

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
03/19/2024

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)
- WGSST 2325 GE Form REVISED 2.27.2024.docx: REVISED GE form
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- WGSST 2325 Cover Letter.docx: Cover Letter
(Cover Letter. Owner: Getson, Jennifer L.)
- WGSST 2325 Syllabus REVISED 2.27.2024.docx: REVISED Syllabus
(Syllabus. Owner: Getson, Jennifer L.)

Comments

- I have uploaded 3 docs in response to committee feedback - Revised syllabus, Revised GE form and the cover letter. Please note I cannot remove older docs uploaded by Jackson. *(by Getson, Jennifer L. on 02/27/2024 02:37 PM)*
- See feedback email sent to department 02-20-2024 RLS *(by Steele, Rachel Lea on 02/20/2024 03:52 PM)*

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
Revision Requested	Steele, Rachel Lea	02/20/2024 03:52 PM	ASCCAO Approval
Submitted	Getson, Jennifer L.	03/07/2024 02:08 PM	Submitted for Approval
Approved	Sreenivas, Mytheli	03/07/2024 07:51 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/19/2024 09:31 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/19/2024 09:31 AM	ASCCAO Approval



Dear committee members,

Thanks very much for the feedback. Here is a list of the revisions I've made in response.

1. The Health and Wellbeing Goals and ELOs are now included. A new paragraph (p. 2) called "How this course fulfills these GE Outcomes" outlines how the course enables students to achieve the ELOs.
2. The course schedule includes 1-2 sentences each week that explain how the course materials and topics for the week support students' achievement of the ELOs (pp. 12-17). The course form has been rewritten to specify the connections between topics and ELOs, especially for Goal #3.
3. The syllabus clarifies that course material is on carmen.
4. For assignments, additional language has been added on the connection of participation to ELOs (pp. 4-5). Additional details were provided regarding the class symposium and abstract (pp. 5-7). A reflection essay has been added (p. 7) and connects directly to Goal 2.
5. Details about the journal entries have been added (p. 5).
6. The grade proportions have been revised (p. 4), and the syllabus clarifies that students need to submit all assignments to pass the course.
7. Language referring to online instruction has been removed.
8. Updated statements from SLDS and the statement on religious accommodations have been included.

Sincerely,

Mytheli Sreenivas, PhD

Professor and Chair, Department of Women's, Gender and Sexuality Studies

Sreenivas.2@osu.edu

WGSST 2325

Health and Inequality

3 credit hours

In Person

COURSE OVERVIEW

Instructor Information

Instructor: Mytheli Sreenivas

Email: sreenivas.2@osu.edu

Pronouns: she/her/hers

Course description

This course will explore and analyze health and wellbeing with a focus on physical, mental, social, and environmental aspects. We will apply a critical feminist lens to examine health inequalities, 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. Based on our understanding of these topics, we will reflect on strategies for promoting health and wellbeing in ways that challenge historical and contemporary inequalities.

We will read materials from several disciplines, including disciplines, including, 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?

General education goals and expected learning outcomes

As part of the Health and Wellbeing category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: 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.]
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.

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

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 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.
- 3.1. Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
- 3.2. Identify, reflect on, or apply strategies for promoting health and wellbeing.

How this course fulfills these GE outcomes

Our course readings and other materials apply a critical feminist lens to health and inequality. Through class discussion of these materials and through reflections in their reading journals, students will engage in logical thinking and in-depth scholarly exploration of these ideas (ELOs 1.1 and 1.2). Research for the symposium project will require that students synthesize approaches to the theme (ELO 2.1) and analyze specific aspects of health and wellbeing. The weekly journal entries and final reflection essay will support students in developing a sense of themselves as learners (ELO 2.2). Many course readings (e.g. weeks 2, 4, 8, 12) analyze health and well being from theoretical, socio-economic, scientific, historical, and personal perspectives (ELO 3.1). Other readings (e.g. weeks 3, 7, 10, 11) require that students identify and reflect on strategies for promoting health and wellbeing (ELO 3.2).

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 MATERIALS AND TECHNOLOGIES

Textbooks

All required texts will be available on Carmen.

Course technology

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)

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
Weekly Class Participation	15
Midterm Journal Turn-In	15
Class Symposium Abstract	10
Class Symposium Project	25

Final Journal Submission	25
Reflection Essay	10
Total	100

In order to pass the course, students must submit all assignments. See course schedule below for due dates.

Descriptions of major course assignments

See course schedule below for due dates. All written assignments should be uploaded to the carmen course site.

Weekly Class Participation: 15 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.

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, and engaged as best you can with the material, you will do well on this aspect of the course.

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.

Here are some examples of discussion prompts and their connection to the course goals and outcomes:

- Select one mainstream belief about the process of immigration in the United States. With your group, research whether this claim is accurate by searching for any research data or other evidence. Is this claim accurate? If not, what is a more accurate understanding about the immigration process? *(This prompt services Goal #1, ELO's 1.1-1.2).*
- How do Audre Lorde's experiences with healthcare compare/contrast to your own? In developing your response, consider the contexts in which you live, and whether that changes the advantages or disadvantages you face in receiving ethical treatment. *(This prompt services Goal #2, ELO 2.2).*
- What are possible strategies to make learning spaces more equitable across both physical and mental/psychological disabilities? In addition to what is discussed in the reading, what do you prioritize in making education a more accessible possibility for everyone? *(This goal services Goal #3, ELO's 3.1 and 3.2).*

Reading Journals: 15 pts (midterm turn in); 25 pts (final turn in): total 40 pts.

For every week of readings, you will be required to write journal entries. This will be your reading journal for the course. 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. When completed weekly, they will help you develop a sense of yourself as a learner through reflection and self-assessment.

Your writing may be less formal than a class essay, but please write in complete sentences, and cite specific course readings from the week using an author and date (e.g. Smith, 2024) format. Plan to write about 300 words per week, or 175 words per entry.

Class Symposium Abstract Submission: 10 pts. 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 (75-100 words).
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.

What is an Abstract?

Simply put, an abstract introduces your audience to the project. It includes a previewing of your main topic and ideas, but it is not necessarily a summary. So, do not treat it as a SparkNotes article for your entire project. Rather, treat it like a slightly more elaborated elevator pitch for people to become acquainted with your work.

Helpful things to incorporate in your abstract:

- Specific events, ideas, or people who you are basing the work on.
- What you intend “to do,” whether it’s to argue a claim, educate your audience on a subject, teach them something, etc.

What to leave out/avoid:

- Summarizing/detailing every aspect of your project, word-for-word.
- A summary of other people’s arguments or ideas, making the abstract about their work rather than yours.

Tips on this Assignment:

- Have a clear sense of what you want your project to be, not just content-wise, but your mode of presentation.
- Choose a topic you are passionate about, and fine-tune it into something which is more appropriate for the scope of a 10-12 minute presentation.
- Don't want to do a traditional paper presentation? Great! Branch out. There are a ton of non-paper-oriented presentations that happen at conferences, which include but are not limited to:
 - Powerpoint presentations.
 - Pedagogical (teaching) demonstrations, including workshops.
 - Performance art.
 - Photography/visual media.

Class Symposium on Health & Inequality: 25 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 symposium theme based on the course. Then, you will work on and submit an abstract proposal for a presentation during the symposium. Your presentation can in a variety of formats, such as:

- A paper panel
- A video-recorded podcast
- 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).

Each presentation must be 10-12 minutes in length and provide an original and in-depth analysis of your chosen topic. This is your opportunity to showcase how you have learned and synthesized perspectives on health, wellness, and wellbeing. Please note that your topic must be approved either through the abstract submission process or, in the case of changes made after the submission, in direct consultation with me as your instructor.

Remember that all media should be accessible, meaning that if you show videos or play audio, there should be either a transcript or live captions enabled. If you need assistance with this aspect, please email me.

Reflection Essay: 10 pts. This essay (3-5 pages) should reflect on the research process and presentation of your symposium project. You should describe what you did well, what you found to be challenging, and where you could improve on your skills in the future.

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.

Grading scale

100-93%: A
 92.9-90%: A-
 89.9-87%: B+
 86.9-83%: B
 82.9-80%: B-
 79.9-77%: C+
 76.9-73%: C
 72.9-70%: C-
 69.9-67%: D+
 66.9-60%: D
 59.9-0%: E

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.”

OTHER COURSE POLICIES

Academic integrity policy

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

The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

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

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

FOR UNDERGRAD COURSES: 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.

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.

Mandatory reporting

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](#).

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 Greeneville 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>

Trigger warning

Some contents of this course may involve 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 (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

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 maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations.

SLDS contact information: slds@osu.edu; 614-292-3307; or slds.osu.edu.

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

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

COURSE SCHEDULE

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

Refer to the Carmen course for up-to-date assignment due dates.

Week and Theme:	Assigned Materials:
<p>Week 1: Introduction to Course</p> <p>Berne's essay charts the priorities of the contemporary Disability Justice Movement, describing the obstacles and dangers disabled people face in order to be considered active participants in society (ELO 3.1). This piece also lists strategies for combating inequality and building community solidarity for healing, support, and safety (ELO 3.2)</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>Week 2: The Eugenics Movement, Then and Now</p> <p>Porter examines the historical origins of the American Eugenics movement, including key players in its professional</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>adoption by doctors and in public policies (ELO 1.2).</p>	
<p>Week 3: Scientific Racism and Anti-Fatness</p> <p>These readings explore how anti-fatness become a social and political movement infused with anti-Blackness and colonial violence. While Strings provides the historical and cultural context for this (ELO 3.1), the podcast episodes draw focus to the current moment and ways people can reject anti-fatness in their own lives (ELO 3.2).</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>Week 4: Medical Apartheid</p> <p>Harriet Washington’s book charts the patterns of medical violence and exploitation of Black people in the United States context, analyzing both historical accounts and scientific data relating to research on Black people’s health outcomes (ELO 1.2, 3.1).</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>Week 5: : 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>
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<p>The combination of Bahadur’s article and the journalism from Huffington Post provide modern-day examples of the impacts of scientific racism in <i>Medical Apartheid</i>, with specific interest in obstetric violence against Black women. They raise awareness about Black maternal mortality and strategies communities have adopted to combat it (ELOs 3.1 and 3.2)</p>	<p>Video: “These Doulas Are Delivering Support For Black Mothers.” From <i>HuffPost</i> (2019).</p>
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<p>Week 6: From Stonewall to ACT UP, How Queer Communities Approached Health and Safety</p> <p>Gossett analyzes the impact of queer and trans activism on the late-20th century AIDS epidemic. They connect strategies of survival to current discussions about health inequality, scientific racism, and queer/transphobia in the medical system (ELO 3.1). Rivera’s article is an interview from the 1990s about their past activism, including their founding of STAR. Rivera reflects on how the obstacles to medical care and access persist for queer and trans people, especially sex workers (ELO 1.2, 3.1).</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>
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<p>DUE: Journal midterm turn-in</p>	
<p>Week 7: Indigenous Perspectives on Health Reciprocity of Land and Humanity.</p> <p>This week looks at the intersections of Indigenous social struggle, climate justice, and health outcomes. Students are invited to think about the interconnection of environment, community care, health, and wellbeing. They synthesize methods of solidarity in advocacy for healthcare access and climate protections (ELOs 2.2, 3.2).</p> <p>DUE: Symposium Abstract</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>Week 8: Migrant Workers and Immigrant Rights in a Global Pandemic</p> <p>This week provides an in-depth look on how citizenship, immigration, and migrant precarity impacts health outcomes. This is contextualized within the recent Covid-19 pandemic, so students connect economic, legal, and political forces</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>shaping migrant farmworkers' experiences (ELO 1.2, 3.1).</p>	
<p>Week 9: The “Wellness” Industry</p> <p>These articles invite readers to think reflectively on how their consumption of products and certain “wellness” experiences impacts those most vulnerable in the global economy (ELO 2.2). They also encourage students to compare/contrast social struggles on both the national and international level (ELO 1.2, 3.2)</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>

<p>March 15-18: SPRING BREAK.</p>	<p>No class or readings.</p>
<p>Week 10: Prisons, Psychiatry, and Disability Justice</p> <p>Ben-Moshe's chapter provides provocative ideas about the future of healthcare for disabled and neurodivergent patients in the United States that render carceral institutions unnecessary (ELO 3.1). She connects structural</p>	<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>

<p>reforms with community/interpersonal changes people can make toward a less carceral future (ELO 3.2).</p>	
<p>Week 11: Audre Lorde's <i>Cancer Journals</i> and Illness-Informed Politics</p> <p>Lorde's cancer journals invite readers to think about the relationship between personal expression and political action (ELO 2.2). Recounting her experiences with cancer treatment, and how she includes those experiences in a broader framework of structural racism and sexism, provides students an opportunity to think about how their personal encounters with healthcare impact their outlook on social change (ELO 3.2).</p>	<p>Lorde, Audre. <i>Cancer Journals</i>.</p>
<p>Week 12: Care Work And Disability Justice Narratives</p> <p>Piepzna-Samarasinha's book maps ways communities can provide safety, care, and support for each other in ways that do not reify sexism, racism, and ableism (ELO 1.2). These are cross-disciplinary strategies born</p>	<p>Piepzna-Samarasinha, Leah Lakshmi. <i>Care Work: Dreaming Disability Justice</i>. Selections to be chosen by the class.</p>

<p>from activist knowledges of history, culture, and politics (ELO 3.1). Students are prompted to analyze these strategies and how they could adapt these into their own lives (ELO 3.2)</p> <p>DUE: Journals final turn-in</p>	
<p>Week 14: Class Symposium, Title TBD.</p>	<p>Presentations.</p>
<p>Week 14: Class Symposium, TBD.</p> <p>DUE: Reflection Essay</p>	<p>Presentations.</p>

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 explores and analyzes health and wellbeing with a focus on physical, mental, social, and environmental aspects. The course applies a critical feminist lens to examine health inequalities. Main topics include disability and illness, scientific racism and its impact on public health, and the lasting influences of colonialism on health outcomes. Based on an exploration of these topics, students will reflect on strategies for promoting health and wellbeing in ways that challenge historical and contemporary inequalities.

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, Medical Apartheid, 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. 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>Examples of course materials that analyze health and wellbeing from socio-economic perspectives include: week 5, week 8, week 9, and week 10. Examples of course materials that focus on historical and cultural perspectives include: week 2, week 4, week 7. Examples of course materials that address personal perspectives include: week 6, week 11, week 12. Through course discussions and reading journals, students will explore and analyze these materials. Through the course symposium they will connect their understanding of these materials to their own research explorations. An example of a discussion prompt focused on personal perspectives (week 11): How do Audre Lorde’s experiences with healthcare, as outlined in her <i>Cancer Journals</i>, compare/contrast to your own? In developing your response, consider the contexts in which you live, and whether that changes the advantages or disadvantages you face in receiving ethical treatment.</p>
<p>ELO 3.2 Identify, reflect on, or apply strategies for promoting health and well being.</p>	<p>Multiple course materials examine strategies for promoting health and wellbeing that come from marginalized communities. These perspectives range from interdependence principles (weeks 5, 7, 10) to strengthening access to institutional resources for healthcare (weeks 6, 8, 12).</p> <p>An example of a discussion prompt focused on interdependence principles (week 12): What are some specific strategies that L. Piepzna-Samarasinha outlines in <i>Care Work: Dreaming Disability Justice</i> for communities to provide care in ways that do not reify ableism? How effective do you believe these strategies can be, and why? Are these strategies that you might adopt in your own community? Why or why not?</p>