Term Information

Effective Term   Autumn 2025
Previous Value   *Spring 2016*

Course Change Information

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

Addition of Health and Well-Being GE; change course number to be 4645

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

Revised syllabus to increase attention and enrollment in the course; course has been redesigned to be a high-impact course

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)?

Increased enrollment

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	Comparative Studies
Fiscal Unit/Academic Org	Comparative Studies - D0518
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4645
Previous Value	*3645*
Course Title	Cultures of Medicine
Transcript Abbreviation	Cultrs of Medicine
Course Description	Humanistic, scientific, and clinical perspectives on medical issues; literary uses of medical themes; medicine as art and science.
Semester Credit Hours/Units	Fixed: 4
Previous Value	*Fixed: 3*

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
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, Lima*

Prerequisites and Exclusions

Prerequisites/Corequisites	English 1110 or equivalent or completion of GE Foundation Writing and Information
Previous Value	*Prereq: English 1110 (110) or equiv.*
Exclusions	Not open to students with credit for 3645 or 3645H.
Previous Value	Not open to students with credit for 3645H (305).
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	24.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

    Culture and Ideas; Global Studies (International Issues successors); Health and Well-being; Research Seminar

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

Previous Value

General Education course:

    Culture and Ideas; Global Studies (International Issues successors)

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	• Students will explore medical arts and sciences, concepts of illness and disease, and representations of the human body in a range of cultural and historical contexts.
Content Topic List	• Science
	• Technology
	• Medicine
	• Culture
	• Society
	• Humanities
	• Science studies
Sought Concurrence	No

Attachments

- Research and Creative Inquiry Course Inventory.pdf: Research form

  (Other Supporting Documentation. Owner: Arceno,Mark Anthony)

- Cultures of Medicine_health-well-being.pdf: GE form

  (Other Supporting Documentation. Owner: Arceno,Mark Anthony)

- Cultures of Medicine 3645-4645.pdf: Sample syllabus

  (Syllabus. Owner: Arceno,Mark Anthony)

Comments

- We have adjusted the timeframe to be TR 10:05-11:55. However, the Registrar's approved weekly schedule doesn't account for 110-minute sessions outside of Mondays. For the sake of review and later scheduling, could this course be approved with the proposed timeframe but then later we offer it under a different schedule? For example, (2) 80-minute sessions (in accordance with the approved weekly schedule), plus an hour of synchronous/asynchronous work outside of class? *(by Arceno,Mark Anthony on 12/04/2024 02:50 PM)*

- There are not enough contact hours in this course. P.1 of syllabus says that it will meet twice a week for 1 hour each. A 4-credit course needs to meet a minimum of 4x55 (whichever way grouped: e.g. two meetings of 110 minute/week) . Thanks *(by Vankeerbergen,Bernadette Chantal on 12/04/2024 11:45 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Arceno,Mark Anthony	12/03/2024 02:06 PM	Submitted for Approval
Approved	Urban,Hugh Bayard	12/03/2024 05:32 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	12/04/2024 11:45 AM	College Approval
Submitted	Arceno,Mark Anthony	12/04/2024 02:50 PM	Submitted for Approval
Approved	Urban,Hugh Bayard	01/15/2025 08:53 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/16/2025 11:48 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	01/16/2025 11:48 AM	ASCCAO Approval

Cultures of Medicine 3645 (turning into 4645)

Instructor: Dr. Maya Cruz (cruz.446@osu.edu)

Course Meeting Times:
Tuesdays and Thursdays from 10:05am – 11:55pm

Course Description and Overview

This 4-credit GE Health and Wellbeing and Original Research and Creative Inquiry course provides students with a comprehensive examination of the social and cultural study of medicine in the interdisciplinary field of Science and Technology Studies. Students can expect to engage with interdisciplinary approaches to the concepts of health and wellbeing from across the field of Science and Technology Studies that emphasize the study of the cultures of health and medicine as it relates to systems and structures of power that shape individual, community, and global and transnational experiences of health.

This course will provide students to consider these topics and questions specifically in terms of the issue of "access" to health and wellbeing. Students can expect to critically engage with questions like: What is access to health and wellbeing? What is health and wellbeing, anyway? Who gets to decide? Who gets to be healthy, experience wellness, and thrive? Who doesn't? Why?

Topics include health equity and access to health and care, medicalization and the relationships between health and categories of social difference like race, gender, and disability, and health and wellbeing in the context of the environment and environmental crisis and contemporary health crises like the COVID-19 pandemic. Specifically, this course will provide students opportunities to critically engage with questions concerning what it means to "access" health and wellbeing through a comprehensive study of "access" to care and cure, "access" to health, and the differential experience and exposure to illness, debilitation, and death at the individual level, community level, and state level within global and transnational contexts, to understand the complex ways in which cultures of medicine, science, and technology shape access to health and wellbeing along lines of social difference to distribute life chances unevenly across local, global, and transnational contexts.

As an immersive/experiential "high-impact" course, students will engage in an advanced, immersive "hands-on" course-long research project ("Immersive Final Project": Mapping Access) that asks them to apply the concepts, ideas, and theories of the course readings to analyze what it means to access health and wellbeing in their immediate community, before thinking critically about what it means to engage with health and wellbeing "beyond access." As such, by completing this course, students can expect to learn and apply research skills including data collection, documentation, interpretation, and writing.

GE Health and Wellbeing Theme Course Goals and Outcomes

This course is designed to fulfill the following Goals and Expected Learning Outcomes of as a proposed GE Health and Wellbeing Theme course:

Goals

      1. Successful students will analyze health and well-being at a more advanced and deeper level than in the Foundations component.

      2. Successful students will integrate approaches to health and well-being 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 well-being through attention to at least two dimensions of well-being. (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 health and well-being.

      1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and well-being.

      2.1 Identify, describe and synthesize approaches or experiences as they apply to health and well-being.

      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 well-being 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 well-being.

Students can expect to meet these goals and expected learning outcomes by successfully completing the components of the course including required readings, assignments, thoughtful participation and engagement, which each ask students to critically engage with interdisciplinary approaches to the concept of "health access." Specifically, successful students in this course can expect to critically engage with health and wellbeing at a more advanced level by successfully engaging with course readings, completing assignments, and thoughtfully participating in lectures and discussion, as well as by completing the comprehensive, high-impact research project (i.e. a course long research project on health and wellness, outlined below) assigned in this course, in which students will learn and apply the skills required to connect their "in-class" learning, knowledge, and experiences to their world, communities, and experiences "outside" of the classroom to understand what it means to access health and wellbeing inside and outside the classroom and in the world around them.

Course Policies

Class Structure and Mode of Delivery
This course is an in-person course that uses both synchronous and asynchronous class meetings and activities. As an immersive/experiential course, each week of this course will combine lecture,

discussion, and opportunities for immersive "hands-on" learning or "critical practice" (e.g. data collection, documentation, interpretation and analysis, mapping exercises, collaborative in-class "making and doing" activities, digital ethnography, invited guest speakers, among other activities).

Students can expect the first scheduled class meeting of each week (Tuesdays) to be a combination of lecture led by the Instructor and small group and class discussions. Lectures will offer students a comprehensive and structured overview of the required readings as they relate to the themes of the week, unit, and course, and small-group and large class discussions will mobilize discussion strategies that offer students opportunities to engage in collaborative critical thinking, listening, and peer-to-peer "co-learning. Please note: students will be expected to complete all required readings assigned for that week *prior to* the first meeting of the week (i.e. the Lecture meeting).

The second meeting of each week (Thursdays) is reserved for the "critical practice" sessions, which will be typically synchronous with the exception of two dates that have the option of synchronous or asynchronous participation (please see the detailed course schedule below for more information). In this course, the weekly "critical practice" sessions will be structured to support students to learn and practice research skills and have opportunities to collaboratively complete elements of the Immersive Final Project (e.g. Mapping Access). Students will be expected to actively engage in the weekly "critical practice" sessions by applying course concepts from the Lecture and readings in assigned hands-on, immersive and experiential activities (e.g. data collection, documentation, analysis, and interpretation). Please see the detailed course schedule below for more information.

Academic Misconduct
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 3335-5-48.7 (B)). For additional information, see the Code of Student Conduct.

Disability 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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations
Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in

early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity. (Policy: Religious Holidays, Holy Days and Observances)

Technology Requirements
Students are expected to have access to specific technologies to successfully complete this course, specifically access to a computer with access to CarmenCanvas. Additionally, students will be expected to access specific online tools to facilitate synchronous class participation, discussion, and engagement, and will be required to engage with Mentimeter and Wordpress to complete this course. All course readings and materials will be made available on CarmenCanvas.

Assignments and Assessment

Grading Scale
A (100-94) Excellent understanding of course themes, outstanding engagement, precise writing
A- (93-90) Excellent understanding of course themes, very good engagement and writing
B+ (89-87) Very good understanding of course themes, very good engagement and writing
B (86-83) Consistently good understanding of course themes, good engagement and writing
B- (82-80) Mostly good understanding of course themes, good or uneven engagement and writing
C+ (79-77) Some good understanding of course themes, good engagement and writing
C (76-73) Superficial understanding of course themes and uneven engagement and writing
C- (72-70) Incomplete understanding of course themes and uneven engagement and writing
D+ (69-67) Passing, but some serious deficiencies in understanding and engagement and/or writing

D (66-60) Passing, but many serious deficiencies in understanding and engagement and/or writing
E (59-0) Not Passing, too many serious deficiencies to receive passing credit for this course

Journal Responses (4 x 10% each, 40% total)
Students are required to complete four Journal Responses on four Units of their choosing. Journal Responses are an opportunity for students to engage in critical reading, interpretation, analysis, and communication around key themes and ideas presented in the readings assigned that week in response to a specific writing prompt provided in the "Notes for the Waiting Room" document (required course reading). To complete the Journal Response, students should identify one question from the Notes from the Waiting Room Questionnaire to use as a writing prompt, and then complete a "5-minute Free Write" responding to the prompt/question *before* completing the readings for that week and Unit. (Please note, there is no required "word count" for the "5-minue Free Write" – students are instructed to spend 5 minutes to think about the prompt and write down whatever comes to mind. The goal of the "5-minute Free Write" is to reflect and record your initial thoughts about the prompt prior to reading. Try not to judge your initial thoughts and responses to the prompt – instead, just write them down.) Next, you will complete the required readings for the week and/or Unit, and then, *after you complete the readings*, your job is to critically reflect and engage with your initial response and how the readings from the Unit have changed the way you are thinking about the question. To complete this step, you should write a 1-2 page response to your selected prompt, emphasizing how the readings from the Unit have changed your understanding of the prompt, given your initial response. Specifically, you are required to:

- Identify one key quotation from one or more readings (each) that relates to your selected prompt. In your response, you should briefly summarize the main argument(s) of the reading(s) you are quoting from, and then contextualize and explain how the specific quotation you have identified fits in with the main argument(s) and ideas of the reading(s) you are quoting from. Be sure to critically explain and interpret the meaning and significance of your selected quotation for both the reading as a whole, and the specific prompt you are responding to.
- Analyze: How does the specific quotation you have identified help you to interpret, analyze, and respond to your selected prompt? Be specific. Are there any particular concepts, ideas, words or themes given in the quotation that are useful and relevant to critically engaging with your selected prompt?
- Reflect: How does the specific quotation you have identified help you to sophisticate, deepen, or otherwise critically engage with your own understanding of health and wellbeing, particularly given your initial response to the prompt? Has your understanding changed? Consider: What has changed? What has not? Why does this matter?

Please note that Journal Responses should be 2 pages long (double spaced, Times New Roman font, 12pt) and use the conventions of a citation style of your choosing. Each Journal Response will be graded out of 10 points: "5-minute Free Write" (1 point); Identify, summarize and contextualize one quotation from the readings (2 points); Analyze your quotation according to the prompt (3 points); and Reflect on how your understanding of key themes have changed (3 points). Journal Responses must be submitted via CarmenCanvas *no later than 1 week* after the end of the specific Unit to which you have chosen to respond.

Original Research / Midterm Keyword Analysis (1 x 20%)

For this course you are required to complete one Keyword Analysis. The goal of this assignment is to develop critical thinking, writing, and reading skills in synthetic conceptual analysis of the keywords that are central to the interdisciplinary study of health, wellbeing, and the cultures of medicine. Specifically, your keyword assignment should demonstrate a critical engagement with the multiple and sometimes conflicting ways in which a key term, concept, or phrase is understood within the interdisciplinary study of health, wellbeing, and the cultures of medicine.

Your keyword assignment should engage *one* of the following keywords (health, illness, access, wellbeing, or an alternative word of your choosing with Instructor approval) as it appears across 3-5 course readings from one or more units of your choosing (no external research is required). To complete your Keyword Assignment, please use the following approach:

For each reading, respond to the following prompts:
- How does the author define, explain, and understand your keyword? What is the context that informs this perspective?
- What is the author's argument in relation to your keyword? In other words, how does the author use this keyword in the overall argument that they make? Why is this keyword important to the overall argument that the author makes?

Then, working across the texts, respond to the following prompt:
- How does each definition and argument you have identified relate to the other authors and readings you have selected, i.e. other authors and readings that have contributed to your understanding of this keyword?
- How does this 'new conversation' contribute to how we understand your keyword in relation to the major questions and themes of the course in new and unexpected ways? Note: You may choose to format your Keyword Assignment as a mini-essay or you may organize it in another way - just be sure to demonstrate synthetic analysis in your writing, which means your analysis and approach should synthesize the readings you have selected into a coherent conversation.

The Keyword Assignment is worth 20% of your course grade. You will be assessed according to the following criteria:
- Identify, Define, and Contextualize a Keyword: For full points, your Keyword Assignment should identify, define, and contextualize your keyword fully and critically across 3-5 texts from one or more units. While you may strategically and thoughtfully use quotations from the texts you are analyzing, the bulk of your assignment should be in your own words.
- Conceptual and Synthetic Analysis: For full points, your Keyword Assignment should demonstrate conceptual analysis of each text you reference, and demonstrate synthetic analysis across the texts you select.
- Writing and Formatting: Keyword Assignments are intended to be short, "mini essays" and as such should be approximately 1000W – 1500W in length, double-spaced using 12pt Times New Roman font and follow the conventions of a standard citation style of your choosing. Your writing should be clear, concise, and cohesive.

Original Research / Creative Inquiry Course Project: Mapping Access (1 x 30%)

As a GE Health and Wellbeing Theme course, this course aims to provide students with opportunities to integrate approaches to health and well-being by making connections to out-of-classroom experiences with interdisciplinary academic knowledge in new and creative ways. To meet this goal, this course is designed to provide students with opportunities to engage in original research and creative inquiry through immersive, experiential, "hands-on" learning and engagement through readings, assignments, and class structures that specifically ask and support students to connect "in-class" learning, knowledge, and experiences to their world and experiences "outside" of the classroom, to support students to develop a critical understanding of health and wellbeing that is not only shaped by the particular world they live in, but that can effectively shape the world around them as well.

To meet this goal, students will complete a semester-long project called "Mapping Access" that invites students to engage in original research and creative inquiry around the concept of "health access." Adapted from The Critical Design Lab's "Mapping Access" Project, students in this course will be tasked with understanding what it means to access health and wellbeing in their immediate communities or chosen site of study (with the OSU Campus and the surrounding Columbus area as a suggested site of study), while learning to apply and critically engage with the politics of accessing health and wellbeing – why accessing health and wellbeing looks the way that it does in their particular communities or chosen site of study, and how access to health and wellbeing is shaped by broader social structures and systems of power and difference.

To complete this project, students will learn about The Critical Design Lab's "Mapping Access" Project, and implement an adapted version of the Critical Design Lab's "Mapping Access Toolkit" (which outlines protocols for mapping techniques, observations, data gathering and recording, etc.) to engage in original research and creative inquiry. Specifically, students will learn and apply (Unit 1: Mapping Access) the approaches of "mapping access" (Aimi Hamraie, "Mapping Access: Digital Humanities, Disability Justice, and Sociospatial Practice," American Quarterly, 70.3 (2018): 455-482), and data studies practices of "mapping organized ignorance" combined with "reading datasets" (Lindsay Poirier. 2021. "Reading Datasets: Strategies for Interpreting the Politics of Data Signification." Big Data & Society8(2), 20539517211029322. SAGE Publications Ltd.) to engage in a critical and creative practice of original research into the politics of accessing health and wellbeing in their chosen site of study (e.g. the OSU campus, etc.). By engaging with the aforementioned readings, students will learn and apply a critical engagement with "mapping organized ignorance" (a critical data practice of defining areas of ignorance or what is not known about a given topic) through "mapping access" (a critical data practice of generating data about a topic, with emphasis on these areas of ignorance). Throughout, students will be encouraged to think critically about the epistemic politics of accessing health and wellbeing (e.g. core themes of Unit 1 include: What kinds of data counts in terms of "accessing" health and wellbeing? What do we know? What don't we know? Why?) in an effort to generate new knowledge and insight.

As an interdisciplinary course, the course is designed to facilitate this in two ways - first, through critical engagement with interdisciplinary texts and required readings that demonstrate how the novel application of concepts, theories, methods and practices that "belong" to one discipline to the topics, contexts, and concerns of another discipline generate new knowledge of those topics, contexts and concerns. But students can also expect to learn and apply critical skills in data studies to enable them to perform original research via data collection, documentation, interpretation, and analysis, and then learn to mobilize a creative framework of "data storytelling" to critically communicate the insights of their data using not only traditional practices like research reports and

writing, but in combination with creative practices in data visualization, creative writing, poetry, movement, and photography, among other strategies. Required texts were deliberately chosen to demonstrate, secondly, how the use of creative practices as a mode of inquiry (e.g. poetic practices, creative writing, data story-telling). For example, students are required to read Audre Lorde's "Cancer Journals" which is an auto-biographical and poetic creative writing text, as well as other first person narratives (e.g. Eli Clare, (2017). "Ideology of Cure" in Brilliant Imperfection. Duke University Press) and photo journalism essays (e.g. Marley Molkentin and Kennedy Healy, "Care During COVID: A Photo Essay on Interdependence"). Throughout, students will be instructed to critically engage with "what is data" with attention to the creative methods of inquiry exemplified in the assigned required readings and texts. Specifically, students will be invited to creatively engage with what "data" is (and is not), and how we can creatively record, document, interpret, and communicate this data most effectively (e.g. through poetry, through photography, creative writing, movement, etc.).

Students will be supported to complete the "Mapping Access" project by completing a series of scaffolded/nested, guided modules. Although students will be required to complete aspects of this project as "homework" outside of class time, these modules will be introduced to students using class time, and students will be given ample opportunity to learn and begin to apply the critical and creative practices required of this project synchronously during class time (e.g. during the second meeting of each week, in what are labeled as "Critical Practice Sessions" on the course schedule), with the exception of one module that has an asynchronous option. Each module will introduce students to a different component of the project. In the first module, students will first identify a specific "site" (**Stage 1: Identifying a Site**) to study what it means to access health and wellbeing within the OSU Campus and the surrounding Columbus area (e.g. the campus health clinic, their residence dining hall, their dorm space, their commute to campus, their grocery store, etc.). Then, students will be instructed to complete research related to their chosen site (**Stage 2: Research, Data Gathering and Documentation**), applying learned skills in data gathering and documentation to observe and record the many ways in which they can see the politics of access to health and wellbeing play out in their chosen site (e.g. Is your chosen site accessible to everyone? Is it ADA compliant? What kinds of food options are available? How much do they cost? Who gets to access these spaces? Who does not? How do you experience these spaces? Do you feel safe? Why or why not? Can you take care of yourself or others here? Why or why not? Etc.). Then, students will bring their data about their site back "into" the classroom space and learn to understand what their data reveals about the politics of access to health and wellbeing in their immediate communities and world around them, by learning to identify, communicate, and critically engage with the stories their data can tell them, given the theories, concepts, and ideas they are learning and engaging with in the assigned readings, combined with collaborative class discussions (**Stage 3: Data Stories**).

The final stage of this project (**Stage 4: Mapping Access and Beyond**) will instruct students to create a "map" of their chosen site that tells the story (or stories) of accessing health and wellbeing in their space using course concepts to articulate the complexities of access, of health, and of wellbeing, which will be shared in a digital archive to display student work (i.e. a course website or blog). Students will be required to complete a 2000W written analysis of their map that integrates 6-10 course concepts, themes, and ideas to critically assess and communicate what they have learned about the politics of accessing health and wellbeing in their communities, while reflecting on the specific process and practices they learned and experimented with throughout the Mapping Access project. As part of this reflection, students will be asked to: 1) assess how their understanding of health, wellbeing and access has changed over the course of this project; 2) identify the new skills,

practices, theories and concepts they think were most impactful to their learning; and 3) identify which skills, practices, theories, and concepts they struggled with (and why); and 4) identify areas related to health, wellbeing, and access they would like to engage more deeply with in the future.

Participation and Engagement (10%)
Students are expected to attend class and be prepared and ready to participate. This means that students are expected to have completed the assigned readings and any assignments prior to class, and demonstrate thoughtful and effective engagement with course content and collegial engagement with others.

Detailed Course Schedule

Unit 1: Accessing Health and Wellbeing Core Themes: What is health? What is wellbeing? What is access? Why "access"?	
Week 1: Mapping Access Core Themes: What kinds of data counts in terms of "accessing" health and wellbeing? What do we know? What don't we know? Why?	
Meeting 1: Tuesday August 26 2025 Lecture and Discussion	**Required Readings and Materials:** • Hamraie, A. (2017). Introduction: Critical Access Studies. In *Building Access: Universal Design and the Politics of Disability* (pp. 1–18). University of Minnesota Press. https://doi.org/10.5749/j.ctt1pwt79d.4 • Review: The Canaries, "Notes for the Waiting Room." (2017). https://static1.squarespace.com/static/537c9eb6e4b0ca838c2f4f52/t/5eaafc3bc2609667f6a9ae23/1588264038420/NFTWR_LincoV5.pdf
	Suggested Further Reading: • Adams, R., Reiss, B., & Serlin, D. (Eds.). (2015). "Access" in *Keywords for Disability Studies*. NYU Press. http://www.jstor.org/stable/j.ctt15nmhws • Imrie, R. (2015). "Space." In R. Adams, B. Reiss, & D. Serlin (Eds.), *Keywords for Disability Studies* (pp. 170–172). NYU Press. http://www.jstor.org/stable/j.ctt15nmhws.59
Meeting 2: Thursday August 28 2025 Critical Practice Session	**Activity: "Map-a-thon" 1 - Identify a Site** **Required Readings and Materials:** • Aimi Hamraie, "Mapping Access: Digital Humanities, Disability Justice, and Sociospatial Practice," American Quarterly, 70.3 (2018): 455-482.

	• Critical Design Lab, "Mapping Access": https://www.mapping-access.com/mapping-access-methodology • Critical Design Lab, "Mapping Access Toolkit": https://drive.google.com/file/d/18oW-zlf6iLv4204AybddCKIG3-eCcZRm/view
	Suggested Further Reading: • Adams, R., Reiss, B., & Serlin, D. (2015). Disability. In R. Adams, B. Reiss, & D. Serlin (Eds.), *Keywords for Disability Studies* (pp. 5–11). NYU Press. http://www.jstor.org/stable/j.ctt15nmhws.4 • Mills, M. (2015). Technology. In R. Adams, B. Reiss, & D. Serlin (Eds.), *Keywords for Disability Studies* (pp. 176–179). NYU Press. http://www.jstor.org/stable/j.ctt15nmhws.61
Week 2: Mapping Access	
Meeting 1: September 2 2025 Lecture and Discussion	**Required Readings and Materials:** • Hamraie, A. (2017). Sloped Technoscience: Curb Cuts, Critical Frictions, and Disability (Maker) Cultures. In *Building Access: Universal Design and the Politics of Disability* (pp. 95–130). University of Minnesota Press. https://doi.org/10.5749/j.ctt1pwt79d.8 • Lindsay Poirier. 2021. "Reading Datasets: Strategies for Interpreting the Politics of Data Signification." Big Data & Society8(2), 20539517211029322. SAGE Publications Ltd.
Meeting 2: September 4 2025 Critical Practice Session	**Activity: "Map-a-thon" 2 - Identify a Site** **Required Readings and Materials:** • Mapping Organized Ignorance in Environmental Health. Laura Rabinow, Lindsay Poirier. 2017. "Mapping Organized Ignorance in Environmental Health." XRDS: Crossroads, The ACM Magazine for Students 23(3), 16--19. https://doi.org/10.1145/3055147 • Critical Design Lab, "Mapping Access": https://www.mapping-access.com/mapping-access-methodology • Critical Design Lab, "Mapping Access Toolkit": https://drive.google.com/file/d/18oW-zlf6iLv4204AybddCKIG3-eCcZRm/view
Week 3: Health and Wellbeing through Structures of Power Core Themes: Who can access health and wellbeing? Which systems of power shape access to health and wellbeing? For whom? How? How do we know? What don't we know? Why?	

Meeting 1: September 9 2025 Lecture and Discussion	**Required Readings and Materials:** • Eli Clare, (2017). "Ideology of Cure" in *Brilliant Imperfection*. Duke University Press, pp. 7-20. • Eli Clare, (2017). "Structure of Cure" in *Brilliant Imperfection*. Duke University Press, pp.67-82.
	Suggested Further Reading: • Adams, R., Reiss, B., & Serlin, D. (Eds.). (2015). "Medicalization" in *Keywords for Disability Studies*. NYU Press. http://www.jstor.org/stable/j.ctt15nmhws • Adams, R., Reiss, B., & Serlin, D. (Eds.). (2015). "Institutions" in *Keywords for Disability Studies*. NYU Press. http://www.jstor.org/stable/j.ctt15nmhws
Meeting 2: September 11 2025 Critical Practice Session	**Activity: "Map-a-thon" 3 - Research, Data Gathering and Documentation (synchronous or asynchronous)** • *No Readings*

Unit 2: Health and "The Body"
Core themes: What is health? What is the body? How are health and the body "co-produced"? How do we know? Whose bodies are known? How are they known? Whose are not? Why not? Why does this matter?

Week 4: From the Biological Body to the Social Body/Body Politic	
Meeting 1: September 16 2025 Lecture and Discussion	**Required Readings:** • Murphy, M. (2017). What Can't a Body Do? *Catalyst: Feminism, Theory, Technoscience*, 3(1), 1-15. https://catalystjournal.org/index.php/catalyst/article/view/28791/pdf_5 • Eli Clare, (2017). "Moving Through Cure" in *Brilliant Imperfection*. Duke University Press, pp. 127-148.
Meeting 2: September 18 2025 Critical Practice Session	**Activity: "Map-a-thon" 4 - Research, Data Gathering and Documentation (synchronous or asynchronous)** • *No Readings*

Week 5: Gender, Sexuality, and Health	
Meeting 1: September 23 2025 Lecture and Discussion	**Required Readings:** • M. Murphy. 2012. "Immodest Witnessing, Affective Economies, and Objectivity", Seizing the Means of Reproduction: Entanglements of Feminism, Health, and Technoscience. Retrieved from: https://doi.org/10.1215/9780822395805-003

	• Alice Wong. September 3 2024. Disability, pleasure and ageing: The pleasure principle. Accessed: https://archermagazine.com.au/2024/09/disability-pleasure-ageing/
	Suggested Further Reading: • McRuer, R. (2015). Sexuality. In R. Adams, B. Reiss, & D. Serlin (Eds.), *Keywords for Disability Studies* (pp. 167–170). NYU Press. http://www.jstor.org/stable/j.ctt15nmhws.58 • Shildrick, M. (2015). Sex. In R. Adams, B. Reiss, & D. Serlin (Eds.), *Keywords for Disability Studies* (pp. 164–166). NYU Press. http://www.jstor.org/stable/j.ctt15nmhws.57
Meeting 2: September 25 2025 Critical Practice Session	**Activity: "Map-a-thon" 5 - Data Stories**
Week 6: Gender, Sexuality, and Health	
Meeting 1: September 30 2025 Lecture and Discussion	**Required Readings:** • Chris Hanssmann, (2023). *Care without Pathology: How Trans-Health Activists Are Changing Medicine.* University of Minnesota Press.
	Suggested Further Reading: • Adams, R., Reiss, B., & Serlin, D. (Eds.). (2015). "Queer" in *Keywords for Disability Studies.* NYU Press. http://www.jstor.org/stable/j.ctt15nmhws • Adams, R., Reiss, B., & Serlin, D. (Eds.). (2015). "Gender" in *Keywords for Disability Studies.* NYU Press. http://www.jstor.org/stable/j.ctt15nmhws
Meeting 2: October 2 2025 Critical Practice Session	**Activity: "Map-a-thon" 6 - Data Stories** • *No Readings*
Week 7: Disability and Debilitation	
Meeting 1: October 7 2025 Lecture and Discussion	**Required Readings** • Puar, J. K. (2017). Preface: hands up, don't shoot! In *The Right to Maim: Debility, Capacity, Disability* (pp. ix–xxiv). Duke University Press. https://doi.org/10.2307/j.ctv11314kc.3 • Puar, J. K. (2017). Introduction: the cost of getting better. In *The Right to Maim: Debility, Capacity, Disability* (pp. 1–32). Duke University Press. https://doi.org/10.2307/j.ctv11314kc.5

	• Alice Wong, "Why Palestinian Liberation is Disability Justice" (Disability Visibility Project, December 2023): https://disabilityvisibilityproject.com/2023/12/02/why-palestinian-liberation-is-disability-justice/
Meeting 2: October 9 2025 Critical Practice Session	**Activity: "Map-a-thon" 7 - Data Stories** • *No Readings*
Week 8: Race and Health	
Meeting 1: October 14 2025 Lecture and Discussion	**Required Reading** • Lorde, Audre. The Cancer Journals. San Francisco: Aunt Lute Books, 1997.
	Suggested Further Reading: • Adams, R., Reiss, B., & Serlin, D. (Eds.). (2015). "Race" in *Keywords for Disability Studies*. NYU Press. http://www.jstor.org/stable/j.ctt15nmhws
October 16 2025	**Autumn break – no classes**
Week 9: Race and Health	
Meeting 1: October 21 2025 Lecture and Discussion	**Required Readings:** • Nelson, A. (2011). "Chapter 3: The People's Free Medical Clinics" in *Body and Soul: The Black Panther Party and the Fight against Medical Discrimination*. University of Minnesota Press. http://www.jstor.org/stable/10.5749/j.ctttt9qf • Ruha Benjamin. Black Afterlives Matter: Cultivating Kinfulness as Reproductive Justice (Boston Review, 2018): https://www.bostonreview.net/articles/ruha-benjamin-black-afterlives-matter/
	Suggested Further Reading: • Adams, R., Reiss, B., & Serlin, D. (Eds.). (2015). "Eugenics" in *Keywords for Disability Studies*. NYU Press. http://www.jstor.org/stable/j.ctt15nmhws • Adams, R., Reiss, B., & Serlin, D. (Eds.). (2015). "Reproduction" in *Keywords for Disability Studies*. NYU Press. http://www.jstor.org/stable/j.ctt15nmhws
Meeting 2: October 23 2025 Critical Practice Session	**Activity: "Map-a-thon" 9 - Data Stories** • *No Readings*
Unit 3: Health and Environments	

What is health? What is environment? How are health and environment co-produced? How do we know? Which environments are known? How are they known? Which are not? Why not? Why does this matter?

Week 10: Health, Wellbeing, and Environmental Racism

Meeting 1: October 28 2025 Lecture and Discussion	**Required Reading** - Sánchez Barba, Mayra G. (2020). "Keeping them down": Neurotoxic pesticides, race, and disabling biopolitics. *Catalyst: Feminism, Theory, Technoscience*, 6(1), page 1-31. https://catalystjournal.org/index.php/catalyst/article/view/32253/26029 - Ariel Ludwig. 2021. "From Criminal Man to Carceral Body: An Ethnography of Intake inthe New York City Jails." Catalyst: Feminism, Theory, Technoscience7 (2): 1–22. https://catalystjournal.org/index.php/catalyst/article/view/34994/28588
Meeting 2: October 30 2025 Critical Practice Session	**Activity: "Map-a-thon" 9 - Data Stories** *No Readings*

Week 11: Health and Indigenous Environmental Justice

Meeting 1: November 4 2025 Lecture and Discussion	- Shadaan, Reena, and Murphy, M. (2020). Endocrine-Disrupting Chemicals (EDCs) as industrial and settler colonial structures: Towards a decolonial feminist approach. Catalyst: Feminism, Theory, Technoscience, 6(1), page 1-36. https://catalystjournal.org/index.php/catalyst/article/view/32089/26034 M. Murphy, 2018. "Against Population, Towards Alterlife": https://michellemurphy.net/wp-content/uploads/2019/01/against-population-towards-alterlife-2018.pdf
Meeting 2: November 6 2025 Critical Practice Session	**Activity: "Map-a-thon" 9 - Data Stories** *No Readings*
November 11 2025	**Veteran's Day – No Classes**

Unit 4: "The Pandemic is Over" and Other Temporalities of Health and Illness

Core Themes: How can we understand access to health and wellbeing in the context of the COVID-19 pandemic? What does access to health and wellbeing mean in this context? For whom? How do we know? What do we know? What don't we know? Why does this matter? For whom?

Week 12: Living and Grieving Through COVID-19

November 13 2025	**Required Readings**

	• Leah Lakshmi Piepzna-Samarasinha, "where do we go from here?" (Disability Visibility Project, May 2023): https://disabilityvisibilityproject.com/2023/05/21/where-do-we-go-from-here-a-roundtable-from-some-disability-justice-organizers-in-this-the-only-moment-in-time/ • Marley Molkentin and Kennedy Healy, "Care During COVID: A Photo Essay on Interdependence," (Disability Visibility Project, February 2022): https://disabilityvisibilityproject.com/2022/02/08/care-during-covid-photo-essay-on-interdependence/
November 18 2025	**Activity: "Map-a-thon" 10 - Data Stories** • *No Readings*
November 20 2025	**Required Readings** • Ruha Benjamin, 2022. "Trust" in *Viral Justice: How we Grow the World We Want*. Princeton University Press.

Unit 5: Health and Wellbeing Beyond Access
Core Themes: What are the limits of "access" for understanding health and wellbeing? What might be "beyond" access?

Week 13: Access Intimacy, Mutual Aid, and Interdependence

November 25 2025	**Required Reading** • Dean Spade, Building Solidarity During This Crisis (and the Next) [selections]
<mark>**November 27**</mark>	<mark>**Thanksgiving Break – No Classes**</mark>

Week 14: Access Intimacy, Mutual Aid, and Interdependence

December 2 2025	• Hamraie, A. (2017). Conclusion: Disability Justice. In *Building Access: Universal Design and the Politics of Disability*(pp. 255–262). University of Minnesota Press. https://doi.org/10.5749/j.ctt1pwt79d.12 • Mia Mingus, Access Intimacy, Interdependence, and Disability Justice (April 2017): https://leavingevidence.wordpress.com/2017/04/12/access-intimacy-interdependence-and-disability-justice/ • Leah Lakshmi Piepzna-Samarasinha, "How Disabled Mutual Aid is Different Than Abled Mutual Aid" (Disability Visibility Project, October 2021): https://disabilityvisibilityproject.com/2021/10/03/how-disabled-mutual-aid-is-different-than-abled-mutual-aid/
December 4 2025	**Activity: "Map-a-thon" 11 - Data Stories** • *No Readings*

Week 15: Mapping Access and Beyond	
December 9 2025	Final Project Presentations
December 16 2025	Final Projects Due

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. 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. *(50-500 words)*

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course subject & number

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.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

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. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Specific Expectations of Courses in Health & Wellbeing

GOAL 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.).

ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Research and Creative Inquiry Course Inventory

Course Subject & Number: COMPSTD 3645 (4645)

1. **Disciplinary expectations and norms: Different disciplines at the university define original research and creative inquiry differently. Please explain what the expectations/norms of your discipline are for original research or creative inquiry. How is new understanding developed in your field? How does the creative process amplify knowledge in the field? (This information should also be readily visible on the syllabus.)**

This course is a Comparative Studies course on "Cultures of Medicine" - it is an interdisciplinary course that is designed to draw from the interdisciplinary field of Feminist Science and Technology Studies, with emphasis on the theories, perspectives, and methods of Science and Technology Studies, Feminist Data Studies, Disability Studies, Ethnic Studies, and Feminist, Gender, and Sexuality Studies. This course is designed to offer students opportunities in original research and creative inquiry through two course assignments and projects:

The Keyword Analysis Assignment
As an interdisciplinary course, the course is designed to teach students how the novel application of concepts, theories, methods and practices that "belong" to one discipline to the topics, contexts, and concerns of another discipline generate new knowledge of those topics, contexts and concerns in new and unexpected ways. One of the primary ways in which students will engage in original research on health, wellbeing, and access is by engaging in "original research" of a chosen keyword using an assignment called the "Keyword Analysis." The goal of this assignment is to develop skills in original research, critical thinking, writing, and reading skills in synthetic conceptual analysis of the keywords that are central to the interdisciplinary study of health, wellbeing, and the cultures of medicine. Specifically, your keyword assignment should demonstrate a critical engagement with the multiple and sometimes conflicting ways in which a key term, concept, or phrase is understood within the interdisciplinary study of health, wellbeing, and the cultures of medicine by bringing different assigned texts together in new and unexpected ways.

The Mapping Access Project
In addition to the Keyword Analysis assignment, students will complete a semester-long interdisciplinary project called "Mapping Access" that invites students to engage in original research and creative inquiry around the concept of "health access." Adapted from [The Critical Design Lab's "Mapping Access" Project](), students in this course will be tasked with understanding what it means to access health and wellbeing in their immediate communities or chosen site of study (with the OSU Campus and the surrounding Columbus area as a suggested site of study), while learning to apply and critically engage with the politics of accessing health and wellbeing using interdisciplinary perspectives, theories, methods, and practices. This project as outlined in the syllabus combines approaches from Data Studies and Science and Technology Studies and Disability Studies in ways that together define Original Research and Creative Inquiry in the context of this course and project.

2. **Teaching methods and practices: Which class activities and materials will be used to teach students the research methodology and/or research practices or the methods**

and practices of creative inquiry typical or relevant in your discipline? How will the potential ethical implications for research or creative inquiry in the field be addressed in the course? (This information should also be readily visible on the syllabus.)

The Keyword Analysis Assignment

For the Keyword Assignment, students will be instructed to engage *one* of the following keywords (health, illness, access, wellbeing, or an alternative word of their choosing with Instructor approval) as it appears across 3-5 course readings from one or more units of their choosing (no external research is required, but students are required to bring together texts that are not already paired together on the syllabus). To complete the Keyword Assignment, students will be instructed to use the following approach:

For each reading, respond to the following prompts:
- How does the author define, explain, and understand your keyword? What is the context that informs this perspective?
- What is the author's argument in relation to your keyword? In other words, how does the author use this keyword in the overall argument that they make? Why is this keyword important to the overall argument that the author makes?

Then, working across the texts, respond to the following prompt:
- How does each definition and argument you have identified relate to the other authors and readings you have selected, i.e. other authors and readings that have contributed to your understanding of this keyword?
- How does this 'new conversation' contribute to how we understand your keyword in relation to the major questions and themes of the course in new and unexpected ways?

The Mapping Access Project

In addition to the Keyword Assignment, to complete the "Mapping Access" project, students will implement an adapted version of the Critical Design Lab's "Mapping Access Toolkit" (which outlines protocols for mapping techniques, observations, data gathering and recording, etc.) to engage in original research and creative inquiry.

Specifically, students will learn and apply (Unit 1: Mapping Access) the approaches of "mapping access" (Aimi Hamraie, "Mapping Access: Digital Humanities, Disability Justice, and Sociospatial Practice," American Quarterly, 70.3 (2018): 455-482), and data studies practices of "mapping organized ignorance" combined with "reading datasets" (Lindsay Poirier. 2021. "Reading Datasets: Strategies for Interpreting the Politics of Data Signification." Big Data & Society8(2), 20539517211029322. SAGE Publications Ltd.) to engage in a critical and creative practice of original research into the politics of accessing health and wellbeing in their chosen site of study (e.g. the OSU campus, etc.). By engaging with the aforementioned readings, students will learn and apply a critical engagement with "mapping organized ignorance" (a critical data practice of defining areas of ignorance or what is not known about a given topic) through "mapping access" (a critical data practice of generating data about a topic, with emphasis on these areas of ignorance). In other words, students will be invited to use these strategies to generate new knowledge about accessing health and wellbeing in a chosen site of study, in ways that specifically identify and address areas of

ignorance (what is not known about a topic or site of inquiry) by mapping or generating new data about what it means to access health and wellbeing in this site of inquiry. Throughout, students will be encouraged to think critically about the epistemic politics of data and accessing health and wellbeing (e.g. core themes of Unit 1 include: What kinds of data counts in terms of "accessing" health and wellbeing? What do we know? What don't we know? Why?) to emphasize the practice of generating new knowledge in critical and creative ways. Students will learn and apply critical skills in data studies to enable them to perform original research via data collection, documentation, interpretation, and analysis, and then learn to mobilize a creative framework of "data storytelling" to critically communicate the insights of their data using not only traditional practices like research reports and writing, but in combination with creative practices in data visualization, creative writing, poetry, movement, and photography, among other strategies. Required texts have been deliberately chosen to demonstrate, secondly, how the use of creative practices as a mode of inquiry (e.g. poetic practices, creative writing, data story-telling). For example, students are required to read Audre Lorde's "Cancer Journals" which is an auto-biographical and poetic creative writing text, as well as other first person narratives (e.g. Eli Clare, (2017). "Ideology of Cure" in Brilliant Imperfection. Duke University Press) and photo journalism essays (e.g. Marley Molkentin and Kennedy Healy, "Care During COVID: A Photo Essay on Interdependence"). Lecture, discussion, and "critical practice sessions" (see syllabus) will invite students to assess the effectiveness of these strategies as practices of "data storytelling" and apply them as part of their "Mapping Access" Project. Throughout, students will be instructed to critically engage with "what is data" with attention to the creative methods of inquiry exemplified in the assigned required readings and texts. Specifically, students will be invited to creatively engage with what "data" is (and is not), and how we can creatively record, document, interpret, and communicate this data most effectively (e.g. through poetry, through photography, creative writing, movement, etc.), and why this matters – and for whom (e.g. the politics and ethics of data and ignorance in understanding access to health and wellbeing).

3. **Implementing: Through which class activities and materials will the students be given opportunities to practice disciplinary research or creative inquiry techniques, methods, and skills to create new knowledge or advance praxis? (This information should also be readily visible on the syllabus.)**

The Mapping Access Project
The "Mapping Access" project scaffolds/nests modules in which students will have opportunities to both learn and apply the specific skills required to complete the project, synchronously during class time (see the "Critical Practice Sessions" of the course schedule on the syllabus). Please see question 5 below for a detailed breakdown of the ways in which the "Mapping Access" project will support students with opportunities to practice disciplinary research and creative inquiry.

The Keyword Analysis Assignment
Students may choose to format the Keyword Assignment as a mini-essay – or chose organize it in another way – but students need to demonstrate critical synthetic analysis in writing, which means the analysis and approach should synthesize the readings you have selected into a coherent "conversation." The Keyword Assignment is worth 20% of the course grade. Students will be assessed according to the following criteria:

- Identify, Define, and Contextualize a Keyword: For full points, your Keyword Assignment should identify, define, and contextualize your keyword fully and critically across 3-5 texts from one or more units. While you may strategically and thoughtfully use quotations from the texts you are analyzing, the bulk of your assignment should be in your own words.
- Conceptual and Synthetic Analysis: For full points, your Keyword Assignment should demonstrate conceptual analysis of each text you reference, and demonstrate synthetic analysis across the texts you select.
- Writing and Formatting: Keyword Assignments are intended to be short, "mini essays" and as such should be approximately 1000W – 1500W in length, double-spaced using 12pt Times New Roman font and follow the conventions of a standard citation style of your choosing. Your writing should be clear, concise, and cohesive.

4. **Demonstration of competence: Disciplines develop and share new knowledge or creative work in different ways. Through which activity or activities will students first be taught and then be involved in a demonstration of competence in an appropriate format for the discipline (e.g., a significant public communication of research, display of creative work, or community scholarship celebration)? The form and standard should approximate those used professionally in the field. (This information should also be readily visible on the syllabus.)**

The Keyword Analysis Assignment

For the Keyword Analysis, students may choose to format the Keyword Assignment as a mini-essay – or chose organize it in another way – but students need to demonstrate critical synthetic analysis in writing, which means the analysis and approach should synthesize the readings you have selected into a coherent "conversation." The Keyword Assignment is worth 20% of the course grade. Students will be assessed according to the following criteria:
- Identify, Define, and Contextualize a Keyword: For full points, your Keyword Assignment should identify, define, and contextualize your keyword fully and critically across 3-5 texts from one or more units. While you may strategically and thoughtfully use quotations from the texts you are analyzing, the bulk of your assignment should be in your own words.
- Conceptual and Synthetic Analysis: For full points, your Keyword Assignment should demonstrate conceptual analysis of each text you reference, and demonstrate synthetic analysis across the texts you select.
- Writing and Formatting: Keyword Assignments are intended to be short, "mini essays" and as such should be approximately 1000W – 1500W in length, double-spaced using 12pt Times New Roman font and follow the conventions of a standard citation style of your choosing. Your writing should be clear, concise, and cohesive.

The Mapping Access Project

The "Mapping Access" project scaffolds/nests modules in which students will have opportunities to both learn and apply the specific skills required to complete the project, synchronously during class time (see the "Critical Practice Sessions" of the course schedule on the syllabus). In terms of deliverables where students are asked to communicate their research and creative work in an appropriate professional format, the final stage of this project (**Stage 4: Mapping Access and Beyond**) will instruct students to create a "map" of their chosen site that tells the story (or stories) of accessing health and wellbeing in their space using course concepts to articulate the complexities

of access, of health, and of wellbeing, which will be shared in a digital archive to display student work (i.e. a course website or blog). Students will be required to complete a 2000W written analysis of their "map" that integrates 6-10 course concepts, themes, and ideas to critically assess and communicate what they have learned about the politics of accessing health and wellbeing in their communities, while reflecting on the specific process and practices they learned and experimented with throughout the Mapping Access project. Students will be asked to share a draft of their map/this deliverable in the final sessions of the course, at which time oral and written feedback will be given to each student from the Instructor and their peers.

5. **Scaffolding and mentoring: Explain how the creative inquiry or research project will be scaffolded across multiple assignments or one large project broken up across the course (e.g., specific explanations about reviewing literature, developing methods, collecting data, interpreting or developing a concept or idea into a full-fledged production or artistic work). Each pertinent assignment should help students build and demonstrate skills contributing to the larger project. Meaningful feedback and mentoring should be provided by the instructor at regular intervals to inform next steps in the process. (This information should also be readily visible on the syllabus.)**

The Keyword Analysis Assignment

The Keyword Assignment functions in the course as a midterm assignment to be submitted as a midterm assignment, but students will be explicitly supported to develop the skills required to complete the keyword assignment (e.g. skills in critical reading, close reading, conceptual analysis, and synthetic analysis) in the course through the Journal Responses assignment, where students will provide a written reflection on a key theme (or keyword) from the course and the readings, and through Lecture and Discussion sections (in-class). As the instructor, I will design lectures and discussion activities (small group and large group discussions) to emphasize keywords in a way that will facilitate and enable students to successfully analyze their chosen keyword as it appears in the text *and* through synthetic analysis as it appears across other texts in the course.

The Mapping Access Project

Students will be supported to complete the "Mapping Access" project by completing a series of scaffolded/nested, guided modules. Although students will be required to complete aspects of this project as "homework" outside of class time, these modules will be introduced to students using class time, and students will be given ample opportunity to learn and begin to apply the critical and creative practices required of this project synchronously during class time (e.g. during the second meeting of each week, in what are labeled as "Critical Practice Sessions" on the course schedule), with the exception of one module that has an asynchronous option. Each module will introduce students to a different component of the project. In the first module, students will first identify a specific "site" (**Stage 1: Identifying a Site**) to study what it means to access health and wellbeing within the OSU Campus and the surrounding Columbus area (e.g. the campus health clinic, their residence dining hall, their dorm space, their commute to campus, their grocery store, etc.). Then, students will be instructed to complete research related to their chosen site (**Stage 2: Research, Data Gathering and Documentation**), applying learned skills in data gathering and documentation to observe and record the many ways in which they can see the politics of access to health and wellbeing play out in their chosen site (e.g. Is your chosen site accessible to everyone? Is it ADA compliant? What kinds of food options are available? How much do they cost? Who gets to access these spaces? Who does not? How do you experience these spaces? Do you feel safe? Why or why

not? Can you take care of yourself or others here? Why or why not? Etc.). Then, students will bring their data about their site back "into" the classroom space and learn to understand what their data reveals about the politics of access to health and wellbeing in their immediate communities and world around them, by learning to identify, communicate, and critically engage with the stories their data can tell them, given the theories, concepts, and ideas they are learning and engaging with in the assigned readings, combined with collaborative class discussions (**Stage 3: Data Stories**). The final stage of this project (**Stage 4: Mapping Access and Beyond**) will instruct students to create a map of their chosen site that tells the story (or stories) of accessing health and wellbeing in their space using course concepts to articulate the complexities of access, of health, and of wellbeing, which will be shared in a digital archive to display student work (i.e. a course website or blog). Students will be required to complete a 2000W written analysis of their "map" that integrates 6-10 course concepts, themes, and ideas to critically assess and communicate what they have learned about the politics of accessing health and wellbeing in their communities, while reflecting on the specific process and practices they learned and experimented with throughout the Mapping Access project.

6. **Reflection: Explain how the course offers students opportunities for reflection on their own developing skills and their status as learners and as researchers or creatives. (This information should also be readily visible on the syllabus.)**

The Mapping Access Project
As part of the final deliverable of this project, students will be required to complete a 2000W written analysis of their map that integrates 6-10 course concepts, themes, and ideas to critically assess and communicate what they have learned about the politics of accessing health and wellbeing in their communities, while reflecting on the specific process and practices they learned and experimented with throughout the Mapping Access project. As part of this reflection, students will be asked to: 1) assess how their understanding of health, wellbeing and access has changed over the course of this project; 2) identify the new skills, practices, theories and concepts they think were most impactful to their learning; and 3) identify which skills, practices, theories, and concepts they struggled with (and why); and 4) identify areas related to health, wellbeing, and access they would like to engage more deeply with in the future.