

Term Information

Effective Term Autumn 2024
Previous Value Autumn 2021

Course Change Information

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

Add course to GE theme Health & Wellbeing

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

This course is a natural fit for the theme and we wish to expand our theme course offerings.

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, Lima, Mansfield, Marion, Newark, Wooster
Previous Value 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

Health and Well-being

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

Previous Value

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

COURSE CHANGE REQUEST
2325 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
01/22/2024

Attachments

- WGSST 2325 GE Theme Submission Health & Wellbeing Paperwork.pdf: WGSST 2325 GE Theme Paperwork
(GEC Model Curriculum Compliance Stmt. Owner: Stotlar, Jackson Ryan)
- WGSST 2325 Syllabus GE Theme Submission Health & Wellbeing.pdf: WGSST 2325 Syllabus
(Syllabus. Owner: Stotlar, Jackson Ryan)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jackson Ryan	12/22/2023 01:22 PM	Submitted for Approval
Approved	Sreenivas, Mytheli	01/16/2024 03:09 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/22/2024 03:07 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/22/2024 03:07 PM	ASCCAO Approval

WGSST 2325

Health and Inequality

3 credit hours

Class Time: TBA

Class Location: TBA

COURSE OVERVIEW

Instructor

Mytheli Sreenivas

Email: sreenivas.2@osu.edu

Course description

This course applies a critical feminist lens to issues in health and inequality, primarily in the U.S.-context. Main topics will include disability and illness, scientific racism and its impact on modern public health, and the lasting influences of colonialism on health outcomes. While these are incredibly vast discourses, our main responsibilities as a class will be to equip ourselves with the historical context so as to navigate those discourses in more informed, compassionate, and open-minded ways. Consequently, we will also be reading interdisciplinarily, across history, public health, sociology, law, etc. to answer the following guiding questions:

1. How has health been socially and politically constructed in the United States?
2. How has white supremacy influenced western science as an objective, empirical body of knowledge?
3. How are communities challenging health inequality/inequity in the United States context?

HOW THIS COURSE WORKS

Mode of delivery: This course is In-person and has synchronous meeting times two days a week.

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.

Course technology

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)

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT	POINTS
Weekly Class Participation	100
Midterm Journal Turn-In	20
Class Symposium Abstract	10
Class Symposium Project	30
Final Journal Submission	40
Total	200

See course schedule below for due dates.

Description of Course Assignments

Weekly Class Participation: 100 pts.

Participation in this course is integral to your success in it. Each week you will be expected to engage in discourse with your peers about the reading materials and module topic. Participation itself is graded on a holistic basis. This means that there will be no all-or-nothing point rewards, or grading using a monolithic idea of what is proficient and what is not. I will do my best to give you as much credit for your time and energy participating in this course as I can.

Given this, I expect you all to ground your participation as well as your peer interactions in compassion and good-faith approaches. If you are sincere, integrous, and engaged as best you can with the material, you will do well on this aspect of the course.

Reading Journals: 60 pts.

For every week of readings, you will be required to write journal entries compiled in a single document. This will be your reading journal for the course. Ideally, you will complete one in the beginning of the week in reflection of the readings, and the second one after we have discussed them further in lecture. These journals are meant to mirror your progress in this class, tracking how your thoughts and approaches change.

Reading Journals will be due on the same day as your Final Assignment, which is April 29th. I highly encourage you to turn them in sooner.

Class Symposium Abstract Submission: 10 pts.

A little after midterms, you will submit your class symposium presentation abstracts. Given the diverse range of possible presentation formats, I will expect each abstract to contain the following information:

1. A working title of your presentation.
2. A statement on what kind of presentation it is. If it is a group project or panel, please have each participant submit their own proposal).
3. The abstract of your presentation.
4. What sources from the class you plan on using (works cited).

This process is akin to what is normally expected in professional Conferences and Symposiums. Please submit your abstract proposals on Carmen by the decided due date.

Class Symposium on Health & Inequality: 30 pts.

The last two weeks of the semester will be our class symposium on health and inequality. About midway through the semester, we will discuss what a symposium is and decide together on a theme based on the course. Then, you will work on and submit an abstract proposal for a presentation during the symposium. Your presentation can be any, and is not limited to:

- A paper panel (3-4 participants).
- A video-recorded podcast (10-20 minutes).
- A creative workshop.
- Artistic performance (dance, song, poetry) with introduction.

Based on what you all submit as a class, I will organize the symposium schedule (i.e. when you present to the class). A handout with more detail on the symposium and overall project requirements will be disbursed during midterms.

Your final project files on Carmen on Friday, April 29th at midnight.

Late assignments

If you need a deadline extension or alternative arrangements for any reason, the first and most important thing you should do is contact me as soon as possible. I do not accept late work that is not arranged with me beforehand, unless there is an extenuating circumstance that prevented you from alerting me.

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.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **48 hours**. If your inquiry is time-sensitive, please mark it as “high priority.”
- **Discussion board:** I will check and reply to messages in the discussion boards every **24-36 hours on school days**.

OTHER COURSE POLICIES

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)

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.

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

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

SEMESTER SCHEDULE

Except for Syllabus week, please complete all assigned readings for the week before class on Wednesdays.

Week and Theme:	Assigned Materials:
<p>January 10-14: Introduction to Course</p>	<p>Wednesday: Syllabus Day, no assigned materials.</p> <p>Friday: Berne, Patty et al. "Ten Principles of Disability Justice," from <i>Skin, Tooth and Bone: The Basis for Movement Is Our People, a Disability Justice Primer</i> (2016).</p>
<p>January 17-21: The Eugenics Movement, Then and Now</p>	<p>Porter, Dorothy. <i>Health, Civilization, And The State</i>. Selections: Chapter 10: "The quality of population and family welfare: human reproduction, eugenics and social policy," 164-194.</p>
<p>January 31-February 4: Scientific Racism and Ant-Fatness</p>	<p>Strings, Sabrina. <i>Fearing The Black Body: The Racial Origins of Fatphobia</i>. Selections: Chapter 3: "The Rise of The Big Black Woman."</p> <p>OPTIONAL: Inner Hoe Uprising (Podcast), Episode 203: Dismantle Your Fat Phobia Right Thee F*ck Now! (2020).</p>
<p>February 7-11: Medical Apartheid</p>	<p>Washington, Harriet. <i>Medical Apartheid: The Dark History of Medical Experimentation on Black People From Colonial Times to The Present</i>. 2006. Introduction and Chapter 1.</p>
<p>February 14-18: Medical Apartheid, cont. And Resistance to Black Maternal Mortality and Obstetric Misogynoir</p>	<p><i>Medical Apartheid</i>, Chapter 8.</p> <p>Bahadur, Nina. "What It's Like to Be a Midwife or Doula Fighting Black Maternal Mortality." Originally published in <i>Self Magazine</i> (2020).</p>

	<p>Video: “These Doulas Are Delivering Support For Black Mothers.” From <i>HuffPost</i> (2019).</p>
<p>February 21-25: From Stonewall to ACT UP, How Queer Communities Approached Health and Safety</p>	<p>Gossett, Che. “We Will Not Rest In Peace: AIDS Activism, Black Radicalism, Queer and/or Trans Existence.” From <i>Queer Necropolitics</i>, pages 50-65.</p> <p>Rivera, Sylvia. “I’m Glad I Was at The Stonewall Riots,” from <i>Street Transvestite Action Revolutionaries: Survival, Revolt, And Queer Antagonist Struggle</i>. Pages 12-14.</p>
<p>February 28-March 4: Indigenous Perspectives on Health Reciprocity of Land and Humanity.</p>	<p>All My Relations (Podcast), Episode: “Healing The Land IS Healing Ourselves.” 2020.</p> <p>Video: ““People vs. Fossil Fuels”: Over 530 Arrested in Historic Indigenous-Led Climate Protests in D.C.” from <i>Democracy Now</i> (2021).</p>
<p>March 7-11: Migrant Workers and Immigrant Rights in a Global Pandemic</p>	<p>Toasted Sister Podcast, Episode 71: Indigenous Farmworkers – “Do your work no matter what other people say” (2020).</p> <p>Video: “Essential’ Migrant Farmworkers Risk Infection and Deportation,” from <i>The New York Times</i> (2021).</p>
<p>March 8-12: The “Wellness” Industry</p>	<p>Gore, Sydney. “Unpacking the Wellness Industry’s Whitewashing Problem” (2020). Originally published online on <i>Byrdie</i>.</p> <p>Zaman, Mirel. “What Does It Really Mean To “Decolonize” Wellness?” (2021). Originally published on <i>Refinery29</i>.</p> <p>“So You Want To Be Healthy, But At What Cost To The Planet?” (2029) Originally published in <i>GQ</i>.</p>

March 15-18: SPRING BREAK.	No class or readings.
March 21-25: Prisons, Psychiatry, and Disability Justice	<p>Ben-Moshe, Liat. <i>Decarcerating Disability: Deinstitutionalization And Prison Abolition</i>. Chapter 3: "Abolition as Knowledge And Ways of Knowing."</p> <p>99% Invisible (Podcast Episode and Article), Episode 373: "The Kirkbride Plan" (2019).</p>
March 28-April 1: Audre Lorde's <i>Cancer Journals</i> and Illness-Informed Politics	Lorde, Audre. <i>Cancer Journals</i> .
April 4-8: Care Work And Disability Justice Narratives	Piepzna-Samarasinha, Leah Lakshmi. <i>Care Work: Dreaming Disability Justice</i> . Selections to be chosen by the class.
April 11-15: Class Symposium, Title TBD.	Presentations.
April 18-22: Class Symposium, TBD.	Presentations.

GE Theme course submission worksheet: Health & Wellbeing

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Health & Wellbeing)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

This course serves the Health & Wellbeing theme by offering an interdisciplinary exploration of how mental, physical, and collective health are shaped in the United States context. Students learn critical context for how racialization, social class class, gender, and sexuality shape peoples' health outcomes and their experiences with the healthcare system.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those

outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
<p>ELO 1.1 Engage in critical and logical thinking.</p>	<p>In this course students encounter interdisciplinary approaches to understanding inequality and injustice in the healthcare system. They are then responsible for building connections across these perspectives in order to address commonalities, gaps, and tensions between them; they explore these aspects in their weekly reading journals.</p> <p>For <u>journals</u>, students complete two entries per week: one based on their reading experience, and then the second entry after class discussion. This routine prepares them for class participation, and then afterward tracks of key takeaways from lecture.</p> <p>Weekly reading journals provide the foundation for their choices in project topics and/or essay assignments, where they elaborate their own critical ideas and independent research.</p>
<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p>	<p>Towards the end of the semester students are invited to compose an <u>abstract proposal and scholarly presentation</u> for the final week of class. They select the topic and medium of their presentation, so long as it correlates with the theme of "Health & Inequality." Their presentations are in-depth explorations of their chosen topic. They are encouraged to bridge their major course of study to the theme (if appropriate).</p> <p>The course is organized into <u>weekly or bi-weekly "themes."</u> These themes range from sociological, such as in the week titled "Migrant Workers and Rights in a Pandemic" week, which explores working conditions and health hazards for migrant farmworkers considered "essential workers" during the Covid-19 crisis. Others are more precisely tailored to specific texts, such as the one for Harriet Washington's book, <i>Medical Apartheid</i>, in which students explore instances of scientific racism in the U.S. context.</p> <p>These themes demonstrate the course's interdisciplinarity.</p>

	<p>Students regularly practice bridging different texts about struggles against health inequality and medical abuse. They compare and contrast perspectives on health inequality/inequity across time, space, and place. Moreover, in building their end-of-semester project presentations, students often showcase how one or more texts align with their ongoing research interests in other coursework.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p><u>Classes</u> are structured with one session dedicated to lecture, which contextualizes the assigned readings and provides additional material for them to apply the readings' critical frameworks to. The final class of the week provides time for open discussion of the readings. Students are encouraged to apply the topics to outside events, especially ideas they learn about in other courses.</p> <p><u>Discussions</u> begin with one or two prompts, or artifacts. These prompts set the tone for the discussion without restricting outside connections, so students feel invited to make creative connections and ask a variety of questions.</p> <p>During class, there are regularly-scheduled small group exercises in which students respond to a given prompt. They spend 10-15 minutes researching and compiling their findings to share with the rest of the class. These prompts can invite them to unpack a historical misconception about a given illness or disability; they can also be opportunities to deep dive into the week's reading material by researching the author or how the text is cited in other authors' work.</p> <p>Example: During lecture discussion of Harriet Washington's <i>Medical Apartheid</i>, students are asked to split into groups and discuss take on one of the following reading questions:</p> <ul style="list-style-type: none"> ● According to Washington, what barriers to equitable treatment do researchers continue to see for Black people in healthcare? ● What do you make of Black midwifery and midwifery being increasingly overtaken by Professional doctors? ● How did the professionalization of medicine and the growth of Publications and Associations also reinforce scientific racism? What are some examples of biases and being promoted in these publications?
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>This course invites students to critically reflect on how health, wellbeing, wellness, and fitness have been constructed throughout their lives. They are provided with opportunities to share their reflections on these experiences.</p> <p><u>Reading Journal Responses:</u> Their reading journals provide them with a private space in which to think through readings, ideas, and their own evolving perspectives.</p> <p><u>Reflection Essay:</u> At the end of the semester students submit their research projects with a short essay reflecting on their research process and presentation. The essay prompt instructs them to describe what they did well, what they found to be challenging, and where they could improve on their skills in the future. This component is an opportunity for them to appreciate their work while also setting goals for future coursework.</p>

Goals and ELOs unique to Health & Wellbeing

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

	Course activities and assignments to meet these ELOs
<p>ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.</p>	<p>The entire course is dedicated to historical, political, and socioeconomic understandings of health and healthcare. There is ample interdisciplinary room for students to engage memoirs, biographies, and testimonies from people; address scientific studies on the impacts of racism, sexism, and classism on different groups’ health outcomes; and bridge personal experience to structural problems which set the stage for those personal experiences with injustice, mistreatment, and advocacy to take place.</p>
<p>ELO 3.2 Identify, reflect on, or apply strategies for promoting health and well being.</p>	<p>Students are exposed to a wide array of approaches to health, wellbeing, and wellness. These approaches focus on uplifting strategies from communities most marginalized, and thus pressured to develop alternative tactics to ensuring their survival.</p> <p>These perspectives range from community interdependence principles, to strengthening access to institutional resources for healthcare.</p> <p>Example: In discussing Dr. Suzanne Methot’s book <i>Legacy: Trauma, Story, and Indigenous Healing</i>, students participate in the following thinking exercise which scaffolds the following discussion questions:</p> <ol style="list-style-type: none"> 1. Where can we see the links between disability justice and Indigenous knowledge regarding healing and community accountability?

- | | |
|--|--|
| | <ol style="list-style-type: none">2. What about Methot's experiences in the healing circle discussed in the chapter stand out to you the most? Does it remind you of any previous perspectives we've learned from in this course?3. What can you take from Methot's writing and implement into your own life, and the community spaces you inhabit? |
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