

Narrative—whether fictional or nonfictional (such as memoir and journalism)—provides an opportunity not only to learn about issues through a particular perspective, such as that of a journalist or an eye-witness physician, but also to question “fact” and bias in accounts of health issues as they are socially constructed and politically positioned. Narratives allow exploration of social issues through characterization and conflict, and call our attention to the ways in which stories illuminate the human experience of illness as conflict.

LEARNING OBJECTIVES

- A}** Learn some key issues about health and social justice, especially the social determinants of illness and care, through readings in fiction, memoir, journalism, and scholarship
- B}** Explain how social disparities impact health and distribution of healthcare or medical experimentation in specific sociohistorical contexts
- C}** Learn and apply critical analysis to specific health issues represented in narrative and public media through discussion, presentations, group work, and writing
- D}** 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
- E}** By the end of the course, 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.

ASSESSMENT AND EVALUATION

In order to pass the course, you must **complete all of the following graded assignments**; a missing graded assignment results in failure of the course

20% Preparation and Participation

Includes Tracking Journal* and consistent contributions to group and whole class discussion.

* *Tracking Journal Instructions*: As you read, track items of interest to you and annotate your book. Before each class, write for 15 minutes on the reading—your observations, claims, and personal connections with the narrative or research. Bring your journal to every class. You will use your journal writings to develop the main assignments, and in every class you’ll use your written thoughts in discussion. Your completion of the journal for each class and your consistent use of it in class discussion will count as part of prep and participation, which is a fifth of your grade. You will also keep a section for final project ideas (see below).

15% Presentation (15 min): Analysis of a current media piece on health/medicine in a specific population

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 10 min., 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 learned in the course that attend to the impact of social inequalities in gender, race, class, sexuality, ethnicity, ability, or age. Address biases, and present several better options (or a way to address the issue). Then lead a brief discussion: Ask the class 1 or 2 good discussion questions (5 min.).

10% Moodle Post -- Identifying and Defining Disparities/Conflicts

A polished, 2-paragraph reading analysis posted on Moodle) followed by discussion-leading. Your post is due the Saturday before Tuesday class by midnight (see Moodle for your due date). For the reading due on your posting date, identify two disparities or conflicts (or, if applicable, two parts of a single disparity/conflict) between stakeholders. Using evidence you have tracked, analyze the social (and/or economic) factors affecting each stakeholder in the realm of health or healthcare. You will be assessed on your correct identification of *social* (or socioeconomic) factors affecting health and your detailed use of evidence in your analysis, and your points about social or distributive justice and health/healthcare. At the end of your post, write a discussion question for the next poster to answer. In class, everyone will choose a post to discuss and you'll lead your group in further discussion, presenting back to the class and posing questions for the rest of the class to answer.

Course Reflection (3-4 pages) 10%

Essay, Individual Project, or Group Project

Outline with working thesis 10%

Workshop Draft 5%

To be graded: 2 paragraphs—what you gained from a reviewer, and what you gained from reviewing someone else's draft; 0 if you miss class or show up without a draft on workshop day.

Essay (10-12 pages), Individual Project, or Group Project 30%

Identify a health or healthcare disparity that matters to you (this can include a disparity you may have personally experienced or witnessed in a clinical rotation or with a family member, etc.), research it, design an option (and carry it out, if applicable).

**Beginning now, at the start of the semester, keep notes on conflicts/disparities that interest you, as well as ideas about how to approach solutions. Everything is fair game: readings, class discussions, classmates' presentations, your other courses or clinicals, etc.

REQUIRED MATERIALS

1. Sticky notes or tabs or pens of different colors

Mark and **annotate** your books—use colored pencils, colored sticky notes, and/or tabs for tracking, and pencil your **notes and observations in the margins**.

2. A notebook, binder section, or computer file for your Tracking Journal/Final Project ideas.

REQUIRED TEXTS Available at bookstore; if buying online, use these ISBNs to order the correct edition

1. T.R. Reid, *The Healing of America*. Penguin. ISBN 978-0143118213
2. Rebecca Skloot, *The Immortal Life of Henrietta Lacks* ISBN 978-1400052189 (Broadway; Reprint edition, 2011)
3. Harriet A. Washington, *Medical Apartheid* ISBN 978-0767915472 (Anchor; Reprint edition, 2008)
4. Randy Shilts, *And the Band Played On: Politics, People, and the AIDS Epidemic* (St. Martin's Griffin; Revised edition, 2007) ISBN 978-0312374631
5. Pearl Cleage, *What Looks Like Crazy On an Ordinary Day* ISBN 978-0061710384 (William Morrow Paperbacks; Reprint edition, 2009)
6. Jesmyn Ward, *Men We Reaped: A Memoir* ISBN 978-160819-521-3 (hardback) or 978-1608197651 (paperback) (Bloomsbury, 2013)

Assignment Schedule

JANUARY

- T 12 Intros, Public Health Ads (National Library of Medicine database)

{ 1 } Poverty, Health, and the US Healthcare Marketplace

“Approximately 245,000 deaths in the United States in 2000 were attributable to low education, 176,000 to racial segregation, 162,000 to low social support, 133,000 to individual-level poverty, 119,000 to income inequality, and 39,000 to area-level poverty.... The estimated number of deaths attributable to social factors in the United States is comparable to the number attributed to pathophysiological and behavioral causes.” --Sandro Galea et al., “Estimated Deaths Attributable to Social Factors in the U.S.” *Am J Pub Health* 2011

Th 14 1) Steven Brill, “Bitter Pill: Why Medical Bills Are Killing Us” (Moodle)-- Read section 1 (Routine Care, Unforgettable Bills) and section 4 (When Taxpayers Pick Up the Tab).

2) “Meeting the Healthcare Needs of Muslim Americans”

Read entire article. Think about how (mark places where) the article meets the SFDO criteria.

3)Richard Wilkinson, How Economic Inequality Harms Societies (17 min)

http://www.ted.com/talks/richard_wilkinson#t-677621

T 19 In class: Prof. Piatt and Ms. Veronika Boyer

Readings: Elizabeth Piatt, “Navigating Veronika” (Moodle)

Minority Health Report to Congress—pages 1-11 only (Moodle) --

<http://www.minorityhealth.hhs.gov/omh/content.aspx?id=10135&lvl=1&lvid=2>

Th 21 Reid, *The Healing of America*, Prologue and Chapters 1-5

T 26 Reid, Chs 6-10

Th 28 Reid, Chs. 11-13

{2} Race, Gender, and Medical Progress? in America

FEBRUARY

T 2 Skloot, *The Immortal Life of Henrietta Lacks* A Few Words, Prologue, Deborah’s Voice, and

Ch. 1-11 ****Read this book for both historical, reported injustice and Skloot’s bias****

Washington, *Medical Apartheid* Intro

TB and Medical Mistrust (NYT, 1/17/16) http://www.nytimes.com/2016/01/18/us/in-rural-alabama-a-longtime-mistrust-of-medicine-fuels-a-tuberculosis-outbreak.html?smid=fb-share&_r=0

Th 4 *Immortal Life* Ch. 12-18

Washington, Ch. 2 “Profitable Wonders”

(Can also show *The Deadly Deception*)

T 9 *Immortal Life* Ch. 19-22

Washington, Ch. 8, “The Black Stork”

Th 11 *Immortal Life* Ch. 23-31

Gee et al. (2012), “A Life Course Perspective on How Racism May Be Related to Health

Inequities” (Moodle)—apply to your interpretation of Deborah’s health and the ethics of Skloot’s reporting

T 16 **Hand out final project instructions**
Immortal Life Ch. 32-Afterword

NIH Policy on HeLa Genome

<http://www.nature.com/news/deal-done-over-hela-cell-line-1.13511>

The Federal government worked with the Lacks family to arrive at a compromise: controlled access to the HeLa genome, which was sequenced and published in 2013. The genome information identifies all of Lacks's descendants, and this is bio-information that can be used against them in medicine and insurance coverage.

{3} Stigma and Health : Addiction, Sexuality, Race

Th 18 Washington, Ch. 7 “A Notoriously Syphilis-Soaked Race”

T 23 Age and HIV article (Moodle)
AIDS Fact Sheet (Moodle) aids.gov

HIV , AIDS, and Sexuality

Th 25 Shilts, *And the Band Played On* Prologue and Parts 1-4

MARCH

T 1 **Outline/proposal due**
In class: *Dallas Buyers’ Club* or *Heart*

Th 3 *Band Played On* Parts 5 – end

{ **March 7 - 11 Break** }

HIV, Race, and Gender

T 15 Cleage, *What Looks Like Crazy on an Ordinary Day* to page 175
Washington Ch. 13 “Infection and Inequity”

Th 17 *What Looks Like Crazy* to end
AIDS Fact Sheet (Moodle) <http://blog.aids.gov/2014/07/fact-sheet-progress-in-four-years-of-the-national-hivaids-strategy.html>
Read whole fact sheet.
Washington, Epilogue

 Hidden from
students:URL AIDS
Elimination Act--Overview
URL 

- Edit  Read all of overview. AIDS Elimination Act led by African Americans; pair with Cleage.

 Hidden from
students:URL AIDS
Elimination Act text
URL 

- Edit  Read pages 2-7 (Findings) and Subpart 4--Health Care Professionals Treating Individuals with HIV/AIDS.

Poverty, Life Expectancy, and Race

T 22 **½ class workshop**
Ward, *Men We Reaped* Prologue to “We Are Born”

Th 24 Ward, “Demond Cook” to “We Are Watching”

T 29 Ward, “Joshua Adam Dedeaux” to end

Th 31 **Sugar Day—No classes**

APRIL

T 5 **Paper or project due;** Project/paper presentations

Th 7 **Reflection due by email with Reflection in subject line;**

Finish presentations

Review and Course Evals

Sample annotated MLA reference

Dickerson, Vanessa D. "The Ghost of a Self: Female Identity in Mary Shelley's *Frankenstein*." *The Journal of Popular Culture* 27.3 (1993): 79-91. One Source. Web. 8 Feb. 2015.

Annotation: This article explores the female presence in *Frankenstein*, and Shelley's representation of gender roles within the novel. The article goes into depth about the portrayal of male characters as the doers, scientists and explorers, and female characters as passive and practically transparent. "The Ghost of a Self: Female Identity in Mary Shelley's *Frankenstein*" is reliable, as it is peer reviewed and the author is credible.

FOR GROUP PROJECTS: EVALUATION OF INDIVIDUAL TEAM MEMBERS

1. Type the name of each of your group members, followed by a few sentences explaining what, specifically, this group member contributed to the final group project.
2. If you have any concerns about group members all receiving the same grade for the group project, please explain these concerns and the reason for them in detail. If you feel all group members contributed equally and deserve the same grade for the project, please let me know that as well.