7 pm)

- Wednesday – 02/20
- Rachel Roth (2017) "'She Doesn't Deserve to Be Treated Like This': Prisons as Sites of Reproductive Injustice," 285-301
 - Ema O'Connor and Nidhi Prakash (2018) "[Pregnant Women Say They Miscarried In Immigration Detention And Didn't Get The Care They Needed,](#)" online
 - WATCH: "[Discussion Panel: Reproductive Rights and the Politics of Women's Health in the Era of Trump,](#)" 2017, 55:12 min.

- Friday – 02/22
- Midterm pre-view and writing workshop

Week 8

- Wednesday – 02/27
- **MIDTERM** (no class, take-home essay)

- Friday – 03/1
- In-class film screening:
"No Más Bebés /No More Babies," 2015, 88 min.

SEXUALITY, GENDER IDENTITY AND HEALTH

Week 9

**** Reading Response Post is due by Tuesday – 03/5 (7 pm)**

- Wednesday – 03/6
- Suzanne Kessler (1990) “The Medical Construction of Gender,” 1-26
 - Alexander J. Martos, Patrick A. Wilson, Ilan H. Meyer (2017) “Lesbian, gay, bisexual, and transgender (LGBT) health services in the United States: Origins, evolution, and contemporary landscape,” 1-18
- Guest Lecture, “Sex Ed Presentation”**

**** Reading Response Post is due by Thursday – 03/7 (7 pm)**

- Friday – 03/8
- Christoph Hanssmann (2016) "Passing Torches? Feminist Inquiries and Trans-Health Politics and Practices," 120-136
 - Lydia X. Z. Brown (2017) "Ableist Shame and Disruptive Bodies: Survivorship at the Intersection of Queer, Trans, and Disabled Existence," 163-178

Week 10 - SPRING BREAK

HIV POLITICS AND AIDS

Week 11

- Wednesday – 03/20
- In-class film screening:
“How to Survive a Plague,” 2012, 110 min.

**** Reading Response Post is due by Thursday – 03/21 (7 pm)**

- Friday – 03/22
- Susan Reif, et al. (2017) “State of HIV in the US Deep South,” 844–853
 - Janet M. Blair, Lynn A. Paxton and Mary L. Kamb (2013) “HIV and AIDS in Women,” 505-518
 - Dazon Dixon Diallo (2017) “HIV Prevention and Reproductive Justice: A Framework for Saving Women’s Lives,” 340-346

HEALTH AND DISABILITY

Week 12

**** Reading Response Post is due by Tuesday – 03/26 (7 pm)**

- Wednesday – 03/27
- Pamela L. Mulder, Robert Jackson and Sarah Jarvis (2010) “Services in Rural Areas,” 313-331
 - WATCH: Lydia X. Z. Brown "[Disability Justice Informing Communities of Practice](#)," 2017, 1:24:54 min. (Video, Video Transcript and Presentation Slides)

**** Reading Response Post is due by Thursday – 03/28 (7 pm)**

- Friday – 03/29
- Heather Dillaway and Catherine Lysack (2014) “Encounters with Inaccessibility: the Contexts Women with Spinal Cord Injury Face when Seeking Gynecological Health Care,” 231- 254
 - Claudia Malacrida (2013) “Mothering and Disability: Implications for theory and practice,” 390-398
 - Katie O’Connell (2017) “We Need to Talk about Disability as a Reproductive Justice Issue,” 302-305

MENTAL HEALTH

Week 13

**** Reading Response Post is due by Tuesday – 04/2 (7 pm)**

- Wednesday – 04/3
- Bradley Lewis (2017) “A Mad Fight: Psychiatry and Disability Activism,” 102-118
 - Margaret Price (2017) “Defining Mental Disability,” 333-342

**** Reading Response Post is due by Thursday – 04/4 (7 pm)**

- Friday – 04/5
- Alice P. Villatoro, Vickie M. Mays, Ninez A. Ponce, and Carol S. Aneshensel (2017) "Perceived Need for Mental Health Care: The Intersection of Race, Ethnicity, Gender, and Socioeconomic Status," 1-24
 - Anna Mollow (2006) “When *Black Women Start Going on Prozac...*”: The Politics of Race, Gender, and Emotional Distress in Meri Nana-Ama Danquah’s *Willow Weep for Me*,” 67-99

ADDICTION AND NARCO-POLITICS

Week 14

**** Reading Response Post is due by Tuesday – 04/9 (7 pm)**

- Wednesday – 04/10
- UNODC - WHO Informal International Scientific Network, et al. (2017) “Drug use disorders: impact of a public health rather than a criminal justice approach,” 213-214
 - Sarah C M Roberts, et al. (2017) “Forty Years of State Alcohol and Pregnancy Policies in the USA: Best Practices for Public Health or Efforts to Restrict Women’s Reproductive Rights?” 715-721
 - Rebecca Tiger (2017) “Race, Class, and the Framing of Drug Epidemics,” 46-51
 - WATCH: “[Insite - Not Just Injecting, But Connecting](#),” 2013, 27:13 min.

AGING

** Reading Response Post is due by Thursday – 04/11 (7 pm)

- Friday – 04/12
- Joan C. Chrisler, Angela Barney, and Brigida Palatino (2016) “Ageism can be Hazardous to Women’s Health: Ageism, Sexism, and Stereotypes of Older Women in the Healthcare System,” 86-104
 - Nancy R. Hooyman (2016) “Social and Health Disparities in Aging: Gender Inequities in Long-Term Care,” 1-5
 - Fran Trotman and Matthew Tirrell (2013) “Elder Women of Color: Considerations for Mental Health Professionals,” 81-97

Week 15 - FINAL PAPERS PRESENTATIONS

Wednesday – 04/17

Friday – 04/19

**April 26th (Friday 11:59 pm) – last day to Submit your Final Essay

Student Academic Resources and Services:

❖ ACADEMIC ADVISING AT OHIO STATE

<http://advising.osu.edu/welcome.shtml>

Undergraduate academic advising at Ohio State (Columbus campus) is provided by the colleges and/or the departments that offer the programs—the degree(s), the major(s), the minor(s)—a student is pursuing. Academic advisors are professional staff members who are trained to help undergraduate students navigate the complexities of the University, the academic curriculum in your major, and serve as a resource for you during your time as a student. You can expect your advisor to provide accurate, helpful information in regard to degree planning and curriculum requirements, refer you to appropriate University resources when necessary, and help you understand your role and responsibilities as an undergraduate student at The Ohio State University. Advisors can help plan your academic journey, navigate policies and requirements, identify internships and careers and more.

Since there is not a central advising office at Ohio State's Columbus campus, you will need to select the college(s), school(s), and/or program(s) you are interested in to **schedule an advising appointment**, learn how to **declare a major**, have **transfer credit evaluated**, **apply to graduate**, and more (http://advising.osu.edu/colleges_schools_programs.shtml).

❖ OSU STUDENT ADVOCACY CENTER

Phone: 614-292-1111

<http://advocacy.osu.edu/>

Helps students navigate campus policies and connect them to important resources if they are facing an academic, financial, health, or personal crisis.

❖ OSU COUNSELING & CONSULTATION SERVICES

Phone: **614-292-5766**
<http://www.ccs.ohio-state.edu/>

Provides counseling and consultation to currently enrolled undergraduate, graduate and professional students through individual & group counseling, psychiatry, nutritional counseling, couple's counseling, outreach and workshops, crisis support and debriefing, and community referrals.

❖ **OSU WRITING CENTER**

Phone: **614-688-5633**
 E-mail: cstw@osu.edu
<http://cstw.osu.edu/writing-center>



The Writing Center offers free help with writing at any stage of the writing process for any member of the university community. During sessions, consultants can work on anything from research papers to lab reports, from dissertations to résumés, from proposals to application materials.

❖ **OSU DENNIS LEARNING CENTER**

Phone: **614-688-4011**
<http://dennislearningcenter.osu.edu>

Provide assistance in areas that include motivation, academic stress, procrastination, study skills, time management, test taking, learning from text, note taking, and self-regulation.

❖ **Ohio State Suicide Prevention**

Phone: **614-688-5829**
<http://suicideprevention.osu.edu/>

24-Hour available (services are free and confidential):

Suicide Prevention Services **614-221-5445**
 National Suicide Prevention Lifeline **800-273-8255**

Ohio State Suicide Prevention is a free resource. Its REACH training program is a short, easy and free program available to all Ohio State affiliated organizations, units, departments and individuals upon request.

❖ **Student Academic Services (Buckeye Link)**

CONTACT
 Email: buckeyelink@osu.edu
 Phone: 614-292-0300
 Toll-free: 800-678-6440
 Fax: 614-292-5587
<http://ssc.osu.edu>

WALK IN
 Student Academic Services Bldg., Lobby
 281 W. Lane Ave.
 Monday–Thursday: 9 a.m. to 5 p.m.
 Friday: 9 a.m. to 4 p.m.

The services housed in this building include Admissions, Registrar, Financial Aid, Enrollment Services, Fees and Deposits, and Student Loan Disbursements.
 In this building: Enrollment Services; International Undergraduate Admissions; Office of Graduate and

Professional Admissions; Office of Military & Veterans Services; Office of Student Financial Aid; Office of Testing; Office of the University Bursar; Office of the University Registrar; Office of the Vice President of Strategic Enrollment Management & Enrollment Services; Student Service Center; Undergraduate Admissions.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: WGGST 2325

Instructor: Tatsiana Shchurko

Summary: Health and Inequality

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Carmen • Office 365 • OSU Secured Media Library
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Zoom • Carmen discussion board postings • YouTube
6.3 Technologies required in the course are readily obtainable.	X			All materials are available free of charge.
6.4 The course technologies are current.	X			All technologies are web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools requiring an account are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.		X		Consider using the ASC Distance Learning Syllabus Template
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No external tools requiring an account are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.

8.5 Course multimedia facilitate ease of use.	X		All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.
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Reviewer Information

- Date reviewed: 12/22/2020
- Reviewed by: Ian Anderson

Notes: Skype is not permitted for use for distance office hours. Please use either Skype for Business, Zoom, or Microsoft Teams for video office hours. Personal accounts should never be used for university business. Some of the links to university services are outdated and should be updated. This would be corrected by using the 2021 ASC DI Syllabus Template.

^aThe following statement about disability services (recommended 16 point font):
 The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>