

ES Core  
 Spring 2017 12-week  
 TR 1.45-3.45  
 Hinsdale 201

Instructor: Emily Waples  
 Email: [waplesej@hiram.edu](mailto:waplesej@hiram.edu)  
 Office: Mahan House  
 Office Hours: by appointment

## Health & Social Justice

“Of all the forms of inequality,” Dr. Martin Luther King once proclaimed, “injustice in health care is the most shocking and inhumane.” While the Universal Declaration of Human Rights identifies health and health care as fundamental human rights, in the United States and elsewhere, acute health disparities continue to exist on basis of socioeconomic class, race, ethnicity, gender, sexuality, and ability. This course applies the principles of social justice to an examination of American health disparities. Addressing issues such as economic justice, racial justice, environmental justice, reproductive justice, disability justice, and LGBTQ justice, this course promotes an intersectional approach to social justice issues as it seeks to explore the complex relationships among discourse, power, and health. Considering the competing positions of various stakeholders, we will explore population-specific differences in categories such as mortality and morbidity, access to and quality of care, resource allocation, and data collection. Through reading among multiple genres—including memoir, poetry, fiction, journalism, critical theory, and social scientific scholarship—we will also analyze the social determinants of health from a discourse analysis perspective, asking how representation affects policy, practice, advocacy, and activism. Ultimately, we will assess strategies for organized collective action as we work toward an informed response to Thomas Couser’s question in *Signifying Bodies* (2010): “How can we guarantee, or at least try to ensure, that representation serves the best interests of vulnerable subjects?”

In each text, we will consider the relationships among social power, health, and access to care by asking questions adapted from DuBois’ bioethical framework (2008):



- Who are the **Stakeholders**?
- What are the **Facts**?
- What are the social **Disparities**—specifically, why and how are race, gender, sexuality, ability, and/or economic status important factors in this health or care situation? How do social disparities intersect and affect health or access to care?
- What are the **Options** for fairer or more ethical promotion of health or access to care?

Through asking these questions, we will work toward a final project in which you identify an inequality in health or healthcare and propose a solution for fairer distribution or more equitable, ethical treatment of a vulnerable population.

## LEARNING OBJECTIVES

- Learn key issues about health and social justice, especially the social determinants of illness and care, through readings in multiple genres.
- Explain how social disparities impact health and distribution of healthcare or medical experimentation in specific sociohistorical contexts.
- Apply critical analysis to specific health issues represented in narrative and public media through discussion, presentations, groupwork, and writing.
- Examine ethical assumptions underlying key U.S. practices (such as medical research and failure to conduct research as well as distribution of care) and cultural narratives surrounding these instances, and determine whether they best serve the interests of vulnerable populations/subjects.
- Reflect upon the bigger picture of connections among social disparities, power, health, and ethics—critically examine their assumptions and actions in relation to others, your future profession, and your role(s) as a community member.

## COURSE TEXTS

Bettina Judd, *Patient* (2014)

Jesmyn Ward, *Men We Reaped: A Memoir* (2014)

All other readings are posted on Moodle, and are included as hyperlinks in the PDF version of this syllabus.

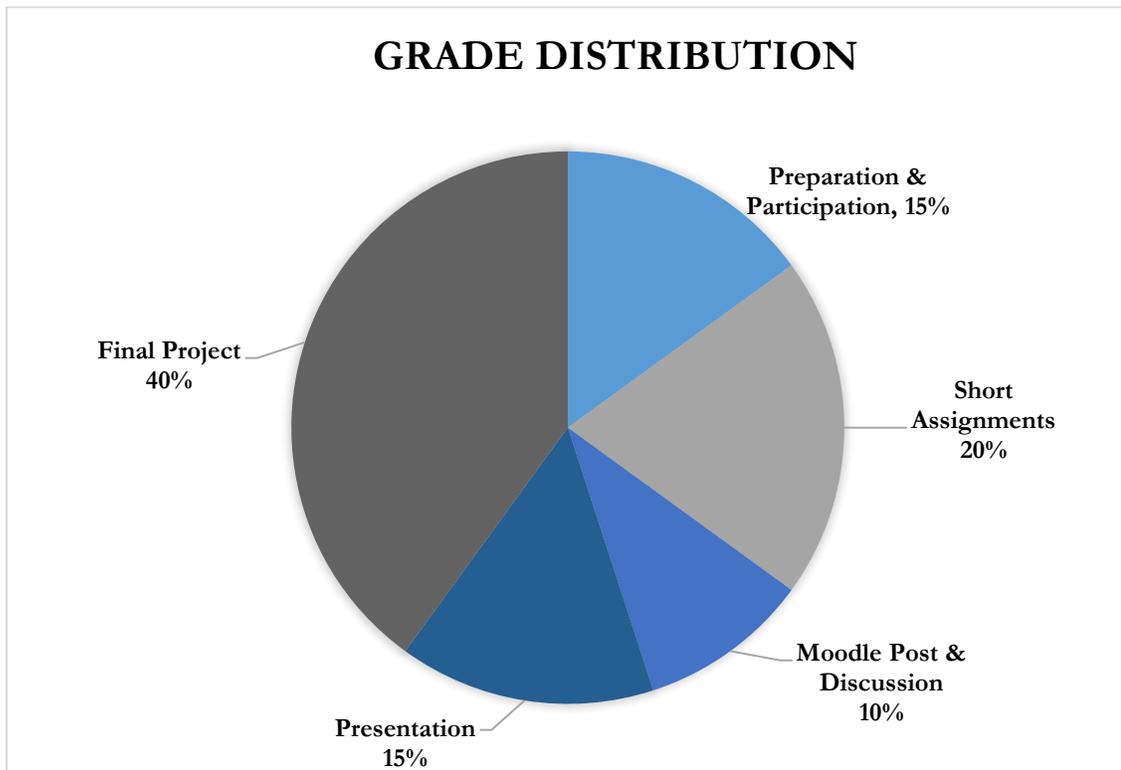
## Contents

Learning Objectives.....	2
Texts.....	2
<a href="#">Requirements &amp; Grade Distribution</a> .....	3
<a href="#">Grading Scale</a> .....	3
<a href="#">Class Discussion</a> .....	4
<a href="#">Course Policies</a> .....	4-5
<a href="#">Hiram Policies</a> .....	6-8
<a href="#">Plagiarism &amp; Citation</a> .....	8
<a href="#">Assignments</a> .....	9-11
<a href="#">Course Schedule</a> .....	12-15

## COURSE REQUIREMENTS

Preparation & Participation.....	15%	(30 points)
Short Assignments.....	20%	(40 points)
Moodle Post & Discussion.....	10%	(20 points)
Presentation.....	15%	(30 points)
Final Project.....	40%	(80 points)

Total = 200 points



**GRADING SCALE**

93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	0-59	F

## GUIDELINES FOR CLASS DISCUSSION

- Engage with your classmates and me respectfully.
- Be aware of your language use and how it might be interpreted. Use “I” language; be mindful of speaking for others’ experiences. Avoid overgeneralizations.
- Respond to ideas, not the person saying them. Be descriptive with feedback rather than evaluative.
- Acknowledge how your own background, identity, positions, and experiences impact your comments.
- If a topic makes you uncomfortable, use your judgment to engage in a way that best serves you (eg. responding respectfully, writing your thoughts, speaking to me privately).
- Be aware of your level of participation. I encourage a “step up/step back” policy: if you tend to speak a lot in class, I ask that you challenge yourself to allow others to speak first; if you tend to be quieter during class discussions, I ask that you challenge yourself to speak more.
- Listen deeply and generously; commit to learning from others’ perspectives.

## COURSE POLICIES

### Attendance

Your regular attendance is essential to the success of this discussion-based course. Serious illnesses, family emergencies, participation in college-sponsored athletics or special events, and religious observances will be considered **excused absences**. If a class session or assignment due date conflicts with your religious holidays, please notify me so we can make alternative arrangements. In most cases, I will ask you to turn in your assignment ahead of your scheduled absence.

I realize that sometimes unforeseen circumstances may arise. You are entitled to **one** unexcused absence without penalty. Every unexcused absence thereafter will count as a **3-point deduction from your final grade. You may not make up quizzes or in-class assignments if your absence was unexcused.**

Please make every effort to notify me if you have a legitimate reason to miss a class. If you miss a class for any reason, I encourage you to come to my office hours as soon as possible to discuss the day’s material.

### Preparation & Participation

Preparation for class discussion includes not only completing the assigned readings for the days they will be discussed, but **taking notes, formulating questions for discussion, and annotating your texts (underlining main ideas, defining words, including margin comments)** using an app such as Notability or Adobe PDF Reader (You may also print out PDFs and take notes by hand if you prefer).

Participation will be assessed by your engagement and consideration during class discussions (whether with the full class, small groups, or in pairs) and in-class writing exercises. Having productive class discussion entails creating a balance between speaking and listening when others speak. You demonstrate engaged participation not only by offering your own ideas, but by respectfully *responding* to the ideas of others. Meeting with me outside of class to discuss course material will also be counted as participation.

## Technology

We will be using our Hiram-issued iPads throughout this course. I ask that you please be mindful of the ways in which your devices may affect your own and others' learning, and self-monitor to minimize distractions (internet, email, sounds, etc.) If I see you using your iPad for a purpose other than taking notes or accessing course material, I will deduct 2 points from your final grade for each instance.

Please turn off or silence your cell phone and put it away for the duration of class. If I see you using your phone, I will deduct 2 points from your final grade for each instance.

## Communication

Your success in this course is important to me. You are welcomed and encouraged to come to my office hours to discuss your work. If you cannot make my regular office hours, I am happy to arrange a meeting at a mutually convenient time. I typically check my Hiram email between 8 AM and 5 PM, and will make every effort to respond as soon as possible.

## Due Dates and Late Work

Due dates for formal assignments are clearly noted in the course schedule below. Work submitted after the due date will be marked down 1/3 of a letter grade for every 24-hour period it is late. Work that is not turned in within 5 days of the final deadline will receive a 0. I am willing to grant extensions on assignments in extraordinary circumstances, as long as you make arrangements with me at least 24 hours in advance of the final deadline.

## **HIRAM COLLEGE POLICIES**

### **Non-Discrimination Policy**

Hiram College is committed to equality of opportunity and does not discriminate in its educational and admission policies, scholarship and loan programs, and athletic and other school-administered programs on the basis of race, color, national origin, religion, gender, sexual orientation, age, or disability. The College will not tolerate harassment, prejudice, abuse, or discrimination by or of any of its students, faculty, or staff.

### **Communication with Others**

Hiram College encourages students to speak directly with faculty regarding course content and performance. Students are also encouraged to speak with members of their families or others, particularly if the student remains dependent on others for financial support. Faculty may choose to speak with others, but generally, faculty will require a written FERPA waiver to be signed by the student before speaking with another person. FERPA waivers may be found at the Registrar's Office in Teachout-Price, or [online](#).

### **Disability Support Services for Students with Special Needs**

To arrange for support services, a student must submit appropriate, current, detailed documentation to the Director of Counseling, Health and Disability Services (CHDS) together with the completed: [online service request form](#). After verification and in the spirit of federal law, the student will provide their accommodations letter to each faculty member(s) to initiate accommodation services. Faculty are not permitted to make accommodations without the authorization of the Director of CHDS. Hiram College adheres to Section 504 of the Rehabilitation Act to provide requested services for disabled students as specified by the requirements contained in the Americans with Disabilities Act (ADA) policy guidelines. The Director CHDS is located in the Julia Church Health Center (330-569-5418) P.O. Box 67, Hiram OH 44234.

### **Academic Dishonesty**

There are many forms of academic dishonesty, including plagiarism, the giving or receiving of help in any form on an examination, the sale or purchase of papers and test materials, the abuse of computer privileges and regulations, the misuse or abuse of online or library resources, and any other action which debases the soundness of the educational process. Any student who violates the integrity of the academic process will be subject to punishment, including possible dismissal from the College.

Hiram College believes that the development of intellectual honesty is at the heart of a college education. The process of education is severely compromised if we cannot depend

on the academic integrity of each member of the community. Moreover, the principles of academic honesty are aligned closely with the principles of good scholarship and research, principles of critical thinking and reasoning, and the standards of professional ethics. Thus, students who fail to practice academic honesty not only risk losing the trust of the academic community, they also fail to develop the most essential skills and abilities that characterize a college graduate.

Faculty members, librarians and staff are expected to report all instances of academic dishonesty to the Associate Dean of the College, who will provide advice on an appropriate action.

### **Grade Appeals**

Academic performance is to be judged solely by individual faculty members. Grades are not subject to alteration based on the amount of effort exerted by, or past performance of, a student. Faculty are expected to provide performance criteria (such as attendance policies, deadlines, assignment expectations, etc.) as part of course syllabi or distributed assignments, but assessment of student performance in meeting said criteria is for the individual faculty member to determine. If a student believes that criteria were ignored, or that work submitted was not included, the student should consult the “Student Academic Responsibilities and Performance” section of the current Hiram College Catalog at which can be found on the [Hiram College Catalog webpage](#). Therein is provided the process for grade appeals. Please note that all grade appeals reside wholly with the professor alone until the official posting of grades by the Registrar.

### **Credit Hour Policy**

The credit hour is an institutionally established equivalency that reasonably approximates one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week within each part of the term within a full semester. An equivalent amount of work is required for other academic activities including: independent study, internship, field experience, clinical experience, laboratory work, private instruction, studio work, and other academic work leading to the award of credit hours. For classes offered in a shortened format, the hours are prorated so the classes contain the same total number of hours as if the classes were scheduled for a full fifteen week semester.

### **Audio and Video Recording Policy**

The use of technologies for audio and video recording of lectures and other classroom activities is allowed only with the express permission of the instructor. In cases where recordings are allowed, such content is restricted to personal use only unless permission is expressly granted in writing by the instructor and by other classroom participants, including other students. Personal use is defined as use by an individual student for the purpose of studying or completing course assignments. When students have permission for personal use

of recordings, they must still obtain written permission from the instructor to share recordings with others.

For students who have been approved for audio and/or video recording of lectures and other classroom activities as a reasonable accommodation, applicable federal law requires instructors to permit those recordings after the accommodation letter is presented to the faculty member. Such recordings are also limited to personal use, except with permission of the instructor and other students in the class.

Questions, concerns, or alleged violations of this policy should be referred to the Associate Academic Dean.

### **Note on Plagiarism & Citation**

Copying or borrowing language **or ideas** from other sources without proper citation is considered plagiarism, **and will result in automatic failure of the assignment.**

#### **Definitions of plagiarism**

Adapted from Professor John Whittier-Ferguson  
Department of English, University of Michigan

#### **It is considered plagiarism when a student:**

1. Fails to properly attribute words to a source.
2. Fails to properly attribute ideas to a source that cannot be considered “common knowledge.”
3. Includes a quotation from a source without clearly and properly citing that author's work.
4. Quotes portions of an author's work, but uses more of that work without quotation marks and without attribution.
5. Takes a paper, in whole or in part, from a website or archive of already-written papers.
6. Submits a paper written by another student.
7. Submits the same paper, or portions of the same paper, twice for two different courses or assignments.
8. Takes the results of another's research and attempts to pass those results off as his or her own work.

## OVERVIEW OF ASSIGNMENTS

### Short Assignments (40 points total)

Over the course of the semester, I will periodically offer prompts for short assignments (usually in the form of 300-400 word response papers submitted to Moodle) to assess your understanding of course material. These will be assessed for the thoroughness and thoughtfulness of your response, and the depth of your engagement with class ideas and texts.

### Moodle Post and Discussion (20 points)

You will be responsible for leading discussion during one class session. **By 12 PM on the day of your class discussion**, post a polished, 2-paragraph analysis of the assigned reading on Moodle. Using specific textual evidence, identify disparities or conflicts between stakeholders and analyze the social (and/or economic) factors affecting each stakeholder in the realm of health or healthcare.

At the end of your post, include **3 thoughtful, complex questions for class discussion**. For the first 30 minutes of class, you will pose questions to the class and facilitate discussion. You may use any format you like to ensure a lively, engaged, comprehensive and inclusive discussion.

A good discussion leader will:

- allow & encourage everyone to speak
- ensure that others are respectful in listening and responding even if there is disagreement
- generate important and even debatable claims and conclusions about the reading
- present back to the class the group's best points with adequate explanation/context
- pose questions or solicit comments on specific points/issues

### Presentation: Analysis of a Current Media Piece (30 points)

Find a medical study, a news segment or article, a PSA or other advertisement, or some other media piece that covers health or healthcare in a specific population. For 6-8 minutes, present your piece to the class—briefly summarize it and present your analysis using the SFDO framework. For the Disparities section, use critical analysis methods to examine social inequalities in gender, race, class, sexuality, ethnicity, ability, or age. Address biases, and present several ideas for other options (or a way to address the issue). Then lead a brief discussion by asking the class 1 or 2 good discussion questions (3-5 min.).

## Final Project (80 points)

You will design your own final project, in which you will **identify a problem** in health and social justice, which could be either an actively occurring injustice OR a lack (such as a lack of healthcare access or health education). You will then **present a comprehensive analysis of the disparity**, and **propose and/or enact a targeted solution to the disparity**.

All projects will include a written component and must use a minimum of **4 scholarly sources**.

Your project may take one of the following three forms:

1. Research Paper (individual)  
12-15 pages, double-spaced

Researching a problem facing a specific vulnerable or underrepresented population (eg children with asthma in New York City, undocumented immigrants in California, homeless LGBT youth). Analyze the ways in which other scholars have assessed this disparity (including the options for addressing it), and propose your own recommendations for action (intervention projects and/or avenues for further research).

2. Action Project (individual or in groups of 2-3)  
Written component: 8-10 pages, double-spaced

Design a project that achieves a solution to a problem or takes a step toward achieving a solution. A targeted solution requires a sufficiently narrowed problem. A local population (such as Hiram students or patients in your clinicals) works well, but you may also choose to consider other underrepresented populations (such as Ohioans with Medicaid, children on free lunch programs in Cleveland public schools). Direct involvement with your population (eg education, intervention) or political work on behalf of your population (eg writing to state or local representatives) is encouraged. Your written component will address the background of the disparity and the results of your project.

3. Creative Project (individual or in groups of 2-3)  
Written component: 8-10 pages, double-spaced

Design a project that responds to a problem through a creative medium (eg fiction, creative nonfiction, poetry, drama, visual art, photography, film). Your written component will serve as an “artist’s statement” that addresses the background of the disparity and provides analysis of your artistic intervention.

For **all projects**, the written component must follow this format:

1. Introduction (a researched discussion of the problem using scholarly and/or clinical sources)
2. Stakeholders
3. Facts (cited from the findings of your research; you may also include your observations during shadowing, clinicals, internships, personal life, etc. as relevant)
4. Disparities (narrow down the specific disparity you're working on; back up with research)
5. Option(s) and plan of action
6. Analysis or Results
  - For research papers: Detailed analysis of your sources
  - For action projects: Results of your project
  - For creative projects: Detailed analysis of your own project
7. Discussion
  - For research papers: Discuss what your sources provide in terms of options, and what you suggest above and beyond your sources
  - For action projects: Discuss what worked and what didn't
  - For creative projects: Discuss what your sources provide in terms of options, and what your creative approach allows us to see differently
8. Conclusion (include statements of how your project helped understand, analyze, and/or address a disparity, and suggest what more is needed to continue working on this disparity)
9. Works Cited

**Deadlines and point distribution:**

Proposal (due 2/27): 4 points

Annotated bibliography (due 3/15): 8 points

Workshop draft (due 3/27): 8 points

Presentation (Tues. 4/3 or Thurs. 4/5): 10 points

Final draft (due 4/10): 50 points

## COURSE SCHEDULE

### \*student-led discussion

*Week 1: The Social Determinants of Health; The Social Justice Paradigm*

**Tu. 1/9** Introduction to the course

**Th. 1/11**

- [Jennifer Prah Ruger, “Health and Social Justice” \(2004\)](#)
- [Universal Declaration of Human Rights \(1948\)](#)

*Week 2: Economic Justice & The American Healthcare Marketplace*

**Tu. 1/16**

- [Atul Gawande, “Is Health Care a Right?” \(2017\)](#)
- [WHO, Human Rights and Health Fact Sheet \(2017\)](#)
- [T.R. Reid, “5 Myths About Health Care Around the World” \(2009\)](#)
- *Men We Reaped*, pp. 1-41

**Th. 1/18**

- [Sayantani DasGupta, “Listening as Freedom: Narrative, Health, and Social Justice” \(2014\)](#)
- [Report to Congress on Minority Health Activities \(2015\), pp. 1-11](#)

*Week 3: Racial Justice*

**\*Tu. 1/23**

- [Gee et. al, “A Life Course Perspective on How Racism May Be Related to Health Inequities” \(2012\)](#)
- [Nancy López and Vivian L. Gadsden, “Health Inequities, Social Determinants, and Intersectionality” \(2016\)](#)

**Th. 1/25** No class meeting – groupwork

- *Men We Reaped*, pp. 42-103

*Week 4: Racial Justice, cont.*

**Tu. 1/30**

- Bettina Judd, *Patient*
- [Hidden Brain: “Remembering Anarcha, Lucy, and Betsey” \(podcast, 2016\)](#)
- [DeNeen L. Brown, “A surgeon experimented on slave women without anesthesia. Now his statues are under attack” \(2017\)](#)
- *Men We Reaped*, pp. 104-162

**\*Th. 2/1**

- [Alondra Nelson, \*Body and Soul: The Black Panther Party and the Fight Against Medical Discrimination\* \(2011\), Introduction & Chapter 3](#)

*Week 5: Environmental Justice*

**Tu. 2/6**

- [U.S. Commission on Civil Rights, “What is Environmental Justice?” \(2003\)](#)
- [John Eligon, “A Question of Environmental Racism in Flint” \(2016\)](#)
- [Eric Sandy, “East Cleveland Residents Have Complained About the Health Hazards of the Noble Road Dump for Years. Is Anyone Listening?” \(2017\)](#)
- *Men We Reaped*, pp. 163-end

**\*Th. 2/8**

- [Rob Nixon, Introduction to \*Slow Violence and the Environmentalism of the Poor\* \(2013\)](#)

*Week 6: Environmental Justice, cont.*

**\*Tu. 2/13**

- [Terry Tempest Williams, “The Clan of One-Breasted Women” \(1992\)](#)
- [Joni Seager, “Rachel Carson Died of Breast Cancer: The Coming of Age of Feminist Environmentalism” \(2003\)](#)
- [Breast Cancer Action Factsheet \(2014\)](#)

**\*Th. 2/15**

- [Sandra Steingraber, \*Having Faith: An Ecologist’s Journey to Motherhood\* \(2001\) - excerpts](#)
- [Rachael Lorenzo, “At Standing Rock, Environmental Justice is Reproductive Justice” \(2016\)](#)

*Week 7: Reproductive Justice*

**\*Tu. 2/20**

- [Jennifer Nelson, \*More than Medicine: A History of the Feminist Women's Health Movement\* \(2015\), Introduction and Chapter 1](#)

**Th. 2/22** Michael Rowe class visit

- [Michael Rowe, "Community Psychiatry and the Medical Humanities" \(2014\)](#)

**Thursday, February 22: Michael Rowe lecture, 7 PM**

*Week 8: Reproductive Justice, cont.*

**\*Tu. 2/27**

- [Dorothy Roberts, "The Dark Side of Birth Control" \(1997\)](#)
- **Final project proposal due by class time**

**Th. 3/1**

- [Kimala Price, "What is Reproductive Justice? How Women of Color Activists are Redefining the Pro-Choice Paradigm" \(2010\)](#)
- [Alexandra Stern, "When California Sterilized 20,000 of its Citizens" \(2016\)](#)

**~SPRING BREAK~**

*Week 9: Disability Justice*

**\*Tu. 3/13**

- [Susan Wendell, "The Social Construction of Disability" \(1996\)](#)
- [Patty Berne, "Disability Justice—A Working Draft" \(2015\)](#)

**\*Th. 3/15**

- [Bradley Lewis, "A Mad Fight: Psychiatry and Disability Activism" \(2006\)](#)
- [Jonathan Metzl, "Race and Mental Health" \(2014\)](#)
- [Johanna Hedva, "Sick Woman Theory" \(2016\)](#)
- **Annotated bibliography due by class time**

*Week 10: LGBTQ+ Justice*

**Tu. 3/20**

- [United in Anger: A History of ACT UP](#) (video, 2012)
- [AIDS Fact sheet](#) (2016)
- [Rae Ellen Bichell, “The AIDS Crisis Hasn’t Ended in Black and Latino Communities”](#) (2016)

**Th. 3/22** No class meeting

*Week 11*

**Tu. 3/27**

Project workshop

- **Workshop draft due by class time (include components #1-5)**
- [Whitehead et. al. “Outness, Stigma, and Primary Health Care Utilization among Rural LGBT Populations”](#) (2016)
- [Jeff Krehely, “How to Close the LGBT Health Disparities Gap”](#) (2009)
- [Abby Ellin, “Transgender Patients Face Challenges at the Hospital”](#) (2016)

**Th. 3/29** SUGAR DAY – NO CLASS

*Week 12*

**Tu. 4/3** Project presentations

**Th. 4/5** Project presentations

*Finals Week*

**Tu. 4/10** Final project due by 5 PM