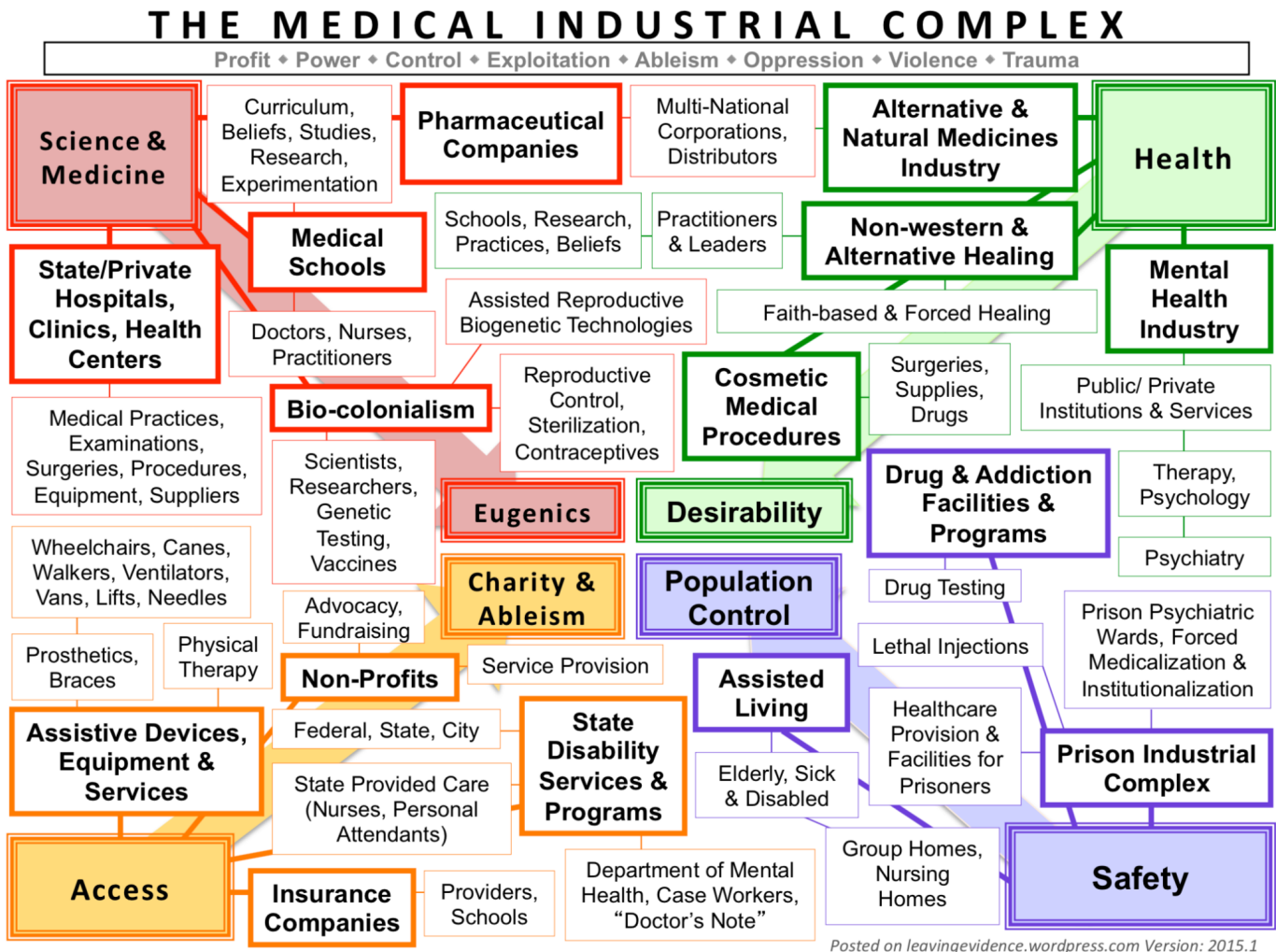


Justice is the Best Medicine: Reimagining Healthcare and the Medical Industrial Complex

<p>First-Year Seminar Fall 2021 Wednesdays, 6:00-8:30 PM EST</p>	<p>Facilitator Katherine Wang (pronouns: she/her) katherine.wang@tufts.edu**</p> <p>**Communication boundaries: I send/respond to emails between 8AM-6PM on weekdays, so I don't expect responses outside of that time.</p>
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Office Hours

Please email! I encourage conversation topics related/unrelated to this class. Happy to talk 😊



Course Overview

Medicine, healthcare, and biomedical research have one paradox in common: they aim to heal, but they are embedded within systems of harm (termed the medical industrial complex). How can we begin to understand the products of racism, bio-colonialism, and ableism? What do movements for reform and abolition mean in the context of these systems? This course seeks to be an accessible exploration of these questions and how everyday actions encourage large-scale social change.

Course Objectives

The goal of this course is to provide a wide-ranging overview of the MIC and related topics. Each of the class topics could be drawn out into a course of their own, so the goal of covering a lot of ground is to introduce various topics for you to return to as you continue learning.

Guiding questions

What is the medical industrial complex? What are its goals and mechanisms?

What is the role of racism, heteropatriarchy, and ableism in US healthcare?

How are people resisting and reimagining healthcare?

Skills we will develop

Critical reading & writing to understand -- social determinants of health injustice, social hierarchies in medical and public health practice and knowledge production

Collaborating with peers -- working on projects together, co-learning and co-creating a space, taking responsibility to contribute and learn from each other

Using research tools and presenting information

Other practical skills (topic-specific)

Add your own --

Reactions/questions to all of the above

Important Notes on Being a Member of a Seminar

The educational concept behind the seminar structure assumes a level of maturity and commitment on the part of all participants. Unlike a lecture class, everyone is responsible for the learning that takes place. **Therefore, all students are expected to attend every class meeting, to be on time, and to come prepared.**

Note on “freedom of speech”

There is no unbiased or “objective” way to teach! (Think back to various history lessons in the past. Including or omitting certain history, even unintentionally, is a form of bias). I encourage you to ask questions, to form your own opinions, to critically think about what information is presented to you from me and your classmates. However, I will not tolerate hate speech or “playing the devil’s advocate” against lived experiences. Through class and knowing one another better, I hope that we can learn to tell the difference!

Hate speech: abusive or threatening speech or writing that expresses prejudice against a particular group, especially on the basis of race, religion, or sexual orientation.

Playing the devil’s advocate (inappropriately):

- ex.) [Fifth-graders](#) were asked to imagine themselves as members of the Ku Klux Klan to answer if they thought their treatment of Black Americans was justified
- [An Open Letter to Privileged People Who Play Devil’s Advocate](#) (Schwartz)
- [I’m Done Debating Racism with the Devil](#) (Rupert)

A note on tardiness, absences, late assignments...

Being late (any time after 6:05 PM) twice = one absence!

In order to pass this class, regular attendance is expected (no more than two absences during the semester). Please email me at least 24 hours in advance if you expect to be absent. You will be expected to catch up on class activities.

Points will be deducted from late assignments (half a letter grade each day it is late). A passing grade is a C and above!

A note on plagiarism...

DON’T DO IT PLEASE!! Or rather, I’d like to create a learning environment where you don’t feel like you need to. I will try to encourage conversations about impending deadlines, workload, general overwhelm, inaccessibility, feeling “dumb”-- your health is important and I care that you learn at your own pace (in this class and others)!

Assignments

Due	Assignment	%
Before first class	<ul style="list-style-type: none"> • Fun form • Accessibility needs form 	N/A
By Monday 6PM each week	<ul style="list-style-type: none"> • Shared Google doc and optional posting on Instagram (@_____) <ul style="list-style-type: none"> ○ Will be provided q's but can freestyle response too ○ Functions as a "response paper" ○ At least 12 sentences in length 	30
Three times throughout semester 9/29 (in-class) 10/20 12/8	<ul style="list-style-type: none"> • Group projects OR writing assignments <ul style="list-style-type: none"> ○ Encourage conversation outside of class ○ To distill concepts over weeks + include new topic to discuss ○ Theory to action -- engaging meaningful praxis ○ Project examples: podcast, art project, presentation, etc. ○ A writing assignment will be offered as an alternative for one of the three projects 	30
12/14	<ul style="list-style-type: none"> • Class digital portfolio + final reflection <ul style="list-style-type: none"> ○ Shared document of definitions, weekly reflections, and questions connecting/synthesizing classwork ○ Final reflection piece with component of independent research 	30
Three dates: 9/29, 10/27, 11/23	<ul style="list-style-type: none"> • Feedback form <ul style="list-style-type: none"> ○ Feedback is important because I want to check in on how you're doing, how this class is going, and suggestions you have for modifications. Please fill out this form three times throughout the semester (I will send reminders)! 	10

***Reminder: These topics are not chronological, linear, or all-encompassing!**

Section 1: How is Science + Medicine connected to Eugenics?

Sept. 8 Week 1 -- Intros, bonding, basics of MIC

Class activities

- 6:00-6:20 (20min) Introductions: share names, icebreaker
- Show and tell: pick something you're wearing or brought with you and share a story associated with it
- 6:20-6:25 (5min) Trauma-informed meditation
- 6:25-6:40 (15min) Go through syllabus page by page
- 6:40-6:55 (15min) Create class guidelines
- 6:55-7:15 (20min) Reflection activity
- 7:15-7:30 (15min) Break
- 7:30-7:50 (20min) [4 I's of Oppression video](#) + discussion with examples
- 7:50-7:55 (5min) Break
- 7:55-8:25 (30min) Icebreaker game
- 8:25-8:30 (5min) Announcements / re-cap

Assignment due today

- Accessibility form

Sept. 15 Week 2 -- Foundational terms, social construction, intersectionality

Class activities

- 6:00-6:10 (10min) Introductions: share names, highs/lows
- 6:10-6:15 (5min) Trauma-informed meditation
- 6:15-6:45 (30min) Icebreaker game
- 6:45-7:00 (15min) Break
- 7:00-7:30 (30min) Agree/disagree
- [Powerpoint](#)
- 7:30-8:00 (30min) Defining terms: intersectionality
- [The urgency of intersectionality video](#) (Crenshaw)
- 8:05-end Announcements

Assignment due today

- Readings: Merriam-Webster's [definition](#) of race vs. ethnicity; [Scientific American](#); 11 ways race isn't real ([Vox](#))

Sept. 22 Week 3 -- **Content warning** Past to present: how is scientific knowledge built on a history of pain and exploitation? Eugenic practices from Tuskegee to modern reproductive control****

Class activities

- 6:00-6:10 (10min) Introductions: share names and icebreaker question
- 6:10-6:15 (5min) [Breathing exercise](#)

- 6:15-6:30 (15min) Small group icebreakers
- 6:30-6:50 (20min) Quick recap of Scientific American reading
 - Ex. for HeLa cells, explore Hopkins [website](#) -- what is missing?
- 6:50-7:05 (15min) Break
- 7:05-7:35 (30min) Class poses questions to rest of group for discussion
- 7:35-7:40 (5min) Break
- 7:40-8:00 (20min) Belly of the Beast [news clip](#) + discussion
- 8:00-8:05 (5min) Announcements

Assignment due today

- Readings: [Reckoning with Histories of Medical Racism and Violence in the USA](#); find your own resource on nonconsensual research/practice (Tuskegee, Anarcha Westcott, Henrietta Lacks) and link it in collaborative Google document, [reproductive control/sterilization](#)
- Optional/related: maternal mortality ([America is Failing its Black Mothers](#)); Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present (Harriet Washington)

Sept. 29 Week 4 -- Past to present: how does medical education/science uphold racist practices and expand our understanding of “eugenics”?

Class activities

- 6:00-6:10 (10min) Introductions: share names and check-in!
- 6:10-6:15 (5min) Trauma-informed meditation
- 6:15-7:15 (60min) Read and make group presentations on IHJ website pages
 - Groups: sections 3.1, 3.2, 3.3, 3.4
- 7:15-7:30 (15min) Break
- 7:30-8:10 (40min) Presentations

Assignment due today

- Feedback form
- Readings: sections from [IHJ website](#) (in order: section 3, 2, 1); one of the 3.n sections (assign groups); [JAMA news](#)
- Optional/related: other sections of website, [“When Actions Speak Louder Than Words — Racism and Sickle Cell Disease”](#) (Power-Hays)

Section 2: How is Access reliant on Charity + Ableism?

Oct. 6 Week 5 -- What is “disability” and “disability justice”?

Class activities

- 6:00-6:10 (10min) Check-in question
- 6:10-6:15 (5min) Trauma-informed meditation
- 6:15-6:30 (15min) Power activity
 - Papers on wall with prompts:
 - I feel powerful when...

- I feel my power is taken away from me when...
- I know I have power even if...
- When you feel as if your power is being taken away, what are some ways you can take back your power? Or get it back?

- 6:30-6:40 (10min) Watch videos and jot down reactions
- [Ableism is The Bane of My Motherfuckin' Existence](#)
 - [My Body Doesn't Oppress Me, Society Does](#)
- 6:40-7:00 (20min) Small-group web making
- 7:00-7:15 (15min) Break
- 7:15-7:25 (10min) Accommodation → accessibility
- [How Our Communities Can Move beyond Access to Wholeness](#)
 - [Accommodation vs. accessibility](#)
- 7:25-7:45 (20min) Practical app: toolkit for accessible events/emails @ Tufts
- See: [CCCC 2016 accessibility guide](#); [Lessons For Our Future From the Disability Intersectionality Summit](#) (Carrie)

Assignment due today

- Readings: [Forced Intimacy](#) (Mingus); [I am Disabled: On Identity-First Versus People-First Language](#) (Liebowitz); [Disabled Person OR Person With a Disability?](#) (Elainey); sign up for discussion leading group*
- Optional/related: [Identity-First Language](#) (Brown); [10 Answers to Common Questions People Ask When Being Called Out for Using Ableist Language](#) (Cohen-Rottenberg); explore Project LETS resources ([website](#)); [Disability Justice - a working draft by Patty Berne](#); informed refusal of care ("[anti-cure disabled normate](#)")

Oct. 13 Week 6 -- How does lack of access create reliance?

Class activities

- 6:00-6:15 (15min) Check-in question
- 6:15-6:30 (15min) Get started on something you've been putting off!
- 6:30-6:50 (20min) Discuss reactions to readings (think pair share)
- 6:50-7:05 (15min) Break
- 7:05-7:15 (10min) Play around with maps + take screenshots (demonstrate)
- <https://ejsscreen.epa.gov/mapper/comparemapper.html>
- 7:15-7:30 (15min) Present findings
- 7:30-7:50 (20min) Activity food deserts / obesity cycle of dependence
- Play around here: <https://www.ers.usda.gov/data/FoodDesert>
 - <https://dailytable.org/>

Assignment due today

- Do No Harm [podcast episode](#) (From Memphis TN to the Virgin Islands: environmental injustice as a driver of health inequity)
- [Mapping Environmental Racism](#)
- [Race is the biggest indicator in the US of whether you live near toxic waste](#)
- [Silencing the Scientist: Tyrone Hayes on Being Targeted by Herbicide Firm Syngenta](#)

- Optional/related: [Not White, Not Rich, and Seeking Therapy](#); redlining; Hurricane Katrina; food deserts; pollution in [Detroit](#)

Oct. 20 Week 7 -- Health insurance

Class activities

- 6:00-6:15 (15min) Musical chair check-in
- 6:15-6:45 (30min) Health insurance [Kahoot](#) + interactive [presentation](#)
 - Based off of video ([John Oliver](#))
- 6:45-6:55 (10min) Break
- 7:00-8:00 (60min) Student-led activities group project

Assignment due today

- Activity-leading group projects
- Watch John Oliver [video](#)

Section 3: How is Health constructed in terms of Desirability?

Week 8 class skipped

Nov. 3 Week 9 -- Fatphobia and pathologization of fatness: who gets to construct "wellness" and why is it tied to morality?

Class activities

- 6:05-6:10 (5min) [Guided meditation](#)
- 6:10-6:30 (20min) Game (<https://skribbl.io/>)
- 6:35-6:55 (20min) Journaling exercise
- 6:55-7:05 (10min) Break
- 7:05-7:20 (15min) Discuss in small groups
- 7:20-7:40 (20min) Agree/disagree
 - [Powerpoint](#)
- 7:40-8:00 (20min) Stakeholder activity

Assignment due today

- Readings: ["Belly of the Beast" Excerpt": The War on Drugs and the War on Obesity](#)
- Optional/related: [DNH podcast](#); Sonalee's [Instagram](#)

Nov. 10 Week 10 -- Beauty and risk/safety

Class activities

- 6:00-6:15 (15min) Lynda Barry style check-in
- 6:15-7:00 (45min) GooseChase game to analyze ads around campus
- 7:00-7:10 (10min) Break
- 7:10-7:20 (45min) Zine creation and discussion
 - [Powerpoint](#)

Assignment due today

- Reading: Body Works (Liz Barr)

Nov. 17 Week 11 -- LGBTQIA+ health

Class activities

- 6:00-6:10 (10min) Check-in question
- 6:10-6:15 (5min) Trauma-informed meditation
- 6:15-6:25 (10min) Bonding: telecharades
- 6:25-6:55 (30min) Case studies/diagnoses
 - [Powerpoint](#)
- 6:55-7:05 (10min) Break
- 7:05-7:20 (15min) Gendered language workshop

Assignment due today

- Readings: [What Doctors Don't Know about LGBT Health](#); Alok Vaid-Menon's [Instagram](#):
 - [The Invention of the Sex Binary](#)
 - [The Racist History of the Sex Binary](#)
 - [Sex is a Spectrum, not a Binary](#)
 - [The Invention of Women: A Colonial History of Gender](#)
 - [Anatomy Isn't Destiny: Eugenics and LGBTQ History](#)
 - [A History of Trans People and Health Care](#)
 - [Testosterone Has No Gender](#)
 - [Double Standard: Caster Semenya / Michael Phelps](#)
- Optional/related: [The Coloniality of Gender](#) (Lugones); [The Whiteness of 'Coming Out'](#) (Sanchez); [Critical Conditions: For Trans Individuals, Seeking Medical Care Can Be a Minefield](#) (Mugo); [How to Gather Data on Sexual Orientation and Gender Identity in Clinical Settings](#) (The Fenway Institute); [Medicalization of Transgenderism](#); [Every Anti-Trans Bill US Lawmakers Introduced this Year](#)

Section 4: How is Safety rooted in Population Control?

Dec. 1 Week 12 -- Anti-Blackness and policing

Class activities

- 6:00-6:10 (10min) Check-in question
- 6:10-6:15 (5min) Trauma-informed meditation
- 6:15-6:30 (15min) Debrief the readings
- 6:30-7:00 (30min) Transformative Justice Part 1
 - Video 1: [What is Transformative Justice?](#) (stop at 6:00)
 - Discussion
- 7:00-7:10 (10min) Break
- 7:10-7:30 (20min) Transformative Justice Part 2
 - Video 2: [Everyday Practices of Transformative Justice](#) (skip Mia Mingus and stop at 7:30)

- Discussion
- 7:30-7:50 (20min) Workshop on police alternatives
 - [Alternatives to policing at Tufts](#)

Assignment due today

- [Mother/Activist, Kerima Çevik, Tells Why Police Crisis/Disability Training Is Not The Answer](#)
- [Reform or Perform: Evaluating Tufts' Progress on Transforming TUPD](#) (Davis-Pait and Lezama)
- Optional/related: [Police Brutality, Mental Illness, and Race in the Age of Mass Incarceration](#) (McCoy)

Dec. 8 Week 13 -- Why is psychiatric institutionalization connected to incarceration?

Class activities

- 6:00-6:10 (10min) Check-in question
- 6:10-6:15 (5min) Trauma-informed meditation
- 6:15-6:35 (20 min) Break down topics accessibly
- 6:35-6:50 (15 min) Start reflective pieces OR work on final pieces
- 6:50-7:00 (10 min) Break
- 7:00-7:20 (20min) Letter to future selves

Assignment due today

- Content warning: This week's material describes the trauma that incarcerated disabled people experience(d). There are no visual depictions, but there is a brief verbal description in the beginning of the video.
- 1. [Yale RebPsych](#) video
 - This video is 1.5 hours long, but please try to watch this in its entirety. I recommend not going over 1.5x speed because one of the speaker's audio is harder to understand.
 - The content is pretty packed into this video, so if things are moving too quickly, you can focus on understanding these themes more broadly:
 - The construction of mental illness
 - How psychiatry originated as a form of control/colonialism
 - Intersection between mental health system and police/prisons
 - The problem with universalizing treatment/diagnoses ("global mental health")
 - Optional: article mentioned in video [Palestine's Head of Mental Health Services Says PTSD is a Western Concept](#) (Goldhill)
- 2. [Locked Down](#) (Green)
- Optional/related: [Project LETS](#); [Avid Prison Project storytelling](#); [Breaking School to Prison Pipeline Policy Report](#); [Abolition Must Include Psychiatry](#) (Mensah)

Additional resources

Resources requiring library access:

- [No Más Bebés](#) (film)
- [Belly of the Beast](#) (film)
- [Call Her Ganda](#) (film)
- [Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present](#) (Harriet Washington)
- Various medical/scientific journal articles (can be accessed through databases)

Readings/authors:

- [Avoiding Racial Essentialism in Medical Science Curricula](#) (Lundy Braun, Barry Saunders)
- [The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles](#) (Emily Martin)
- [A Lack of Care: Why Medical Students Should Focus on Ferguson](#) (Jennifer Tsai)
- [Scientific Racism and the Emergence of the Homosexual Body](#) (Siobhan Somerville)
- adrienne maree brown
- bell hooks

Sites:

- [Project Lets](#)
- [Institute for Justice and Healing in Medicine](#)
- [Alok Vaid-Menon](#) Instagram
- [Sonalee Rashatwar](#) Instagram
- [The Fenway Institute](#)
- [Center for the Study of Racism, Social Justice, and Health](#)
- [The Health Justice Commons](#)
- [Social Medicine Consortium](#)

Videos/podcasts:

- [Yale School of Medicine RebPsych](#)
- [Woke WOC Docs](#) (podcast)
- [Barnard Center for Research on Women](#)
- [Do No Harm](#) (podcast)

Reading lists:

- [Decolonize the Medical Curriculum Reading List](#)
- [Recentering Medical Education: A Social Justice Resource List](#)