

# Gender, Race, Nation, and Health

## GWS W130

**Summer 2020\***

*Four (4) semester credits*

### Course Description

This course explores the ways health and illness are produced through biological, social and cultural processes that impact individual bodies, as well as the ways health and illness affect social outcomes of individuals and communities. We will consider the dynamics of various forms of power and the ways that power influences the distribution of illness and well-being in a society. The course focuses on health disparities in the United States, but will also consider how health disparities are generated between the United States and other areas of the world. Our readings and audio and visual materials provide in-depth information about the experience of illness, of caring for people who are not well, and of engaging in political action to alter the inequitable systems that support or generate disparate health conditions.

### Prerequisites

There are no prior course requirements.

### Course Objectives

I hope that at the end of this class you will:

- Understand the complex relationships between biology, health, science, policy, social position, culture, and power
- Understand what kinds of health disparities are characteristic of the United States
- Understand some kinds of health disparities characteristic of the global social landscape
- Become familiar with several critical frameworks through which to analyze the causes and effects of health disparities
- Gain competence in analyzing social phenomena through a variety of critical theoretical lenses

- Improve critical reading skills
- Improve skills in formulating and supporting a written argument

## **Instructor Information, Contact, Office Hours, & Communication**

### **Course Instructor**

Laura C. Nelson

[lcnelson@berkeley.edu](mailto:lcnelson@berkeley.edu)

### **Graduate Student Instructors (GSIs)**

While the instructor will interact with the whole class and will oversee all activities and grading, as well as being available to resolve any issues that may arise, the GSIs will be your main point of contact. Your GSIs are responsible for assisting you directly with your questions about assignments and course requirements, as outlined in the Assignments and Calendar. The GSIs will also facilitate ongoing discussion and interaction with you on major topics in each module.

- Name of GSI
- Name of GSI

### **Office Hours**

The course instructor and GSIs will offer virtual office hours via Zoom, a video conferencing program. These office hours allow for synchronous interaction with the instructor and GSIs and are a good opportunity to discuss your questions relevant to the course.

**Day: TBD**

**Hours (PDT): TBD**

Links to the appropriate Zoom room will be available in bCourses.

### **Course Mail**

You can also contact your GSI and instructor using bCourses emailing system, accessed via your Inbox. Make sure to check the Inbox for messages from the instructor and GSIs. You can also choose to have

your bCourses mail forwarded to your personal email account or your cell phone.

## **Question & Answer Discussion**

Please use this discussion to post questions relevant to the entire class. This can include questions about the course materials and topics or mechanics around assignments. The instructor and GSIs will monitor this discussion, but you should also feel free to answer questions posted by other students. This helps to create a general FAQ so that all students in the course may benefit from the exchange.

## **Note on online interactions with other students (as well as the instructors):**

Bear in mind that online interactions can easily be read as more aggressive or snarky than you mean them to be. In all your work online, please take care to be respectful, and to appreciate the work of others. Disagreement is perfectly acceptable, but when you express your disagreement focus on the reasons you disagree, and whether you disagree based on facts, reasoning, or ethical differences. You may be surprised, also, by the things other people offer – surprise is a great opening to new insights and learning. Be appreciative of the information and perspectives that allow you to see things in a different light.

## **Course Materials and Technical Requirements**

### **Required Materials**

The following books are required for this class:

- Audre Lorde. 1981. *The Cancer Journals*. Any edition is ok. One ISBN is 1879960737
- Alison Kafer. 2013. *Feminist, Queer, Crip*. Indiana University Press. ISBN: 978-0-253-00934-0

Additional readings will be available online on the bCourses site and via the library collection online. I will also providing links to films as part of the class, and will direct students to websites and podcasts. These are all required class materials.

### **Technical Requirements**

This course is built on a Learning Management System (LMS) called Canvas and UC Berkeley's version is called bCourses. You will need to meet these [computer specifications to participate within this online platform](#).

### **Optional**

bCourses allows you to record audio or video files of yourself and upload them in the course. Although doing so is not required for any of the activities, using these features will enhance your engagement in the course. If you would like to use these features, you will need to have a webcam and a microphone installed on your computer.

### **Technical Support**

If you are having technical difficulties please alert one of the GSIs immediately. However, understand that neither the GSIs, nor the instructor can assist you with technical problems. You must call or email tech support and make sure you resolve any issues immediately.

*In your course, click on the "Help" button on the bottom left of the global navigation menu. Be sure to document (save emails and transaction numbers) for all interactions with tech support.*

**Extensions and late submissions will not be accepted due to "technical difficulties."**

## **Learning Activities**

### **VERY IMPORTANT**

**You won't be able to access your course material until you read and make your pledge to Academic Integrity in the bCourses site.**

You are expected to fully participate in all the course activities described here.

1. Read the weekly reading assignments
2. Watch, listen to, and read the weekly instructor lectures
3. Watch and listen to any additional media provided for the week
4. Fully participate in the weekly discussions by responding to the provided prompts and engaging with other students' posts
5. Complete weekly quizzes
6. Complete written and feedback assignments as assigned

7. Complete all of the components of the research brief
8. Take the Final Exam in-person on campus or with an approved proctor

## **Sections**

For grading purposes, each of you has been assigned to one of the course GSIs and placed within their section. Your particular GSI will grade all of your work, as well as that of your section-mates, and engage with you in the course discussions. You can see whose section you've been placed in by exploring the "Section" column within the "People" page or by examining your discussion group's title, which includes your GSI's name.

## **Reading Assignments**

Each week includes assigned readings relevant to the topics covered. Some readings will be assigned from the required materials and others you will be able to access all via bCourses. The reading assignments are listed by week in the course schedule at the end of the syllabus and in the bCourses site. In addition to the reading assignments, some weeks you will also have films or podcasts to engage with. Those will also be provided in the bCourses site.

## **Lectures**

Each week you'll find video, podcast, and written lectures that provide important information and insights on the week's topics. You are required to engage with all lecture materials and will be responsible for addressing the concepts in your course assignments.

## **Weekly Quizzes**

After completing the lectures and reading assignments for the week, take the weekly quiz. The quizzes will be multiple choice questions and cover specific information from the lectures and readings.

## **Discussions**

Discussion groups have been pre-assigned and include other members of your GSI section. When you navigate to a discussion, you will automatically be taken to your group's instance of that discussion and to your group's space within the course. When finished with the

discussion, you will need to navigate from your group space back to the main course space in order to continue participating in other aspects of the course.

While the discussion assignments are asynchronous, you will be expected to make an initial posting by 11:59pm Wednesday (PDT) and to respond to at least two students' postings by 11:59pm Friday (PDT); continued participation throughout the week is highly encouraged. See the instructions within each discussion for specific guidelines.

## **Short Writing and Feedback Assignments**

Throughout the course there will be short writing assignments that will ask you to engage with the material in a variety of ways and feedback assignments where you will need to read and respond to your fellow classmates' work. These assignments vary throughout the course and you will find specific instructions in the bCourses site.

## **Research Brief**

The "research brief" is an opportunity for you to focus on one health issue and learn about how it is entangled in US society. You will start from an issue of "health" (a few examples, just to get you thinking: exposure to nuclear waste; food insecurity/poor nutrition; anxiety disorders; falling life expectancy in the US; the search for six-pack abs; distribution of health care centers in regional space; ...) and conduct research into the ways this health issue reflects American social diversity and/or the ways it affects that diversity. When completed, this "brief" can be produced as a paper (approximately 1500 words), or as a podcast (approximately 8-10 minutes) or a powerpoint (or other slide software) slideshow (approximately 10 slides). All "briefs" will require a bibliography of at least 8 references.

This project is broken down into three assignments:

- **The Research Proposal**, due end of Module 3 (10%). In this Proposal, you will state what health issue you will focus on, and what you think is likely to be interesting about it. You must also have a bibliography of at least 5 relevant published articles or websites, at least two of which you must have read and summarized in the research proposal. This Proposal should be approximately 300 words, plus the bibliography. State also

whether you will be writing a paper, doing a podcast, or making a slideshow.

- **The draft Research Brief**, due end of Module 6 (10%): This will be a draft version of your final project. Your goal is to provide a draft that the instructors and your peers can look at and give you feedback on. Ideally, the brief should fulfill the final requirements of the project.
- **The final Research Brief**, due end of Module 8 (10%): A paper (approximately 1500 words), or as a podcast (approximately 8-10 minutes) or a powerpoint (or other slide software) slideshow (approximately 10 slides). All “briefs” will require a bibliography of at least 8 references. You must also include a paragraph, after the bibliography, explaining how you improved your brief based on the comments you received on the draft.

All briefs will be shared with the class.

## Final Exam

You will take a three-hour, closed-book Final Exam on bCourses. There will be no make-up exam. Students must take the Final Exam in person on campus or off-site with an approved proctor.

If taking the exam on campus, you will need to plan on bringing a laptop on which you can access bCourses. Contact your GSI immediately if you do not have a laptop or will need other assistance to meet this requirement. If you are taking the exam off-site with a proctor, you will need to work with a proctoring site that provides a computer to use. Review the Proctor Info on the left navigation menu of the course for more information about the necessary steps to take the exam with a proctor. Off-site proctor applications must be submitted prior to **XXXXX**.

This year's Final Exam will be held on **TBD** for all students. *If you miss taking the Final Exam or try to take it in a manner for which you have not received permission, you will fail this class automatically.*

## Grading and Course Policies

**Your final course grade will be calculated as follows:**

Table 1: Final Grade Percentages

Category	Percentage of Grade
Discussions	20%
Weekly Quizzes (lowest score will be dropped)	15%
Short Writing and Feedback Assignments	15%
Research Brief	30%
Final Exam*	20%

You are expected to complete every module. Each module has several elements, including required reading, required video lectures, required assignments, and additional required informational materials. If you have not completed the assignments in each module, you cannot pass the course (no matter how high your overall grade is).

\***NOTE:** Although the Final Exam only accounts for 20% of the final grade, **students who do not receive a C- or higher on the Final Exam will not pass the course.** Students must show proficiency in the material on the final exam to receive a passing grade in the course itself.

## Late Work Policy

Late work will not be accepted without prior approval from your GSI or professor.

## Course Policies

### Promptness

All assignments have specific due dates listed in the course site and the Calendar on bCourses. You are expected to meet those listed due dates. All assignments will be submitted via bCourses.

### Honor Code

The student community at UC Berkeley has adopted the following Honor Code: "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." The expectation is that you



will adhere to this code. Read the entire [Berkeley Honor Code](#) for more information.

## **Collaboration and Independence**

Reviewing lecture and reading materials and studying for exams can be enjoyable and enriching things to do with fellow students. This is recommended. However, all assignments are to be completed independently and should be the result of one's own independent work.

## **Cheating**

A good lifetime strategy is always to act in such a way that no one would ever imagine that you would even consider cheating. Anyone caught cheating on a quiz or the Final Exam will receive a failing grade in the course and will also be reported to the University Center for Student Conduct. The expectation is that you will be honest in the taking of quizzes and exams.

## **Plagiarism**

To copy text or ideas from another source without appropriate reference is plagiarism and will result in a failing grade for your assignment and usually further disciplinary action. For additional information on plagiarism and how to avoid it, read the [UC Berkeley Library Citation Page, Plagiarism Section](#).

## **Academic Integrity and Ethics**

Cheating on exams and plagiarism are two common examples of dishonest, unethical behavior. Honesty and integrity are of great importance in all facets of life. They help to build a sense of self-confidence, and are key to building trust within relationships, whether personal or professional. There is no tolerance for dishonesty in the academic world, for it undermines what we are dedicated to doing - furthering knowledge for the benefit of humanity.

## **Incomplete Course Grade**

Students who have substantially completed the course but for serious extenuating circumstances, are unable to complete the Final Exam, may request an Incomplete grade. This request must be submitted in

writing to the GSI and instructor. You must provide verifiable documentation for the seriousness of the extenuating circumstances. According to the policy of the university, Incomplete grades must be made up within the first three weeks of the next semester.

## **Students with Disabilities**

If you require course accommodations due to a physical, emotional, or learning disability, contact [UC Berkeley's Disabled Students' Program \(DSP\)](#). Notify the instructor and GSI through course email of the accommodations you would like to use. You must have a Letter of Accommodation on file with UC Berkeley to have accommodations made in the course.

UC Berkeley is committed to providing robust educational experiences for all learners. With this goal in mind, we have activated the ALLY tool for this course. You will now be able to download content in a format that best fits your learning preference. PDF, HTML, EPUB, and MP3 are now available for most content items. For more information visit the alternative formats link or watch the video entitled, "[Ally First Steps Guide](#)."

## **End of Course Evaluation**

Before your course ends, please take a few minutes to participate in the course evaluation to share your opinions about the course. The evaluation does not request any personal information, and your responses will remain strictly confidential. A link to the evaluation (in the left-hand navigation menu) will be made available via bCourses.

## **Course Outline**

### **Pre-Class Module: Introduction to the Class and Online Summer Session**

The goals of this module are to orient the students to online learning, the honor code, the structure of the class and to the objectives for knowledge and skill development. Students will have access to the welcome video and the home page of the course, as well as Summer Session materials on appropriate engagement with online learning.

### **Assignments**

- Syllabus quiz

## **Week 1: Some Working Definitions: Health, Gender, Race, Nation, and Intersectionality**

The first goal of this module is to initiate productive student interactions with one another. In terms of learning content, the goal of this module is to equip students with a basic understanding of how to understand social inequalities and differences as produced by and through society and culture, not as effects/outcomes of biological differences. This module will emphasize intersectionality to push against the reification of simplified categorical differences such as "race," "gender," "ethnicity," "age" "class," "dis/ability," etc. Lecture materials will highlight scholarship on intersectional inequalities and their relations to power (written and oral lecture citations will include Kimberle Crenshaw, Cherrie Moraga and Gloria Anzaldúa, W.E.B. DuBois, and others). Focus will be on discussing how systemic and structural processes (material and cultural) – never themselves “disembodied – produce and enact inequalities in society. We will also introduce the idea that many health problems are entangled with chronic stress related to social inequality.

### **Listen/Watch**

- Sojourner Truth, “Ain’t I a Woman?” read by Alfre Woodard
- Sir Michael Marmot: Social Determinants of Health video

### **Reading**

- Audre Lorde, 1981. *The Cancer Journals*. (Whole book.)
- Combahee River Collective statement
- Nancy López, 2013. “Contextualizing Lived Race-Gender and the Racialized-Gendered Social Determinants of Health.” Chapter 12 in Laura E. Gómez and Nancy López, eds., *Mapping “Race”: Critical Approches to Health Disparities Research*. Rutgers University Press.

### **Assignments**

- Short Writing Assignment 1: 1-page personal essay
- Feedback Assignment 1: Respond to personal essays

- Week 1 Quiz
- Week 1 Discussion

## **Week 2: The Landscape of Health Inequalities – An Introduction to a Large Field**

Given the complex and pervasive characteristics of social inequalities, in this module we ask how these manifest in health inequalities in the United States. The goal of this module is to provide a number of case studies in how health inequality both reflects and produces social inequalities. These case studies provide a thinking platform for further work later in the course. We will look at questions of race, class, gender, and age, and how these factors intersect in people's bodies, as well as recognizing how the recursive vectors of embodied health and dis/ability affect social inequalities. We will look at several specific examples. Although somewhat dated (produced in 2008), the California Newsreel documentary series *Unnatural Causes* lays out with clarity how life expectancy, cardiovascular disease, and diabetes (as prime examples) vary by income and by race. We will consider Nadine Burke Harris' development of the ACEs (Adverse Childhood Experiences) tool to identify health risks to people exposed to violence, poverty, and abuse in childhood (with some critical discussion of how racism qualifies as an "adverse childhood experience" and also of the potential to pathologize people raised in poverty). We will look at how the American Academy of Family Physicians has recently pointed to the complex correlations of imprisonment/criminalization with race, class, and health. Finally, we will consider the extremely high prevalence of diabetes among people with Native American heritage. In this module, we will begin to compare the individualizing approach of medical practitioners, the population-level approach of public health, and the critical health approach centering the importance of structural violence.

### **Listen/Watch**

- *Unnatural Causes: In Sickness and In Wealth* (episode 1, 56 minutes) – students are invited to look through the website and explore other episodes
- Nadine Burke Harris interview

### **Read**

- P.B. Jackson, D.R. Williams, 2006. "The Intersection of Race, Gender, and SES: Health Paradoxes."
- Zinzi D. Bailey, Nancy Krieger, Madina Agénor, et al, 2017. "Structural Racism and Health Inequalities in the USA: Evidence and Interventions." The Lancet.
- American Academy of Family Physicians, 2019. "Incarceration and Health: A Family Medicine Perspective (Position Paper)." AAFP website online

### Assignments

- Week 2 Quiz
- Week 2 Discussion

## Week 3: Medical Research and the Sciences of Embodied Social Differences

Having established the inequitable distribution of health and its connections to social inequalities, in this module we will look at both the *possibilities of* and the *problems with* researching health differences correlated with race, class, gender, etc. The goals of this module are to dive into the complicated problem of how to address social differences in health/illness without reifying and reinforcing those social differences. Materials will include both critiques of race-categorizing and gender-categorizing health research, *as well as* justifications for that research on the basis of medical "need" or potential. We also will look at the historical use of "vulnerable populations" (imprisoned people, people of color, impoverished people, colonized people, etc.) in medical research and the development of rules of human research ethics. Bringing this history into dialogue with the present, this module will examine research to "map" the human genome, and to identify race-category specific genomic differences. While we will emphasize the history of exploitation of vulnerable bodies in medical research, and the tendency to construe "medical progress" as a universal rather than a particular good, this module also complicates these critiques by posing the conundrum that, if social inequality is embodied in ways that generate different medical needs, how can medical researchers investigate these embodied differences without reifying those differences?

### Listen/Watch

- Gene Demby, 2018. "Race Underneath the Skin." NPR Code Switch, December 26. (Recording with transcript, featuring Kim TallBear.)
- Rob Stein, 2019. "Gene-Edited 'Supercells' Make Progress in Fight Against Sickle Cell Disease." NPR Morning Edition, November 19.
- Evolving Concern: Protection for Human Subjects (1986, National Library of Medicine)

### Read

- Rebecca Skloot. 2011. The Immortal Life of Henrietta Lacks. (Excerpts)
- Roberts, Dorothy. 2011. "What's Wrong with Race-Based Medicine?" Penn Law Public Law and Legal Theory Research Paper Series Paper No. 12-52.
- Cooper, Richard. 2013. "Race in Biological and Biomedical Research." Cold Springs Harbor Perspectives in Medicine. <http://perspectivesinmedicine.org/content/3/11/a008573.full> (Links to an external site.) (Links to an external site.)
- Anne Fausto-Sterling, 2008. "The Bare Bones of Race." Social Studies of Science 38(5): 657-694.

### Assignments

- Research Brief Proposal
- Week 3 Quiz
- Week 3 Discussion

## Week 4: Care Differences: Provision, Access

The goals of this module are to look at and understand how care provision is a social encounter shaped by social inequality at every point (a racial project, in Omi and Winant's sense), *and* to understand how differences in the "care burden" are also inputs into the systems of inequality. We will consider how doctors and other medical professionals often make biased assumptions about both what conditions are "likely" to be associated with individuals in raced/gendered categories, and how patients often are assumed to respond to treatment (and pain!) according to their

racialized/gendered positions. We will consider efforts to change bias in treatment, including “cultural sensitivity” and “cultural competence” training of physicians, and efforts to redistribute care resources and to invest in illness prevention in vulnerable populations. We will also look at compounding factors, such as the distribution of personnel in treatment and care by gender and “race,” and different access to insurance (and even the location of medical treatment sites). We will examine how lack of legal status as US residents (self or family), along with language barriers, poses an obstacle to care for immigrant populations (with particular focus on Latinx and people of API heritage). Finally, we will look at how gender identity and sexual orientation identity has affected medical care access. Examples will include the development of a clinic serving transgender patients in San Francisco, filling an unmet need; policy debates in California around expanding public insurance eligibility to undocumented immigrants; the distribution of medical students into specializations by gender and racial categories; and how doctors perceive both pain tolerance and mental illness as qualitatively different in patients of various racialized, gendered, and classed backgrounds.

### **Watch**

- Transgender Tuesdays: A Clinic in the Tenderloin (2012)

### **Read**

- Eve Glicksman, 2019. “Your diagnosis was wrong. Could doctor bias have been a factor?” *The Washington Post* (15 November).
- David R. Williams and Ronald Wyatt, 2015. “Racial Bias in Health Care and Health Challenges and Opportunities.” *JAMA* (August 11) 314(6).
- Kim TallBear, 2019. “Caretaking Relations, Not American Dreaming.” *Kalfou: A Journal of Comparative and Relational Ethnic Studies* 6(1).
- Michael Sainato, 2019. “‘I live on the street now’: How Americans fall into medical bankruptcy.” *The Guardian Newspaper* (14 November).
- Campbell, Steven, 2017. Racial and Gender Disparities within the Direct Care Workforce: Five Key Findings. PHInternational.

### **Assignments**

- Feedback Assignment 2: Respond to Research Brief Proposals
- Week 4 Quiz

## **Week 5: Eugenics and Reproductive Justice**

The goals of this module are to examine how current debates about reproductive rights must be understood in the context of US history of enslavement, genocide of indigenous people, and eugenicist public policies. We will pose the question of how to think about Margaret Sanger's participation in eugenicist activities as part and parcel of the founding of the precursor organizations to Planned Parenthood. While we will focus on the political attacks on abortion providers (and the connection between this and reductions in access to reproductive health services in large areas of the country), we can complicate the politics by thinking about the ways claims to "right to life" and "reproductive rights" engage Native American, Latinx, African American, and White women in different ways and from different histories. We will look at the movement for "reproductive justice" and take up the discussion of structural violence and unequal resources for raising safe and healthy children. As case studies we will look at various explanations for the high rates of complications of pregnancy and childbirth among African American women; forced sterilizations of African American, Native American, Latinx women, and poor white women; anti-abortion violence; and what stands in the way of the development of a pill for men to control conception.

### **Watch**

- No más bebés (2015)

### **Read**

- Loretta J. Ross. (2017.) "Reproductive Justice as Intersectional Feminist Activism." *Souls* 19(3): 286-314.
- Alison Kafer, Chapter 2 "At the Same Time Out of Time: Ashley X" and Chapter 3 "Debating Feminist Futures: Slippery Slopes, Cultural Anxiety, and the Case of the Deaf Lesbians." In *Feminist, Queer, Crip*.
- Garcia, L. 2009. "Now Why Do You Want to Know About That? Heteronormativity, Sexism, and Racism in the Sexual (Mis)Education of Latina Youth." *Gender & Society* 23 (4): 520-541.



## Assignments

- Week 5 Quiz
- Week Discussion

## Week 6: Toxicities, Environmental Justice, and the Climate Crisis

The goals of this module are to draw connections between racialized and gendered bodies and differing vulnerabilities and exposures to harmful environmental effects of toxicities and climate change. We focus intensively on the topic of lead exposure (which varies by occupation, class, and race, and is processed differently by children compared to adults) as a toxin that has had multiple health impacts on many populations but particularly has hit African American households hard in Flint; and on pesticide exposures in California's agricultural industry, which has impacted Latinx and Asian immigrant populations in particular. We will also discuss toxic exposures in the urban workplace (an intrinsically classed, raced, and gendered environment), as well as exposures at home and on the body which are likely to affect women and children more intensively than men. In this module the emphasis is on environmental issues as they intersect with race, class, and health, and asks students to consider how to think about the widespread sources of toxicity and the often long timescale of impacts affects community and political responses. The structures of capitalist economy and the impacts on bodies and health are put into direct dialogue in this module, situating environmental justice within the domains of the climate crisis, social justice, and health justice.

### Watch

- Annie Leonard, 2010. *The Story of Cosmetics*.

### Read

- Christian Warren, 2001. Chapter 1: What's Lead in the Bone. *Brush with Death: A Social History of Lead Poisoning*. Baltimore: John's Hopkins University Press. (p. 1-12, available online via the library as an e-book.)
- Erica L. Green, 11/06/2019. "Flint's Children Suffer in Class After Years of Drinking Lead the Lead-Poisoned Water." *The New York Times*.

- Vann R. Newkirk II. 2018. "Trump's EPA Concludes Environmental Racism is Real." *The Atlantic Monthly*. February 18.

### **Assignments**

- Draft Research Brief
- Week 6 Quiz

## **Week 7: Ableist Structures and Superhumans**

The goals of this module are to examine both the structures that make it difficult for people with disabilities to thrive in contexts that are not designed for universal access; to recognize that "disabilities" offer different abilities; and to consider the implications of medical and scientific research aiming to "fix" disabilities and – further – to make "superhumans" possible. We will focus on the question of "normal" and "abnormal" as a philosophical/scientific term as well as an outlook with social effects. We will discuss the value hearing impaired individuals place on their own mode of communication and their community, as a counterpoint to considering deafness as an impairment. We will also look at ADHD and other behavioral diagnoses have proliferated, and the extent to which African American children and boys are more likely to be diagnosed with medicalized behavioral pathologies, with effects on their school success. One important focus of this module is to put cognitive and psychological health into conversation with ideas of "success" and the meritocracy, and to pose the question of medications and treatments (including gene editing) to eliminate conditions outside the definition of "normal," and even to achieve "superhuman" or optimized capacities. The issue of who will have access to what new treatments, and how differential access is likely to exacerbate inequality, will be a key consideration, alongside the issue of how different abilities are valued and how people with various abilities can be best supported.

### **Watch**

- Fixed: The Science/Fiction of Human Enhancement (2014)

### **Read**

- Alison Kafer, Introduction and Chapter 1, "Time for Disability Studies and a Future for Crips." In *Feminist, Queer, Crip*.

- Medium.com 2018. "Open in Emergency explores Asian American mental health crisis and offers new tools for Care.

### **Assignments**

- Feedback Assignment 3: Respond to Research Brief Draft
- Week 7 Quiz
- Week 7 Discussion

## **Week 8: Concluding Thoughts: Intervening in the Feedback Loops of Health and Inequality Through Concepts of Structural Violence**

The goals of this module are to honor the work of community health activists, and to open the door for students to begin to think about how they might intervene in the feedback loops of health inequalities and social inequalities. We will look at the Community Health clinics of the Black Panther movement, as well as the Independent Living movement, ACT-UP, the #BlackLivesMatter movement, #SayHerName and #MeToo. We will focus particularly on the Movement for Black Lives that has incorporated calls for paid parental leave, health care (including mental health care) for all, and elder care. We will also discuss the activism against the Dakota Pipeline, and the development of alliances around the resistance to the continued colonization of Native American lands and the identification of health impacts from settler colonialism both historically and in the present. We will circle back to our initial interpretive and analytic frameworks, and will focus on how community health movements can avoid the reproduction of categorical social differences, or can use them in new ways.

### **Watch**

- Alicia Garza, "Creating a Movement"

### **Read**

- Alondra Nelson, 2011. "The People's Free Medical Clinics." Chapter 3 in *Body and Soul: The Black Panther Party and the Fight Against Medical Discrimination*. (Minneapolis: University of Minnesota Press)
- Review Audre Lorde's *Cancer Journals*.

- Alison Kafer, Chapter 7 "Accessible Futures, Future Coalitions."  
In *Feminist Queer Crip*
- ACTUP online archive
- Survived + Punished website
- "Treaties Still Matter: The Dakota Access Pipeline"

### **Assignments**

- Research Brief
- Week 8 Quiz
- Short Writing Assignment 2: Revisit first two assignments from Module 1 and compare

### **Final Exam**

In-person on campus DATE AND TIME TBD and proctored DATE TBD

\*Subject to change