

Health and Social Equity
Summer 2021
Pandemic Inequalities
Instructor: Kim Adams, PhD.

This course takes the Covid-19 pandemic as a necessary occasion for studying health and social equity, in the US and globally. Disparities in health outcomes during pandemic have revealed the extent of structural inequity in our healthcare systems. While the social determinants of health are many and complex, in this class we will focus on race, gender, ability, and class. We will read recent works of scholarship that will allow us to place our own experiences of Covid-19 and its attendant inequalities in historical and cultural perspective. The goal of this seminar is for you to participate in contemporary scholarly conversations in the medical humanities on the relationship between health and social equity.

Readings

In this graduate seminar, we are reading full works of academic scholarship in the field of health humanities. The texts will be available to you online, through GoogleDrive. You are welcome to purchase the books or borrow them from the library if you prefer to read a physical copy.

Each week, you are required to read the introduction and a chapter of your choosing from the text. You are encouraged to read the entire book. The week you are presenting, you are required to read the entire book.

The texts are the content of the course; if you do not read, you will not learn. Coming to class without having read and listening to the conversation of those who have is no substitute for grappling with the material on your own.

Assignments

Presentation

You will work in groups to prepare a presentation on one of our readings for the course. You will meet with your group in advance and collaborate on a set of discussion questions, which you will circulate by Monday evening at 5pm on the week of your presentation. As a group, you will introduce the text and facilitate class discussion. Each group member is required to speak. Signup for presentations will take place on the first day of class.

Final Project

For your final project, you will have the option of writing a seminar paper, building a website, or producing a podcast.

Grade

Attendance: 10%
Participation: 15%
Presentation: 25%
Final Project: 50%

Content

In this course we will be reading and talking about challenging issues across the intersections of gender, race, class, ability, nationality, sexuality, and ethnicity. In the classroom we will approach these issues and each other with intellectual and emotional care and generosity.

Reading Schedule

May 25

Week 1: Covid & Intro

Ed Young, "How the Pandemic Defeated America"

<https://www.theatlantic.com/magazine/archive/2020/09/coronavirus-american-failure/614191/>

June 1

Week 2: Disability

Jaipreet Virdi, *Hearing Happiness: Deafness Cures in History*. University of Chicago Press, 2020.

June 8

Week 3: Segregation

Samuel Kelton Roberts, Jr., *Infectious Fear: Politics, Disease, and the Health Effects of Segregation*. University of North Carolina Press, 2009.

June 15

Week 4: Colonialism

Anjuli Fatima Raza Kolb, *Epidemic Empire: Colonialism, Contagion, and Terror, 1817-2020*. University of Chicago Press, 2020.

June 22

Week 5: Race and Gender

Deirdre Cooper Owens, *Medical Bondage: Race, Gender, and The Origins of American Gynecology*. University of Georgia Press, 2017.

June 29

Week 6: Class

Gabriel Winat, *The Next Shift: The Fall of Industry and the Rise of Health Care in Rust Belt America*. Harvard University Press, 2021.

University Policy

Academic accommodations statement

Your experience in this class is important to me. If you have already established accommodations with the Office of Accessibility Resources (OAR), please provide me a copy of your accommodation letter at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through the Office of Accessibility Resources (OAR), but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are encouraged to contact OAR. OAR offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions.

Although a disclosure may take place at any time during the semester, students are encouraged to do so early in the semester, because, in general, accommodations are not implemented retroactively.

Students are eligible for accommodations for online courses.

Office of Accessibility Resources contact information: Director-Dana Giroux Location-Brothers College, Room 119B Phone: 973-408-3962 Email: dgiroux@drew.edu, disabilityserv@drew.edu

Academic integrity statement

All students are required to uphold the highest academic standards. Any case of academic dishonesty will be dealt with according to the guidelines and procedures outlined in Drew University's "Standards of Academic Integrity: Guidelines and Procedures," which is located in the academic policies section of the catalog.

In an online environment, academic policies indicate that you are also expected to:

- seek permission if video capturing a course, a faculty member, or a student
- use only allowable resources on exams or other related assignments
- refrain from using professional online tutoring services for exams or similar assignments
- submit only work that is generated by you for evaluation or grading purposes

University absence policy statement

In addition to the course attendance policy, students should be aware of their rights and responsibilities regarding absences for legitimate reasons as described in the University's Absence Policy: <http://catalog.drew.edu/content.php?catoid=29&navoid=1338#attendance> You may access this policy by selecting Attendance in the Academic Policy section of Drew's Course Catalog

Note: The Dean's office, in consultation with the Instructional-DVT committee, has drafted an attendance policy with suggested syllabi language in response to virtual instruction.

Learning Remotely

Here you can find resources for Learning Remotely: <http://www.drew.edu/university-technology/teaching-learning-and-working-remotely/learning-remotely/>

This online seminar is an extension of the classroom, and the same expectations of civility and critical thinking apply as when you're face-to-face. Please take a look at these [10 Netiquette Tips for Online Discussions](#).

If you encounter any challenges with internet access, soft- or hardware, please consult the helpdesk.

How to get the most out of your Drew online experience.

Here are several suggestions for making the most of your synchronous Drew Zoom learning experience:

- Join the Zoom class from a computer (with a video camera), one participant per computer. As you will need to open documents, participate in chat, and join breakout groups, it is not possible for you to participate in class fully from a phone or tablet alone. If joining via phone or tablet, you will need an additional device to simultaneously access class documents.
- You are encouraged to have your cameras turned on so that the class is a face-to-face experience for everyone.

- If possible, you should join Zoom classes from a quiet, adequately-lit room without distractions. If you are uncomfortable Zooming into class from your home, please find a safe, private space from which to join the Zoom classroom. You may also hang a sheet to provide a neutral background when Zooming into class with the camera turned on.
- When in the Zoom room, you will need to learn and utilize features that manage classroom participation. For example, you may need to mute your microphone when you are not speaking. Use the chat and raise your hand features of Zoom to join the conversation when others are speaking.
- Consider using headphones that have a microphone built into the cord as this will maximize your listening and speaking participation.
- For further information on Zoom usage, consult the [Learning Remotely](#) website.

Library Services

The University Library and Methodist Archives buildings are closed. Please see [Library Services in DVT](#) for information regarding virtual library services.

Most of our classes will be on ZOOM-only. But in case you should head to campus:

Drew COVID-19 Safety Protocols and Policies for In-Person Attendance

Do not attend in-person if you have COVID-19, if you are experiencing symptoms consistent with COVID-19, or if you have been asked to quarantine. Students must complete the LiveSafe Daily Health Screener each day prior to attending in person; if you receive a red check in LiveSafe, you cannot attend in person. Students who are not able to attend class due to the above conditions will not be penalized for their absence and will not be asked to provide formal documentation from a healthcare provider. If you are unable to attend class, notify the instructor as soon as possible. To the extent possible, students should submit due assignments electronically, stay up to date with readings, and request notes from classmates. Accommodations will be made for students with extended absences due to quarantine or isolation.

Face masks must fit properly and cover your nose and mouth at all times. If you do not wear a mask properly, you will be asked to leave the classroom immediately. Repeated violations will result in a student conduct process. Students must wear masks that meet CDC recommended guidelines:

- Masks that have two or more layers of washable, breathable fabric
- Masks that completely cover your nose and mouth
- Masks that fit snugly against the sides of your face and don't have gaps
- Masks that DO NOT have exhalation valves or vents which allow virus particles to escape

Eating and drinking is not allowed in classrooms.

Physical distancing of at least 6 feet should be maintained at all times. Students should enter and leave buildings and classrooms in an orderly fashion that maintains social distancing. Classroom furniture must not be moved from the designated locations to ensure proper physical distancing during classes.

Hand Washing/Sanitizing: Everyone is expected to wash or sanitize their hands before class and sanitize their desk/work area using disinfecting wipes provided at the entrance of each classroom. All wipes/sanitizing materials should be disposed of properly.