Course Description
This historical survey course examines African American activism and social movements from Colonialism and Emancipation to the contemporary period through the lens of African American access to health resources. The course also explores how marginalized peoples and communities are using new digital technologies, such as podcasting, to represent and intervene on historical inequalities. Thus, the course aims to produce public historians who are well versed in the history of medicine from the perspective of African descended peoples AND can produce social justice-oriented digital content based on their knowledge of history and marginalized communities.

Specific Goals of the course are:
1. To examine the social context and historical development of health inequality in the US through the analysis of visual and textual materials;
2. To explore the ways in which socio-cultural assumptions about race, class, and gender have shaped the design, development, and interpretation of biomedical research and public policy in American History;
3. To critically analyze the arguments in scholarly texts and in the media on health disparities from an interdisciplinary perspective;
4. To learn to articulate your ideas verbally and to share your insights with other students in productive discussions;
5. To engage ethically with podcasting and produce an ethically-informed and social justice-oriented podcast

Expectations
1) Weekly Post: Developed from reading notes, students will post a weekly entry in Canvas that offers insights related to the readings before noontime the day before Tuesday’s class.
2) Serve as an Expert for at least 2 readings
3) Short Podcast Exercises (Weighted Differently), as follows:
   - Podcast Proposal
   - Podcast Pitch
   - Podcast Plan of Action
   - Podcast Transcript
4) A 30-minute Podcast Episode

More information on these assignments will be provided in class

Students are also expected to:
Participate:
It is vital and expected that all students participate in every aspect of class discussion. While a portion of each class may include a short lecture providing an overview of material relating to the readings and themes of the course, each seminar session will require students to participate in small and large group discussions. I allow laptops in the class but only for course-related work.

Communicate:
I will respond to emails in a timely fashion. If your questions do not require an urgent or necessary response and require a lengthy response, I will ask that you attend my office hours or set up an appointment.

Be Timely:
Late assignments WILL NOT be accepted unless accompanied by an excuse from a Dean for a major issue. Your grade will be reduced by 10% for each day it is late.

Evaluation
Class participation: 50%  (Participation is critical in this course)
Posts: 10%
Podcast Analysis: 10%
Podcast Outline/Script: 10%
Podcast: 20%

Portfolio: Please assemble all written material for the course into a folder (not an envelope) with a one-page written reflection on your intellectual development over the semester. (This is NOT a statement of whether or not you liked the course; nor is it a course evaluation. It should focus on your intellectual journey.) Include a brief summary of your discussions with the reference librarians and your experience at the Writing Center. (This is important feedback for me.) Submit this portfolio WITH your final podcast. The portfolio is required for a final grade in the course.

Attendance: Attendance at ALL class sessions ON TIME is required unless you have a written excuse from health services or a Dean. Your grade will be lowered by one letter grade for each unexcused absence. At the beginning of each class, I will summarize the main points from the last class, connecting it to the present class. I will also discuss assignments and distribute additional materials, etc. You are responsible for obtaining any information you miss at the beginning of class from your classmates.

Late assignments: Late assignments WILL NOT be accepted unless accompanied by an excuse from a Dean for a major issue. Your grade will be reduced by 10% for each day it is late.

RESPECT FOR DIVERSITY:
It is my intent that students from all diverse backgrounds and perspectives be wellserved by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please
let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Given the sensitive and challenging nature of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others’ emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students’ experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue. -Lynn Hernandez, Behavioral and Social Sciences, School of Public Health, Brown University

English Language Learners:
Brown University welcomes students from around the world and recognizes the unique perspectives international students bring enrich the campus community. To empower students whose first language is not English, an array of ELL support is available on campus including language and culture workshops and individual appointments. For more information about English Language Learning at Brown, contact:

The ELL Specialists at ellwriting@brown.edu.

Student and Employee Accessibility Services (SEAS):
Brown University is committed to full inclusion of all students. Please inform me early in the term if you have a disability or other conditions that might require accommodations or modification of any of these course procedures. You may speak with me after class, at another appointed time, or during office hours. For more information, please contact:

SEAS
401-863-9588
SEAS@brown.edu

If you have an undocumented disability, please contact the SEAS to receive the accommodation paperwork you need. I also understand, however, that we all have different ways of learning, and that the organization of this course may work well for some but pose issues for others. Please communicate with me as soon as you can about your individual learning needs (registered or not) and how this course can best accommodate them. For example, do not hesitate to ask me to speak louder or make projections larger.
Students in need of short-term academic advice or support can contact one of the deans in the Dean of the College Office.

**Counseling and Psychological Services (CAPS):**
College can be an extraordinarily stressful time. If during the course of the term you find it difficult to manage your academic responsibilities, experience hardship with friends or family, or deal with low self-worth, self-harm, disordered eating, alcohol or drug abuse, or sexual assault, Counseling and Psychological Services (CAPS) offers affordable and confidential support.

CAPS
Page-Robinson Room 512
69 Brown Street
Phone: (401) 863-3476

**Sexual Assault Crisis Service:**
A crisis counselor is available for confidential support and information 24 hours a day, 7 days a week. A crisis counselor is also available to accompany a victim to the hospital.
Phone: (401) 863-6000

**Hours spent on class:** The total of in-class hours and out-of-class work for all full credit courses at Brown is approximately 180 hours over the length of a 14-week semester. In this class, students seeking to maximize their learning can expect to spend 42 hours in class (3 hours per week, 14 weeks), 84 hours reading (approx. 6 hours per week, 14 weeks), 10 total hours on weekly blog posts, 12 hours reviewing relevant podcasts and learning how to produce a podcast, 12 hours researching and preparing to produce the podcast, and 20 hours editing, producing, and publishing the final podcast assignment. Actual times will vary for each student; final grades are not determined by the amount of time a student spends on the course.
Class Schedule

Jan 24    Introductions

Enrolled students must make decision on class enrollment by end of class, interested students must complete class application. Decisions and enrollment offers will be made by January 27.

Jan 29    Podcast Training  Thinking about Scholarship, Voice, and Sound
Jan 31    Discussion  Scientific Racism: Medical Appropriation, Experimentation, Extraction during the Rise and Entrenchment of Slavery

Feb 5     Podcast Training  Hearing a Story Structure
Assignment Due: Story Structure Worksheet
Feb 7     Discussion  Reproducing Slavery and Scientific Racism
Feb 9     Podcast Training  Podcast Boot Camp

Feb 12    Discussion  Contesting 19th Century Scientific Racism with “Fugitive Science”
Feb 14    Podcast Training  Pitching your Stories
Feb 17    Assignment Due: Upload Pitch to Canvas

Feb 19    No Meeting
Feb 21    Discussion  Free to be Sick: Compulsory Able-Bodiedness and Heterosexuality

Feb 26    Discussion  Segregated Markets at the “Nadir of Black History:” Black Places, Patients, and Providers
Feb 28    Discussion  Making Something From Nothing
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<td>Mar 5</td>
<td>Discussion</td>
<td><em>When Space Kills</em></td>
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<td>Mar 7</td>
<td>Discussion</td>
<td><em>Providers Make Space</em></td>
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<td>Mar 12</td>
<td>Podcast Training</td>
<td><em>Ethical Considerations in Sourcing Stories</em></td>
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<td>Mar 14</td>
<td>Discussion</td>
<td><em>The Twists and Turns of Tuskegee</em></td>
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<td>Mar 19</td>
<td>MML Open Hours</td>
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<td>Discussion</td>
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<td>Mar 24</td>
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<td>March 24 - April 1 SPRING RECESS</td>
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<td>April 2</td>
<td>Discussion</td>
<td><em>The Right to Mother</em></td>
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<td>April 4</td>
<td>Discussion</td>
<td><em>Medicalizing Protest</em></td>
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<td>April 9</td>
<td>Podcast Fieldwork</td>
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<td>April 11</td>
<td>Discussion</td>
<td><em>Black Panther Party Clinics</em></td>
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<td>April 16</td>
<td>MML Open Hours</td>
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<td>April 18</td>
<td>Podcast Fieldwork</td>
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<td>April 23</td>
<td>Discussion</td>
<td><em>Multiculturalism in Medicine</em></td>
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April 25  Post-Production Work

April 30  Discussion  The (In)Visibility of the Black AIDS/HIV Epidemic Part I  
Upload Final Transcript to Canvas

May 1  Discussion  The (In)Visibility of the Black AIDS/HIV Epidemic Part II

May 13  Assignment due: Final Podcast Due via Canvas

**Due Dates for Writing Assignments:**

Hard copies of all assignments should be placed in my mailbox in CSSJ by the due date, unless the assignment allows for submission via Canvas. **I do not accept email attachments.**

**Weekly Post:** Due at noon before each Tuesday seminar class *see class schedule for related readings*

**Analysis and Evaluation of an existing Podcast:** due Feb 13

**Outline or Script of Podcast:** due Mar 6

**Podcast Episode:** due May 1

**Required Readings**

**Books:** The following books are those that CANNOT be found in Brown University’s Online Repository and will not be uploaded to Canvas:


**Articles:** The remaining readings are available as pdfs on Canvas
Thursday, January 24  
**Meeting 1**  
**Introductions**

Enrolled students must declare intent to stay by end of class period, students interested in enrolling must complete applications. Class roster will be decided and finalized by January 27. Unfortunately, this class cannot accommodate auditors.

Tuesday, January 29  
**Meeting 2** (32 reading pages + 3 webpages)  
*Podcast Training and Discussion on Day, Rosenthal, Brandel, and July*

*Thinking about Scholarship, Voice, and Sound*  
  [https://transom.org/2017/i-am-my-target-audience/](https://transom.org/2017/i-am-my-target-audience/)  
- Sandhya Dirks, Chenjerai Kumanyika, Isabel Vazquez. “All Stories are About Power”  
  *Third Coast International Festival*, 91.5 WBEZ, 2019  
  *Transom* Atlantic Public Media, 1/19/16  

*Thinking about the Arrangement of Knowledge and History Itself*  
- Boaventura de Sousa Santos, Joao Arriscado Nunes, and Maria Paula Meneses.  
  (32 reading pages)  
  (4 reading pages)

Thursday, January 31  
**Meeting 3** (88 reading pages + 1 Podcast)  
*Lecture and Discussion on Santos et. Al, Robinson, Mustakeem, Gomez, and Hogarth*

*Medical Appropriation, Experimentation, Extraction during the Rise and Entrenchment of Slavery*  
- Sowande Mustakeem. “Imagined Bodies” in *Slavery at Sea: Terror, Sex, and Sickness in the Middle Passage* (Urbana: University of Illinois, 2016) 36-54. (Available online at Brown University Library)  
  (17 reading pages)  
  (23 reading pages)  


Tuesday, February 5
Meeting 4 (68 reading pages + 1 podcast)

Podcast Training: Hearing a Story Structure
Assignment Due: Podcast Analysis


Deidre Cooper Owens. “Black Women’s Experiences in Slavery and Medicine” in Medical Bondage, 42-72. (Available online at Brown University Library) (29 reading pages)

Deidre Cooper Owens. “Contested Relations: Slavery, Sex, and Medicine” in Medical Bondage, 73-81. (Available online at Brown University Library) (14 reading pages)

Thursday, February 7
Meeting 5 (33 reading pages)

Lecture and Discussion on Owens

Contesting Scientific Racism with “Fugitive Science”


Saturday, February 9

Podcast Training Saturday

Now Here This Guide to Audio Stories

Tuesday, February 12
Meeting 6 (82 reading pages)
Lecture and Discussion on Rusert


Thursday, February 14
Meeting 7 (51 reading pages)
Podcast Training: Pitching Your Stories


Daniel Alarcon. “Storytime at the Azteca Club” in Reality Radio, 90-96. (Available online at Brown University Library) (6 reading pages)

Alexis Lewis and Yowei Shaw. “Lessons from Making a Historical Documentary” from Transom, Atlantic Public Media, 7/8/14
https://transom.org/2014/making-historical-documentary/

Aaron Henkin and Wendel Patrick “Steal This Podcast,” from Out of the Blocks, WYPR 5/21/18 (00:35:00)
http://www.wypr.org/post/steal-podcast


Sunday, February 17
Assignment Due: Upload Podcast Pitch to Canvas

Tuesday, February 19
No Meeting, Holiday
Thursday, February 21
Meeting 8 (51 reading pages)

Lecture and Discussion on Downs

Free to be Sick: Compulsory Able-Bodiedness and Heterosexuality


Tuesday, February 26
Meeting 9 (68 reading pages + 1 Podcast)

Lecture and Discussion on Roberts, Haynes, Miller and Weiss

Segregated Markets at the “Nadir of Black History”: Black Places, Patients, and Providers


Thursday February 28
Meeting 10 (75 reading pages)

Lecture and Discussion on Mitchell and Hicks

Making Something From Nothing


Tuesday, March 5
**Meeting 11 (91 reading pages + 1 Podcast)**

*Lecture and Discussion on Roberts*

*When Space Kills*


**Thursday, March 7**

**Meeting 12 (38 reading pages)**

*Lecture and Discussion on Gamble, Hine, Haynes*

*Providers Make Space*


**Tuesday, March 12**

**Meeting 13 (107 reading pages)**

*Podcast Training: Ethical Considerations in Sourcing Stories*

Assignment Due: Upload Collaborative Plan of Action to Google folder

- Susan Reverby. “Introduction: Race, Medical Uncertainty, and American Culture,” in *Examining Tuskegee: The Infamous Syphilis Study and Its Legacy* (Chapel Hill: University of North Carolina, 2009), pages 1-10. (Available online at Brown University Library) (10 reading pages)

**Thursday, March 14**

**Meeting 14 (75 reading pages)**

*Lecture and Discussion on Reverby*

Tuesday, March 19
Meeting 15 (111 reading pages + 1 Podcast)
Multimedia Lab Open Hours


Betsy Beasley and David Stein. “Christy Chapin on the Centrality of Insurance Companies to American Health Care” from Who Makes Cents? A History of Capitalism Podcast, Verso 12/1/16 (00:45:01)
https://whomakescentspodcast.com/2016/12/02/christy-chapin-on-the-centrality-of-insurance-companies-to-american-health-care/

Thursday, March 21
Meeting 17 (136 reading pages + 1 Webpage)
Lecture and Discussion on Tomes

Universalizing Healthcare through Compulsory Consumption
Nancy Tomes. “A Consumer’s Revolution? The 1960s to the 1990s” in Remaking the American Patient, 251-387 (Available online at Brown University Library) (136 reading pages)

https://transom.org/2012/the-burning-question/

March 26 and March 28
Spring Break

Tuesday, April 2
Meeting 17 (51 reading pages + 2 Podcasts)
Lecture and Discussion on Nadasen

The Right to Mother

https://www.civics101podcast.org/civics-101-episodes/ep93
Cardiff Garcia and Gene Dimby “This Racism is Killing Me Inside” from Code Switch, National Public Radio 10/9/2018 (00:15:40)
https://one.npr.org/?sharedMediaId=576818478:576901155

Thursday, April 4
Meeting 18 (64 reading pages + 1 Podcast)
Lecture and Discussion on Metzl

Medicalizing Protest

 UserRepository  DeRay McKesson, Brittany Packnett, Sam Singyangwe, and Clint Smith. “Flint: Lead and Beyond” from Pod Save the People, Crooked Media 10/16/2018 (00:58:44)
https://crooked.com/podcast/flint-lead-beyond/
(Begin listening at 00:34:00)

Tuesday, April 9
Meeting 19 (71 reading pages)
Fieldwork


 UserRepository  Leopold Lambert. “The Black Panther’s Struggle Against the U.S. Politics of Health”’ The Funambulist, 4/14/2014 (00:54:52)

Thursday, April 11
Meeting 15 (64 reading pages + 1 Podcast)
Lecture and Discussion on Nelson

Black Panther Party Clinics
 UserRepository  Alondra Nelson. “Spin Doctors” in Body and Soul, 115-152.(Available online at Brown University Library) (37 reading pages)
African American Health Activism 1.25.19

Alondra Nelson. “As American as Cherry Pie: Contesting the Biologization of Violence” in *Body and Soul*, 153-180. (Available online at Brown University Library) (27 reading pages)


Tuesday, April 16
Meeting 20 (62 reading pages + 1 Podcast)
*Multimedia Lab Open Hours*


Steven Epstein. “Aligning Categories, Targeting the State,” in *Medical Inclusion*, 74-93. (Available online at Brown University Library) (21 reading pages)


DeRay McKesson, Brittany Packnett, and Sam Singyangwe. “The Politics of Teeth” from *Pod Save the People*, Crooked Media 10/14/2018 (00:58:16) https://crooked.com/podcast/the-politics-of-teeth/ (Begin listening at 00:34:00)

Thursday, April 18
Meeting 21 (61 reading pages)
*Fieldwork*


Steven Epstein. “From the Standard Human to Niche Standardization,” in *Medical Inclusion*, 135-134. (Available online at Brown University Library) (16)


Tuesday, April 23
Meeting 23 (43 reading pages + 1 Podcast)
*Lecture and Discussion on Epstein*

*Multiculturalism in Medicine*


African American Health Activism 1.25.19

Gene Demby and Shereen Marisol Meraji. “Race Underneath the Skin” from *Code Switch*, National Public Radio 12/26/2018 (00:31:37)  

Thursday, April 25  
Meeting 24 (xxx reading pages + 1 Podcast)  
*Post-Production Work*


Tobin Low and Kathy Tu. “You Couldn’t Say It Was Wrong” from *Nancy*, WNYC 12/17/2018 (00:31:37)  
https://www.wnycstudios.org/story/catholic-nun

Tuesday, April 30  
Meeting 25  
Assignment due: Upload Final Transcript to Canvas  
*Lecture and Discussion on Bost*

- Darius Bost. “Postmortem Politics” in *Evidence of Being*, XXXX. (XX)  
- Darius Bost. “Epilogue” in *Evidence of Being*, XXXX. (XX)

Tuesday, May 1  
Meeting 26  
*Lecture and Discussion on Cohen, Bailey, and Cheng*


Tuesday, May 7  
Meeting 27

Monday, May 13  
Assignment due: Final Podcast Due via Canvas