

GENDER, RACE, + CULTURE IN HEALTH CARE

BETH 682; PHIL 582/682; WGST 582/682

University of Louisville

Summer III: July 7 – August 10

INSTRUCTOR: Heather Stewart (she/they)

OFFICE HOURS: Held on Zoom, by appointment

EMAIL: hstewa27@uwo.ca

*It is important to include this email address when emailing me. If you email my UofL address, please also 'CC the email listed above – this helps ensure that I see and respond to your email in a timely manner!

CLASS MODE: Asynchronous

*Although the course is in the asynchronous format, I would love to get to know you! If we do not already know each other, I encourage you to set up a time for us to meet over Zoom. I want to be a resource for all of you! Additionally, as we progress through the course, please meet with me as often as you would like! Again, it is important to me to be a helpful resource to you!

COURSE DESCRIPTION:

Our society is stratified by power, privilege, oppression, and social hierarchy. Intersectional differences in identities and experiences inform the relationships of individuals and social groups to health care research and clinical practice. This course aims to examine various elements of those relationships, including the influences of various phenomena such as stereotyping, microaggressions, and implicit bias on the health care experiences of patients who are members of variously marginalized groups, including those marginalized on the basis of race, ethnicity, socioeconomic status, gender identity, sexual orientation, dis/ability status, and body size. The course takes an interdisciplinary approach, and also brings philosophical work into dialogue with current events presented via different types of media (e.g., videos, podcasts, and Op-Ed articles).

COURSE GOALS:

The aim of this course is to provide students with methodological and conceptual tools for better understanding the health care experiences of variously marginalized groups. Upon satisfactory or exemplary completion of this course, students will have:

- A heightened understanding of the key vocabulary, concepts, and methodologies that are necessary for analyzing the experiences of marginalized groups in health contexts, e.g., oppression, intersectionality, social determinants of health.
- A greater ability to critically analyze concepts such as “race,” “gender,” and “health.”
- A robust understanding of the ways in which various social structures and phenomena impact the health experiences and outcomes of members of marginalized groups.
- A better ability to engage in critical thinking about power, privilege, oppression, and (in)justice, especially as they manifest in health care settings.

- Enhanced analytical and argumentative reasoning skills, including the ability to critically examine and dissect complex arguments in writing as well as the ability to form and defend their own positions via written arguments.

A NOTE ON COURSE MATERIALS:

You do not need to purchase a textbook for this course. All required and optional materials will be made available to you on our course site.

*Note: In the course schedule below, you will see both required and optional or recommended materials (e.g., books, videos, podcasts beyond those which are formally required). The materials indicated as “optional” are available to you to aid in your further exploration of our course topics and/or to enhance your understanding of course concepts, methods, and issues. You are welcome to draw on these optional materials as secondary sources as you complete your course assignments.

EVALUATION:

*Note: The only difference in assignments for those enrolled as undergraduates and grad students involves the final paper – be sure to look at the different requirements based on your enrollment!

The assignments for this course are in three types: **1) Weekly Response Papers, 2) Op-Ed Assignment (with alt possibilities), and 3) Final Paper.**

Here, I will overview the assignments. Additional assignment details will be posted.

I. Weekly Response Papers (5 weeks, 10% each, 50% total)

Each week you are required to write a short response paper responding to some aspect of that week’s material. The responses can take a variety of forms. You can raise an objection to some aspect of one of the readings. You can articulate a reason in favor of a point raised by one of the authors. You can make connections between multiple readings. You can show how a reading illuminates some concept (oppression, intersectionality). Really, these are open. The goal is to have you engage with and critically reflect on the readings in a serious way. In so doing, bear in mind that you are very limited by the word count, so this is an exercise in concision! Get straight to your point, sans fluff!

Word Count: 500 words. I will not read anything past word number 500! Don’t waste your time (or mine!). I care about your thoughts, but... I want you to get practice in making them clearly and quickly! I promise this is a good writing (and thinking!) exercise.

Due Dates: Each Sunday at 11:59 PM.

You must write about the readings from the week prior (e.g., materials from the Monday, Weds, or Friday before the Sunday due date).

*The only exception is the first week. For the first assignment (due July 11) you must write about the material for Friday July 9!!! After that, you have more options. But, for the first one, you must write about the materials covering the core concepts (e.g., oppression, intersectionality, social determinants of health. These will be relevant the rest of the course!).

An example: For your response due on Sunday July 18, you are free to write about the material from M-F, July 12, 14, or 16. The same is true for each subsequent Sunday.

*Note: I will sometimes raise questions or suggest issues that might be interesting to explore in the lecture videos. I will not always do this. Really, I want to see what you are thinking about and how you are responding to the course materials. You have a lot of flexibility here! Focus on what you find interesting, enlightening, challenging, confusing, etc.

II. **Op-Ed Assignment (15%)**

This one is supposed to be (more) fun (kind of), I hope. The goal of this assignment is to explore some concept or issue raised in the course via a different format, viz., a format that is not a traditional academic research style paper. Basically, the goal is to take up some issue and present it for a general (i.e., non-academic) audience. You know, like the articles you read online, or, alternatively, like an episode of your favorite informative podcast or YouTube channel. So, this assignment involves distilling some information from the course into an accessible medium, or taking some stance on an issue or topic raised in the course and presenting it to a general audience. The idea is that you could share this with your friends, partners, or family members, and they could get a sense of some topic you are thinking about in this course and why it matters.

The primary format is a written Op-Ed. However, I recognize that some of you might be more proficient at audio or visual modes of communication. If this is the case for you, you are welcome to take this assignment up in an alt-format. Specifically, you can create a mock-podcast episode or create a YouTube video. For either of these options, the goal remains the same – present some issue in the course to a general audience! I just want to give you different possibilities with which to achieve that goal. Again, this should be (more) fun. Work to your strengths! I am excited to see what you create. Touch base if you have questions.

Word Count/ Content Limit: max 1200 words for a written Op-Ed, 30 minutes for a podcast, and 20 minutes for a YouTube video.

Don't hesitate to ask questions if you want/need more guidance!

III. **Final Paper (35%)**

Okay... this is the big one! You knew it was coming! This course requires a final paper. The paper looks a bit different if you are enrolled as an undergrad (500-level) or a grad (600-level), so be sure you are working under the correct assignment parameters!

500-Level Folks: Your assignment is to write a final paper based on the course content. You are not required to go beyond the course content (though, you can bring in outside resources should you choose). You can write about any of the topics, concepts, or issues we cover in the course, and you must demonstrate 1) knowledge of the course concepts and ideas, and 2) critical thinking about those concepts and ideas.

A word of advice: start early!

A second word of advice: use me as a resource!!!! Seriously. At all stages of the writing process. I am willing to discuss your topic or thesis with you early to get you started; I will look at an abstract until July 28th, and I will look over outlines or rough drafts that come to me by August 1. In other words, if you get going early, you can get lots of help along the way. But I am only one human with limited time and energy, so I the earlier the better (e.g., I can't look at all of the drafts at the last minute!)

Page length: 8-10 pages.

600 Level Folks: Your assignment is a bit different than that of the 500-level folks – perks of being a grad, I suppose! Your goal is to write a research paper (that is, you will include, engage with, and analyze the course materials, but you are expected to go beyond them as well, viz., additional research beyond the assigned materials is required). What you write about is quite open, though I strongly (I repeat: strongly!) encourage you to discuss your topic with me well in advance! Further, if you desire to stray beyond the course materials below, then you are required to do so (that is, to clear your topic with me!).

Echoing the advice given to the undergrads: start early!

Echoing the other advice given to the undergrads: use me as a resource! I want each of you to write about a topic you are passionate about. I also want you to produce something you are proud of! From selecting a topic, to outlining and drafting the paper, to polishing it – please check in with me along the way and use me as a resource! Just like with the undergrads, the following applies: I am willing to discuss your topic or thesis with you early to get you started; I will look at an abstract or brainstorming work until July 28th, and I will look over outlines or rough drafts that come to me by August 1. The earlier the better, for you and for me.

Page length: 14-18 pages.

*Note, this puts you in journal publication territory! I strongly recommend that you consider pursuing a topic you might be interested in developing for publication! Though our course will end, I am keen to help anyone continue research started in this class with an eye toward publication!

NOTES ON LATE WORK:

In a short summer course such as this one, there really isn't much flexibility (I'm sorry in advance). I will do my best to work with you in the event of a documented emergency or when I am notified of accommodations that are needed. But otherwise, we really are on a tight schedule here! As a result, there is a 5% deduction for each day that an assignment is late without prior arrangement. Do note that the final paper cannot be late – grades are due very quickly after the final paper deadline (again, I am sorry. I hate being stern. I have to be stern here).

GRADE BREAKDOWN:

A+: 97-100 (4.0)	B+: 87-89 (3.3)	C+: 77-79 (2.3)	D+: 69-67 (1.3)	F: 59 or below (0.0)
A: 93-96 (3.7)	B: 83-86 (3.0)	C: 76-74 (2.0)	D: 66-64 (1.0)	
A-: 90-92 (3.5)	B-: 80-82 (2.7)	C-: 73-70 (1.7)	D-: 63-60 (0.7)	

Note: Extra credit will not be offered. All students are expected to meet the same evaluative standards required for each grade assignment.

EXPECTATIONS:

- You are expected to maintain regular engagement with the course. Online courses can be difficult to keep up with, and it is imperative that you are diligent with staying on top of things.
- Keep in mind that in a course like this, we are condensing a semester's worth of material into a short period – it will feel like a ton of work, and admittedly, it would be! Only remain enrolled in this course if you are sure you have the time to devote to reading and understanding the course materials and completing all assignments to a satisfactory degree.

- Adequate preparation for the course requires reading, listening to, or watching all of the assigned materials thoroughly. By this, I mean you should engage the material in depth, and be sure you understand the main claims, points, and arguments provided in each piece of required material. You are also expected to view the lecture videos which will be posted to the course site. These are not meant to replace the required materials! They are meant as supplementary guides to the material. You will get the most out of the course by working through the assigned materials first and then viewing the lecture video. The lecture videos should help clarify the readings, reinforce what you have learned from the readings, and raise questions to consider.
- Email etiquette: Please keep all email correspondence professional! Include a greeting (e.g., “Hi Heather” or “Dear Professor”) and make clear that you are a student in this course in the subject line (e.g., in the subject line include the course number you are registered in). Write your emails in complete sentences – this isn’t Twitter! ☺ And, as I noted above, PLEASE forward emails to my primary email: hstewa27@uwo.ca. This is massively helpful to me (and ensures your email gets addressed as promptly as possible).
- I aim to treat each student with upmost respect. This includes respect for dimensions of identity (e.g., ethnicity, religious identity, gender identity, and so on), as well as personal belief systems (e.g., religious, political). Should I fall short in any way, I ask that you bring it to my attention and to hold me accountable. I am learning and growing, too. That said, I expect the same from each student in the course. Specifically, I request and require your upmost respect, not only of me, but also of the other students in the course.
- It is not expected – or required – that you will agree with every argument you encounter in this course. However, it is both expected and required that you take the ideas and arguments presented in this course seriously and approach them openly and respectfully. Disrespectful, demeaning, or insulting language – whether toward your classmates or course materials – will not be tolerated.
- Relatedly, some of the content of this course might challenge your previously held views or ask you to consider things outside of your own lived experience. At times, stepping outside of one’s comfort zone can make one feel defensive, resistant, angry, or even fearful. I ask that you acknowledge these feelings when they arise and understand that they are part of the process of growing and learning. Changing your mind on something can be uncomfortable but can be the epistemically and socially responsible thing to do in light of new evidence. If anything in the course ever inspires discomfort or dysphoria that goes beyond this, please do seek out resources with psychological services, or bring this to my attention so I can assist in pointing you toward the appropriate services.
- On that last point, if upon viewing the course reading list you anticipate that anything will be particularly difficult or triggering to you, please bring this to my attention privately. We can work through that together and make accommodations where feasible and necessary.

HOW TO SUCCEED IN THE COURSE:

- It is my top priority and my sincerest hope that each student is able to succeed in this course. Should any circumstances arise that might hinder your success in this course, I ask you to please bring them to be in a prompt manner. Doing so allows us to think together about strategies we might enact to help ensure your success.

- As noted above, it is imperative that you stay engaged with the course material as we progress through the course. Though each student likely has a sense of how they learn best, some general recommendations include the following: read each reading twice, take notes and mark up the text while you read, and ask yourself reflective questions while reading (e.g., “what is the main thesis here?” and “how is the author defending it?”). If reading philosophy is new to you, and you find yourself struggling, please reach out to me! We can strategize ways for you to get the most out of the readings.
- Use me as a resource. Just because we are not together in person does not mean that I am not here to work with you! If your question is quick and easy, it can be addressed over email. Anything substantive is best addressed via a Zoom chat, which can be arranged via email.

UNIVERSITY RESOURCES:

- **Basic Needs Security:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact the Dean of Students at 852-5787 to learn about available resources and assistance funds, including the [Cardinal Cupboard](#) and the [Bornwasser Student Emergency Fund](#). Furthermore, if you are comfortable notifying me please do so and I will do my best to connect you with whatever resources I can.
- **Writing Center:** The Writing Center (<http://coldfusion.louisville.edu/webs/as/writingcenter/>) has a staff dedicated to assisting you in becoming a better writer. Everyone can benefit from having an additional set of eyes on their writing, and I strongly encourage you to make use of this resource for improving your organization, style, and grammar. Do note that the staff at the writing center are not likely to be experts in the subject matter (e.g., in bioethics or philosophy). In other words, they are not to help you with the content of your writing for this course, though they can be of great assistance in improving your writing *about* the content.
- **REACH (Resources for Academic Achievement):** REACH and the Learning Resource Center (<http://www.reach.louisville.edu>) provide a variety of academic support programs, including individual and small group tutors, to help you achieve your academic goals. This is an invaluable resource that I strongly encourage you to take advantage of.

OTHER HELPFUL RESOURCES:

There are innumerable resources online, but they vary greatly in terms of their quality. If you are looking for supplementary resources on any of our topics, or want to explore topics in philosophy more generally, there are some reliable sites you should look to first:

- **SEP (The Stanford Encyclopedia of Philosophy):** <http://plato.stanford.edu/>
- **IEP (The Internet Encyclopedia of Philosophy):** <http://www.iep.utm.edu/>
- **The UnMute Podcast**

If there is a particular topic in bioethics (or philosophy more generally!) that you are interested in learning more about, and you would like recommended resources, please feel free to ask! I would be

happy to point you in the direction of good source materials for any topic you might be interested in pursuing.

OTHER IMPORTANT NOTES AND INFORMATION:

- **Accessibility and Accommodation:**

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center 119 Stevenson Hall, (502) 852-6938, for verification of eligibility and determination of specific accommodations. For more information: <http://louisville.edu/disability/>.

If you need accommodations for this course, please let me know (or, have the Disability Resource Center let me know) about what your needs for the course are *in advance*. It is imperative to do this at the outset of the course, or as soon as accessibility needs become evident.

- **Title IX/Clery Act Notification:**

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

Harassment of any kind will not be tolerated in this course.

- **Diversity:**

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias. We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences – including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status – that enrich a vibrant metropolitan research university. We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.” For more information: <http://louisville.edu/diversity/>.

This course aims to reflect a diversity of identities and experiences. We will demonstrate maximal respect for diversity and difference in this course, and we will aim to learn from each other's unique experiences as we progress together.

- **Academic Integrity:**

“Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty.” For more information: <http://louisville.edu/dos/students/studentrightsandresponsibilities>.

It ought to go without saying that anything you submit for this course needs to be your own, original work. Anything that you include must reflect your original thoughts and be presented in your own words. Anything beyond your original thoughts and words needs to be properly cited. If you have any questions about whether something requires citation, it is better to ask me in advance. There are serious consequences for plagiarism, and the Dean of Academic Affairs will be notified of any violations of this policy.

COURSE SCHEDULE

*Note: I reserve the right to make edits to this schedule as necessary. Though I will make every effort to follow the schedule as it appears below, I recognize that things come up and we may need to switch gears or moving things around in response. I appreciate your flexibility should changes become necessary. Should this be the case, you will be notified via announcement on the course site.

*Some materials are listed as optional. Any materials indicated as such **are not formal requirements for the course**. Rather, they are made available to you to further your exploration of course topics, or to deepen your understanding of the issues at hand. You can, of course, bring the optional materials into your papers! (Note: In a few places, I also flag some books you might take a look at if choosing to write on any of these topics, or for supplemental reading!)

* A final note. There are **many** more topics that I would include in this course if we had infinite time. Alas, we are limited by time (boo!), and thus I am limited in what I can include here. If you have any interests in issues that relate to those being covered here, let's chat about them. You are also not entirely bound (for the purposes of your final paper) to the topics below – so long as I greenlight your chosen paper topic! I want everyone to explore the topics most salient and interesting to them!

I. INTRODUCTION: SYLLABUS + LOGISTICS, PHILOSOPHICAL BASICS

W July 7

First day of class – welcome back! ☺

Review the course syllabus and look over the Blackboard site. Familiarize yourself with where to find things, etc., and let me know if you have questions!

Lecture video: syllabus overview, course logistics and requirements.

Lecture video: What is Philosophy? What is Bioethics? And Why Do Social Groups Matter to Bioethics and Health Care? Where Are We Heading?

*Optional (but strongly recommended, especially for those who are not used to reading philosophy): David Concepcion, “How to Read Philosophy,” pp. 358-368.

*Optional (for stage setting): “Yolanda Wilson on Health Justice,” *The Unmute Podcast with Myisha Cherry* (podcast episode).

*Optional (and just for fun): John Oliver, “Bias in Medicine” <https://www.youtube.com/watch?v=TATSAHJKRd8>.

II. CORE CONCEPTS: OPPRESSION, INTERSECTIONALITY + SOCIAL DETERMINANTS OF HEALTH

- F July 9 Last day to drop the course.
- Marilyn Frye, "Oppression."
- Iris Marion Young, "The Five Faces of Oppression," pp. 39-65.
- Kimberlé Crenshaw, "The Urgency of Intersectionality," *TED Talk*.
- *Optional: Kimberlé Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color," pp. 1241-1299.
- M July 12 Yolanda Wilson et. al., "Intersectionality in Clinical Medicine: The Need for a Conceptual Framework."
- Patrick R. Grzanka et. al., "My Bioethics will be Intersectional or it will be [Bleep]."
- Susan Sherwin, "Gender, Race, and Class in the Delivery of Health Care."
- *Optional: Dhruv Khullar, "How Prejudice Can Harm Your Health"
<https://www.nytimes.com/2017/06/08/upshot/how-prejudice-can-harm-your-health.html>.

III. GENDER, RACE + CLASS IN HEALTH CARE

- W July 14 Margaret Little, "Why a Feminist Approach to Bioethics?"
- "Maya Dusenbery, "Is Medicine's Gender Bias Killing Young Women?"
<https://psmag.com/social-justice/is-medicines-gender-bias-killing-young-women>.
- Joe Fassler, "How Doctors Take Women's Pain Less Seriously"
<https://www.theatlantic.com/health/archive/2015/10/emergency-room-wait-times-sexism/410515/>].
- *Optional: Aubrey Hirsh, "Medicine's Woman Problem" (Comic):
<https://thenib.com/medicine-s-women-problem/>.

*Optional: Jennifer Billock, "Pain Bias: The Health Inequality Rarely Discussed" <https://www.bbc.com/future/article/20180518-the-inequality-in-how-women-are-treated-for-pain>.

*Optional: Ann Donchin, "Feminist Bioethics" (SEP Entry): <https://plato.stanford.edu/entries/feminist-bioethics/>.

*Book Recommendation: Maya Dusenbery, *Doing Harm: The Truth About How Bad Medicine and Lazy Science Leave Women Dismissed, Misdiagnosed, and Sick*.

*Book Recommendation: Abby Norman, *Ask Me About My Uterus: A Quest to Make Doctors Believe in Women's Pain*.

F July 16

Keisha Ray, "It's Time for Black Bioethics."

Camisha A. Russell, "Questions of Race in Bioethics: Deceit, Disregard, Disparity, and the Work of Decentering."

Allan M. Brandt, "Racism and Research: The Case of the Tuskegee Syphilis Study."

Braun et al., "Racial Categories in Medical Practice: How Useful Are They?"

*Optional: Dorothy Roberts, "The Problem with Race Based Medicine" *Ted Talk*: https://www.ted.com/talks/dorothy_roberts_the_problem_with_race_based_medicine?language=en.

"Antiracist Healthcare? With Prof. Ibram X. Kendi," *America Dissected* (podcast episode) <https://crooked.com/podcast/antiracist-healthcare-w-prof-ibram-x-kendi/>.

*Optional: Julia Craven, "How Do Black Patients and White Patients Get Different Doctors in the Same Hospitals?" <https://slate.com/technology/2021/05/hospital-segregation-study.html>.

*Optional: Adaira Landry, "Russell Ledet is Working to Combat Racial Disparities in Health Care." <https://www.teenvogue.com/story/racial-disparities-in-health-care-russell-ledet>.

*Book Recommendation: Harriet A. Washington, *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*.

- M July 19 Dave A. Chokshi, “Income, Poverty, and Health Inequality”
<https://jamanetwork.com/journals/jama/fullarticle/2677433>.
- Amber L. Pendleton, “New Approach Needed as Doctors Deal with Poverty”
<https://www.courier-journal.com/story/opinion/2016/03/10/new-approach-needed-doctors-deal-poverty/81432276/>.
- Dhruv Khullar, “Is It Getting Harder to Care for Poor Patients?”
<https://www.nytimes.com/2018/06/26/well/is-it-getting-harder-to-care-for-poor-patients.html>.
- *Optional: Vann R. Newkirk II, “The American Health-Care System Increases Income Inequality”
<https://www.theatlantic.com/politics/archive/2018/01/health-care-income-inequality-premiums-deductibles-costs/550997/>.
- *Optional: Lucy Diavolo, “Ayanna Pressley Experienced the Inhaler Shortage Firsthand As Devices Are Used to Treat COVID-19.”
<https://www.teenvogue.com/story/ayanna-pressley-inhaler-shortage-devices-treat-covid-19>.

IV. QUEER AND TRANS EXPERIENCES IN HEALTH CARE:

- W July 21 Shabab Ahmed Mirza and Caitlin Rooney, “Discrimination Prevents LGBTQ People from Accessing Health Care”
<https://www.americanprogress.org/issues/lgbtq-rights/news/2018/01/18/445130/discrimination-prevents-lgbtq-people-accessing-health-care/>.
- Caroline Praderio, “LGBTQ Patients Reveal Their Exhausting, Infuriating, and Surprisingly Common Struggles at the Doctor’s Office”
<https://www.insider.com/lgbtq-healthcare-doctors-health-disparities-2018-4>.
- Michele Kirichanskaya, “It’s 2021. Why Are Doctors Still Trying to Treat Asexuality?”
https://www.bitchmedia.org/article/doctors-still-mistreat-asexual-patients?utm_content=buffer61f1c&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer&fbclid=IwAR1WAIZF-yeyW5Z9kK5m4EywsMbbnPMzdGuEkg02zDA6eXdE4A8PfgjS2c.
- F July 23 Lauren Freeman + Saray Ayala, “Sex Categorization in Medical Contexts: A Cautionary Tale,” pp. 243-280.

Ryan F. Mandelbaum, “How American Healthcare is Failing Transgender Patients” <https://gizmodo.com/how-american-healthcare-is-failing-transgender-patients-1794384745>.

Rae Spoon, “I Can’t Separate my Non-Binary Gender From My Body that Has Cancer” <https://medium.com/@raespoon/i-cant-separate-my-non-binary-gender-from-my-body-that-has-cancer-769ebe7807a9>.

*Optional: Suzannah Weiss, “9 Things People Get Wrong About Being Non-Binary” <https://www.teenvogue.com/story/9-things-people-get-wrong-about-being-non-binary>.

*Optional: Hannah Murphy, “How Trans Kids Landed in the Crossfire of the Culture Wars – and the Damage it Could Do.” <https://www.rollingstone.com/politics/politics-features/trans-medical-bans-impact-on-trans-kids-1158853/>.

*Book Recommendation: Adrian Shanker (ed.), *Bodies and Barriers: Queer Activists on Health*.

*Book Recommendation: Zena Sharman, *The Remedy: Queer and Trans Voices on Health and Health Care*.

V. PREGNANCY, CHILD BIRTH + PARENTING

M July 26

Lauren Freeman, “Confronting Diminished Epistemic Privilege and Epistemic Injustice in Pregnancy by Challenging a ‘Panoptics of the Womb.’”

Tressie McMillan Cottom, “I was Pregnant and in Crisis. All the Doctors and Nurses Saw Was an Incompetent Black Woman.” <https://time.com/5494404/tressie-mcmillan-cottom-thick-pregnancy-competent/>.

Serena Williams, “Serena Williams: What My Life-Threatening Experience Taught Me About Giving Birth.” <https://www.cnn.com/2018/02/20/opinions/protect-mother-pregnancy-williams-opinion/index.html>.

*Optional: Allyson Chiu, “Beyonce, Serena Williams Open Up About Potentially Fatal Childbirths, a Problem Especially for Black Mothers.” <https://www.washingtonpost.com/news/morning->

[mix/wp/2018/08/07/beyonce-serena-williams-open-up-about-potentially-fatal-childbirths-a-problem-especially-for-black-mothers/](https://www.wnycstudios.org/podcasts/the-stakes/episodes/the-stakes-giving-birth-while-black).

*Optional: “Giving Birth While Black,” *The Stakes* (podcast): <https://www.wnycstudios.org/podcasts/the-stakes/episodes/the-stakes-giving-birth-while-black>.

*Optional: Morgan Jerkins, “I Would Like To Be a Mom One Day, and This Terrifies Me.” <https://www.elle.com/culture/books/a35970837/i-would-like-to-be-a-mom-one-day-and-this-terrifies-me/>.

*Optional: Andrea J. Pitts, “Examining Carceral Medicine through Critical Phenomenology.”

*Optional: Jennifer G. Clarke and Rachel E. Simon, “Shackling and Separation: Motherhood in Prison.” <https://journalofethics.ama-assn.org/article/shackling-and-separation-motherhood-prison/2013-09>.

*Optional: Lori Teresa Yearwood, “Pregnant and Shackled: Why Inmates Are Still Giving Birth Cuffed and Bound” <https://www.theguardian.com/us-news/2020/jan/24/shackled-pregnant-women-prisoners-birth>.

*Optional: “Pregnant Behind Bars” *All Things Considered* (podcast episode): <https://www.npr.org/sections/health-shots/2019/03/21/705587775/pregnant-behind-bars-what-we-do-and-dont-know-about-pregnancy-and-incarceration>.

*Optional: Samantha Craggs, “Pregnant Inmates Are Getting Prenatal Care Far Below Health Standards, Study Shows.” <https://www.cbc.ca/news/canada/hamilton/costescu-1.5692144>.

*Book Recommendation: Dorothy Roberts, *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*.

W July 28

Withdraw deadline.

Op-Ed Assignment Due 11:59 PM

Sierra Bushe and Iris L. Romero, “Lesbian Pregnancy: Care and Considerations.”

Mari Greenfield, “How Pregnancy Can Be Made More Difficult By Maternity Care’s Notions of ‘Normal’” <https://theconversation.com/how-pregnancy-can-be-made-more-difficult-by-maternity-cares-notions-of-normal-117223>.

Isabella Isaacs-Thomas, “For Many Pregnant Trans People, Competent Medical Care is Hard to Find.” <https://www.pbs.org/newshour/health/for-many-pregnant-trans-people-competent-medical-care-is-hard-to-find>.

Katelyn Burns, “Yes, Trans Women Can Breastfeed – Here’s How.” <https://www.them.us/story/trans-women-breastfeed>.

*Optional: Grace Hauck, “They Gave Birth and They Love Their Children. And They Want to Remind You ‘Not All Pregnant People are Women’” <https://www.usatoday.com/in-depth/news/nation/2021/05/21/pregnant-people-transgender-nonbinary-parents-give-birth-too/5054296001/>.

*Optional: Andrew Rich, “Becoming Baba: On Transitioning During a Pandemic When You’re a New Parent.” <https://www.romper.com/life/transitioning-as-a-parent-during-the-pandemic>.

*Optional: Trevor MacDonald et. al., “Transmasculine Individuals’ Experiences with Lactation, Chestfeeding, and Gender Identity: A Qualitative Study.”

*Optional: Hoffkling et. al., “From Erasure to Opportunity: A Qualitative Study of the Experiences of Transgender Men Around Pregnancy and Recommendations for Providers.”

VI. CONSTRUCTING DISABILITY:

F July 30

Elizabeth Barnes, “Valuing Disability, Causing Disability.”

Aimee Mullins, “The Opportunity of Adversity” Video: https://www.ted.com/talks/aimee_mullins_the_opportunity_of_adversity?language=en.

Andrew Purlang, “How to Avoid Inspiration Porn” <https://www.forbes.com/sites/andrewpurlang/2019/11/29/how-to-avoid-inspiration-porn/?sh=582e98e65b3d>.

*Optional: “Elizabeth Barnes on Disability and Well-Being,” *The Unmute Podcast with Myisha Cherry* (podcast episode) <https://podcasts.apple.com/us/podcast/episode-026-elizabeth-barnes-on-disability-and-well-being/id956404060?i=1000385547275>.

*Optional: How Health Care Makes Disability a Trap (*New York Times Op-Doc*): <https://www.youtube.com/watch?v=7Lfxle9UwCI>.

M Aug 2

Eli Clare, *Brilliant Imperfection*, “Ideology of Cure” and “Violence of Cure.”

*Optional: CBC Radio, “My Cerebral Palsy Isn’t a Problem to be Cured, Says Writer Eli Clare” <https://www.cbc.ca/radio/tapestry/rethinking-disability-1.4726131/my-cerebral-palsy-isn-t-a-problem-to-be-cured-says-writer-eli-clare-1.4726305>.

*Optional: [Sandra Alland and Eli Clare, “Eli Clare on Our Relationship to Abnormal” <https://disabilityarts.online/magazine/opinion/eli-clare-relationship-abnormal-promise-cure/>.

*Optional: Swarthmore, “Listen: Author Eli Clare on Cure, Disability, Queerness, and Natural Worlds” <https://www.swarthmore.edu/news-events/listen-author-eli-clare-cure-disability-queerness-and-natural-worlds>.

W Aug 4

Michael Hobbes, “Everything You Know About Obesity is Wrong” <https://highline.huffingtonpost.com/articles/en/everything-you-know-about-obesity-is-wrong/>.

Lauren Freeman, “A Matter of Justice: “Fat” Is Not a Bad Word.”

Kunal Sindhu and Pranav Reddy, “When Doctors Fat Shame Their Patients, Everybody Loses” <https://www.nbcnews.com/think/opinion/when-doctors-fat-shame-their-patients-everybody-loses-ncna1045921>.

* Optional: Linda Bacon and Amee Severson, “Fat is Not the Problem – Fat Stigma Is” <https://blogs.scientificamerican.com/observations/fat-is-not-the-problem-fat-stigma-is/>.

VII. COMMUNICATION + KNOWLEDGE TRANSFER ACROSS DIFFERENCES IN POWER

F Aug 6 Havi Carel + Ian James Kidd, “Epistemic Injustice in Healthcare: A Philosophical Analysis.”

Lauren Freeman and Heather Stewart, “Microaggressions in Clinical Medicine.”

*Optional: Jamie Utt, “Intent vs. Impact: Why Your Intentions Don’t Really Matter” <https://everydayfeminism.com/2013/07/intentions-dont-really-matter/>.

* Optional: Tania Lombrozo, “How Small Inequities Lead To Big Inequalities” <https://www.npr.org/sections/13.7/2017/07/24/539010535/how-small-inequities-lead-to-big-inequalities>.

*Optional: Lauren Freeman and Heather Stewart, “The Problem of Recognition, Erasure, and Epistemic Injustice in Medicine: Harms to Transgender and Gender Non-Binary Patients – Why We Should Be Worried.”

*Optional: Havi Carel and Gita Gyorffy, “Seen But Not Heard: Children and Epistemic Injustice.”

*Optional: Ian James Kidd and Havi Carel, “The Predicaments of Patients.”

M Aug 9 Wrapping up! Hang in there, folx! 😊

Final papers due 11:59 PM

*Seriously, get them in! I am bound by the university grade deadlines!

Namarta Verghese. “What is Necropolitics? The Political Calculation of Life and Death.” <https://www.teenvogue.com/story/what-is-necropolitics>.

Tues Aug 10 Term ends! You made it! 😊

Overview of deadlines (all due at 11:59 PM on the stated date):

July 11: Response 1

July 18: Response 2

July 25: Response 3

July 28: Op-Ed

BETH 682/ PHIL 582/ PHIL 682/ WGST 582/ WGST 682

Aug 1: Response 4

Aug 8: Response 5

Aug 9: Final Paper