

Race, Gender & Medicine

Course Information

Instructor:

Email:

Office:

Virtual Office Hours: Fridays,
12:30-3:30 (by appointment)

[LINK](#)

Course Time: T/R 9:40-11:00

Venue:



Simone C. Drake | *Bearing Toxic Landscapes* |
from: simonedrake.com/creativework

Welcome to Race, Gender & Medicine! I look forward to having you in class this semester. This course examines the intersection of race, gender and medicine in the United States, particularly asking how ideas about identity have shaped medical science and practice in the United States. While the course follows a historic trajectory, we will contextualize this history into contemporary issues. Drawing on Black Studies, feminist scholarship and the health humanities, this course prompts students to think critically about ideas of health and medicine as encompassing a range of social issues, like inequitable housing, restricted education, xenophobia, disparate maternal health and inadequate medical facilities. Together, course participants will query how a medical system built on racialized and gendered disparity can be reshaped to offer corrective justice for broad social inequity.

Student Support: Where can I go for help?

Helpful Phone
Numbers

**Denison
Counseling
Services**

740-587-6200

Denison.edu/campus/health/what-we-offer.

Disability Services

740-587-6666

<https://denison.edu/academics/support/disability-services>

Writing Center

740-587-5681

<https://denison.edu/academics/support/the-writing-center>

**National Suicide
Prevention Line**

1-800-273-8255

A note to students:

I understand that being a student requires a great deal of mental, emotional, physical and spiritual effort. At no point do I wish for you to compromise your **wellbeing** over assignments or coursework in this syllabus. Please communicate with me if you feel unsettled or as though you are struggling with the course load or material and we can chat together about a way forward.

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on a **disability (including mental health, chronic or temporary medical conditions)**, please let me know immediately so that we can privately discuss options. To establish accommodations, I also rely on Academic Support & Enrichment Center in 020 Higley to verify accommodation based on documentation on file in that office. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. Disability Services: 740-587-6666

If you are **parent or caregiver**, please contact me to discuss possibilities to support your extra-school responsibilities in relation to this course. Also, any student who faces **challenges securing food or other necessities** and believes this may affect their performance in this course is urged to notify the professor (if you are comfortable) so I can offer you course-related support.

Content Warning: Materials in this course may be triggering or emotionally/spiritually/physically upsetting to some students. If at any point you feel uncomfortable or particularly vulnerable to materials, please speak with me individually about alternate assignments.

Figure 1 Dr. Rebecca Lee Crumpler



Course Requirements: What will I do?

This course is divided into four units. Each unit has corresponding unit assessment tasks. Students will also take a midterm essay exam and complete a final research project. We will work on these projects throughout the semester and benefit from group input/discussion. 😊

Unit Assessment Tasks (700 points)

Discussion Board Posts (350 points)- students will write and respond to 7 discussion board posts. Each post/response will be worth up to 50 points. Guidelines for post will be available on Notebowl.

Unit Quizzes (150 points)- the first three units of the course will have a quiz worth 50 points. These quizzes will be completed in class (both for remote and in-person students) in small groups of 2-3 students. These quizzes will help you prepare for the mid-term exam and final project.

Reflective Journals (15 points)- each unit, students will write one reflective journal entry per unit. This informal writing assignment will reflect on materials from course and draw on current events. Students will use these in forming COVID-19 portfolio project.

Unit Task Assignments (185 points)

- “Human” Writing Task (50 points)- Unit One
- Tellable Medical Narrative (50 points)- Unit Two
- Artwork (50 points)- Unit Three
- COVID-19 Portfolio Project (35 points)
 - students will work in small groups to put together a digital collection of news articles, images, podcasts and reflective writing pieces about the COVID-19 pandemic. Students can be creative in designing this digital project. This combines with the reflective journals for a total of 50 points.

How should I participate? (100 points)

Lively (A+/B): Active in discussion and group activities; contributes frequently; voices ideas and opinions; demonstrates strong engagement with text and class discussion

Present (B-/C): Engaged in discussion; contributes regularly; shows engagement with text and discussion

Withdrawn (C-/D): Minimal engagement in discussion; minimal contribution; not fully engaged in text and discussion

No Effort (F): No engagement in class discussion; does not contribute to class; does not demonstrate knowledge of texts

Exams, Projects, Papers (300 points)

Midterm Essay Exam (100 points)- students will complete an online, open book/open note essay exam.

Participation (100 points)-see guidelines for information.

Pedagogy Project (100 points)- the final project for this class will design a course description, teaching philosophy and lesson plan based on a topic we covered in class or one researched by student. Students will include a mini-essay or video reflecting on how and why they designed their course in this specific manner. This project will be due during the final exam time for our course.

What if I can't submit assignment on time?

I understand that sometimes students need extensions to complete work, whether due to illness or other personal circumstances. I do not generally penalize for late assignments, but I do ask that you please talk with me if you need extra time. I am more than happy to work with you as much as I can.

Grade Scale

Letter	+ (plus)		- (minus)
A	--	930-1000	900-929
B	860-899	830-859	800-829
C	760-799	730-759	700-729
D	660-699	630-659	600-629
E/F	<600		

Learning Objectives: What will I learn?

At the end of this course, students will be able to:

- Differentiate between medical and health humanities;
- Discuss how medicine has shaped racial and gendered formations in the United States;
- Identify how social determinants affect health and healthcare;
- Analyze art, narrative and digital productions using a critical health humanities framework.

Figure II LaToya Ruby Frazier "Saving Braddock County Hospital"

Course Schedule: What will we do?

The course is divided into **four units**:

- Unit 1: Defining the Health Humanities
- Unit 2: Narrative: Reproduction & Medicine
- Unit 3: Art: Environment & Health
- Unit 4: Digital: Pandemics & Globalization



Each unit corresponds to a few weeks worth of course time in the **weekly schedule**.

NB: *Full bibliography of course material available for download on Notebowl. I have been careful to weave together a variety of ‘texts,’ including movies, music, poetry, scholarly articles, news articles, literature, etc. The lengths of the readings vary significantly and I have balanced each week’s workload. We can talk about reading strategies as needed.*

Weekly Schedule

Virtual Learning Days: 8/20; 9/3; 9/17; 10/1; 10/15; 10/29; 11/12

Unit One: What are the health humanities?

At a Glance: Due Dates

Discussion Board 1: 8/21 by 5:00 PM
 Discussion Board 2: 9/6 by 5:00 PM
 Quiz: 9/8 in class
 Writing Task: 9/12 by 11:59 PM
 Reflective Journal: 9/12 by 11:59 PM

August 18: Opening lecture

- Who is human? (enlightenment → present day)
- How do we offer healthcare based on segregated system?
 - What does it mean when your state doesn’t recognize your body as a medical one except for its exclusion?
- Why are the humanities significant?

In class: read Foucault, *Birth of a Clinic*

August 20: Racism & Medicine (*Virtual Class*)

- Matthews, Dayna B. “Physician’s Unconscious Racism” *Unjust Medicine*.
- Watch: ‘The Race Problem’ in America, talk by Danya Matthews (minutes: 1-10; 26-27)

- **Discussion Board Post 1 + Response due 8/21 by 5:00 PM EST**

August 25: Teaching Health Humanities

- Read from *Teaching Health Humanities*
 - Hoberman, J. “Medical Education and the Challenge of Race”
 - Ray, K. “The Power of Black Patient’s Testimonies When Teaching Medical Racism”
- Go Over Pedagogy Project

August 27: Narrative

- Danticat, E. “Sunrise, sunset”
- Morrison, T. “Recitatif”
- In class lecture: ‘from eugenics to genetics’

September 1: Art & Medicine

- Read: Washington, H. “The Machine Age” *Medical Apartheid*
- View: Henrietta Lacks-related artwork
 - Bonus Points: post 1 image/artwork related to Henrietta Lacks or HeLa cells on the course discussion board
- In Class Watch: *The Immortal Life of Henrietta Lacks*

September 3: Digital Medicine (Virtual Class)

- 1619 Podcast, Episode 4: “How the Bad Blood Started”
- **Discussion Board Post 2 + response due 9/9 by 5:00 PM EST**

September 8: Narrative Medicine + Unit Closing

- **Group quiz in class (with virtual/chat groups)**
 - Open notes
 - For quiz, read: Cole, T. “The term ‘medical humanities: debates and problems” and Jones, T. “Introduction” *Health Humanities Reader*
- **Unit 1 Writing Assignment due 9/12 by 11:59 PM EST**

-How has race shaped our understanding of health?

-How has race shaped our understanding of ‘the human’ as a medical body?

Unit Two| Narrative: Reproductive Coercion & Medical Training

At a Glance: Due Dates

Discussion Board 3: 9/19 by 5:00 PM

Discussion Board 4: 10/1 by 5:00 PM

Quiz: 9/29 in class

Tellable Narrative: 9/30 by 11:59 PM

Reflective Journal: 9/30 by 11:59 PM

September 10: Narrative Medicine

- Irvine, C. & Charon, R. “Deliver us from Certainty: Training and Narrative Ethics”

- Drake, Simone. “Birthing Black Lives: A Meditation on Staying Woke”
<https://www.simonedrake.com/news/2018/7/26/birthing-black-lives-matter-a-meditation-on-staying-woke>
- In class: begin tellable medical narrative- due 9/30 at 11:59 PM

September 15: Historic Narratives

- Cooper Owens, D. “Preface” & “Chapter One”
- Washington, H. “Preface” *Medical Apartheid*. pp. 1-5

September 17: Living Narratives (virtual class)

- Watch *Unnatural Causes*, episode 2
- **Discussion Board 3 + response due 9/19 by 5:00 PM**
- Extra credit: complete guided worksheet/quiz

September 22: Ethnographic Narratives

- Bridges, K. “Pregnancy, Medicaid, State Regulation and Legal Subjection” *Reproducing Race: An Ethnography of Pregnancy*.

September 24: Believing Narratives

- Tweedy, D. “Baby Mamas” *Black Man in a White Coat*
- In class: “Untold Stories” + “Of Context and Without” from Toyin Ojih Dutola
<https://toyinojihodutola.com/>

September 29: Unheard Narratives

- Washington, H. “The Black Stork” *Medical Apartheid*
- Roberts, D. “From Norplant to the Contraceptive Vaccine” [selections] *Killing the Black Body*
- In class: prison sterilization narratives
- In class: **Group quiz/writing assignment**

Don’t forget: Tellable Medical Narrative due 9/30 by 11:59 PM EST

October 1: (Virtual Class)

- Watch: State of Eugenics
- Read: interview with Nial Ruth Cox
 - **Discussion Board 4 Due 10/1 by 5:00 PM EST**

Enjoy the work-free weekend 😊

Unit 3 | Art: Environment & Health

At a Glance: Due Dates

Midterm Exam: 10/9 at 5:00 PM
 Discussion Board 5: 10/7 by 5:00 PM
 Discussion Board 6: 10/17 by 5:00 PM
 Artwork: 10/30 by 11:59 PM
 Quiz: 11/3 in class
 Reflective Journal: 11/3 by 11:59 PM

October 6: Student work day (no class meeting)

- **Mid-semester essay exam opens 10/5 at 7:00 AM due 10/9 at 5:00 PM**
- **Draft pedagogy ideas due on Discussion Board 5 on 10/7 by 5:00 PM**

October 8: Food

- “Sugar Baby” by Kara Walker
- Hatch, A. R. “The Scientific Racism of Metabolism” and “Sugar Stained with Blood”
Blood Sugar

October 13: Breath

- I Can’t Breathe Artwork
- Sharpe, C. Chapter One, “In the Wake”
- Braun, L. “Introduction” + “Black Lungs, White Lungs” *Breathing Race into the Machine*

October 15: Water (Virtual)

Watch: LaToya Ruby Frazier Ted Talk: <http://www.latoyarubyfrazier.com/work/flint-is-family/>

- View: Frazier photo series on Flint
 - Discussion Board 6 + Response due 10/17 by 5:00 PM

October 20: Experimentation

- Don Byron: *Tuskegee Experiment*: <https://www.youtube.com/watch?v=0YMhw-rBy3k>
- Washington, H. “‘A Notoriously Syphilis-Soaked Race’: What Really Happened at Tuskegee” *Medical Apartheid*.

October 22: Display

- Kerry James Marshall “Frankenstein” & “Bride of Frankenstein”
- Theadcraft, S. “Saartjie Baartman” & “Joice Heth” *Intimate Justice*

October 27: Healthcare Workers

- Frank Morrison: Medical Professionals
- Tweedy, D. “People Like Us” *Black Man, White Coat*
- Crumpler, Rebecca L. *Medical Discourses*. Opening-p. 7

October 29: Virtual

- Creative artwork due 10/30 at 11:59 PM

November 3: Quiz

- Group Quiz in-class (virtual as well)
 - Selections from “don’t call us dead” by Danez Smith
- “patient” by Bettina Judd [poems for quiz]

Unit 4| Digital: Pandemics & Globalization

At a Glance: Due Dates

Discussion Board 7: 11/14 by 5:00 PM

Digital Project: 11/19 by 11:59 PM

Reflective Journal: 11/19 by 11:59 PM

November 5: Digital Medicine

- Ostherr, K. “The Shifting Aesthetics of Expertise in the Sharing Economy of Scientific Medicine” *Science in Context*.
- In Class: Pedagogy Project work

November 10: Documentaries & Websites

- Watch: “Endgame: AIDS in the United States”
- In class, analyze Imbokodo & WSJ websites

November 12: Documentaries & Websites (*Virtual*)

- Watch: “Outbreak”
- Ostherr, Kirsten “Introduction: Cinema & Health” *Cinematic Prophylaxis: Globalization and Contagion in the Discourse of World Health*
- Discussion Board 7 due 11/14 by 5:00 PM

November 17: COVID digital archive

November 19: COVID digital archive

- Digital Project due 11/19 by 11:59 PM

Helpful information & Policies

Attendance Policy

As you are all adult students, I do not have a formal attendance policy. Since we only meet twice weekly, missing multiple classes will result in falling behind on readings, discussions and assignments. I will allow make-up work in the case of illness, emergency or some other cases—these exceptions will be granted at my discretion. Please communicate about any absence with me so we can work out a suitable plan.

Academic Credit Policy

This course adheres to Denison’s Academic Credit Policy. In addition to our 3 hours/week of direct instructional time, I will provide instruction through mini-conferences, significant writing feedback to be incorporated into revised & future assignments, use of discussion board (Notebowl) and LMS engagement, such as interaction and feedback on Notebowl. Students should anticipate spending a minimum of 12 hours on class work outside of instructional time.

Academic Integrity

Proposed and developed by Denison students, passed unanimously by DCGA and Denison’s faculty, the Code of Academic Integrity requires that instructors notify the Associate Provost of cases of academic dishonesty. Cases are typically heard by the Academic Integrity Board which determines whether a violation has occurred, and, if so, its severity and the sanctions. In some circumstances the case may be handled through an Administrative Resolution Procedure. Further, the code makes students responsible for promoting a culture of integrity on campus and acting in instances in which integrity is violated.

Academic honesty, the cornerstone of teaching and learning, lays the foundation for lifelong integrity. Academic dishonesty is intellectual theft. It includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all work ranging from daily homework assignments to major exams. Students must clearly cite any sources consulted—not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student's responsibility to follow the appropriate format for citations. Students should ask their instructors for assistance in determining what sorts of materials and assistance are appropriate for assignments and for guidance in citing such materials clearly. *For further information about the Code of Academic Integrity, see <http://denison.edu/academics/curriculum/integrity>.*

Disability Support

Students with a documented disability who wish to request reasonable academic accommodations based on the impact of a disability should complete a Request for Academic Accommodations/Faculty Notification form with the Academic Resource Center (ARC) located in 020 Higley Hall and contact me privately as soon as possible to discuss specific needs and arrangements. I rely on the Academic Resource Center (ARC) to verify the need for reasonable accommodations based on the documentation on file in that office. Reasonable accommodations cannot be applied retroactively and therefore ideally should be enacted early in the semester as they are not automatically carried forward from a previous term and must be requested every semester.

Appropriate Use of Course Materials

As an institution which strives to inspire and educate our students to become discerning moral agents and active citizens of a democratic society, we are committed to complying with all laws regarding copyright throughout the University. This syllabus and all course materials used in this course may be copyrighted and accordingly will be governed by the provisions of the U.S. copyright law (for an overview see <http://copyright.gov/circs/circ01.pdf> and for fair use guidelines see <http://copyright.gov/fair-use/more-info.html>). In particular, posting any course materials on commercial sites or creating a bank of materials for distribution to other students may be considered a violation of the University's Code of Academic Integrity as well as a breach of copyright law. If you have any questions about these guidelines, please speak with your instructor.

Writing Center

The Writing Center is a free resource available to all Denison students. Student writing consultants from many majors help writers one-on-one in all phases of the writing process, from deciphering the assignment, to discussing ideas, to developing an argument, to finalizing a draft. Because proofreading is a last step in that process, you should leave plenty of time (like at least a week) for getting your ideas right before expecting proofreading help. Consultants also can help writers with personal documents, like job and internship applications. The Center welcomes student writers with all varieties of backgrounds and college preparation, including multilingual writers. Should a multilingual writer need writing assistance that exceeds the abilities of consultants, the writer can be referred to the Coordinator for Multilingual Learning. The Center is located on the fourth floor of Barney-Davis Hall. Please consult the Writing Center page on MyDenison for specific information regarding hours of availability.

Multilingual Support

In addition to the academic support services available to all Denison students, students who use English in addition to other languages can meet with Denison's Coordinator of Multilingual Learning, Kalynda Thayer. If English is not your first or only language, please consider utilizing this resource, which is available to ALL Denison students. Ms. Thayer offers a variety of support for L2 students, including consulting with you about your written language (grammar, syntax, word-choices), strategies to manage your reading assignments, assistance with class conversation and presentations, and help devising ways to develop and effectively use all your skills in English. You can email her at thayerk@denison.edu to schedule an appointment.

Face Coverings in the Classroom

Denison requires all students, faculty, and staff to wear face coverings (face masks or face shields) on campus to promote the health and safety of all community members. This policy includes all academic, office, residential, communal, and athletics spaces. Students must adhere to this policy during all class meetings.

Physical Distancing & Classroom Disinfection

It is the responsibility of all community members to follow all health and wellness protocols established by the institution. This includes maintaining physical distancing and sharing responsibility for sanitized learning spaces. The classroom space has been arranged to maintain six feet of physical distance between all students and the instructor. Students are expected to maintain that distance. Classrooms must be disinfected after every class session. In this course, it is a community responsibility to make sure the disinfectant is sprayed after every class session. Students are expected to follow the instructor's guidance regarding plans for sanitizing our learning space.

A final note: my approach to teaching & learning

Dear students,

I am thrilled to have you enrolled as a student in this course. Two primary components guide my philosophy of teaching and learning: 1. active listening and 2. active learning. As your instructor, I commit myself to actively listening to, engaging with and learning from your unique perspectives, thoughts and discussions. I am humbled to share this learning experience with you and welcome, cherish and expect your input on class topics, course design and assignments. As the semester progresses, I invite you to discuss the syllabus and course structure with me as this class is meant to foster and promote your learning and engagement. I duly commit to create a classroom environment that centers on active learning in which the class is guided by multiple types of assessments, activities, discussion strategies and interactive group and individual work that encourage learning and activate learning abilities in multiple types of thinkers. I believe that each student arrives in the class with unique skill sets, gifts and means of processing knowledge and thus I commit to teaching to and for these individual skills as much as possible.

We will also create a classroom built on mutual respect and kindness as we learn together. The topics covered in this course may at times ignite controversy, disagreement or discomfort.

Our purpose in this course is not to shy away from this discomfort, but to work through disagreements and uncomfortable topics together in a manner that respects individual contributions, perspectives and personhood. I propose that we honor a mantra of listening first and speaking second to value the input of all students while also feeling comfortable discussing and working through some difficult questions the course may raise. The classroom is not a place of embarrassment or shame, but one of mutual growth, learning and community. I look forward to learning with you!

Kind regards,