

COURSE TITLE: Sustainable Cities

COURSE NUMBER: EVST 3020 / HEAS 3998 / URBN 3046

SECTION TIMES/DAYS: Online 4-5:30pm MW

INSTRUCTOR: Seymour

FLAGGED: Writing

**COURSE DESCRIPTION/PRINCIPLE TOPICS:**

This course focuses on sustainable urban development. It identifies our climate emergency as the broad contemporary context for sustainability planning, and to some extent we will also consider how the new coronavirus outbreak relates to urban sustainability. We will explore concepts including sustainability, sustainable development, and resilience; tension and conflict between the various goals of sustainable development; sustainability-related planning paradigms; and tools used to plan for and evaluate sustainability. The course will pay special attention to low-impact diets as an instrument of global sustainability in the context of our climate crisis. The course is heavily oriented toward Global Northern perspectives and sustainable urbanism in the United States.

**STUDENT LEARNING OUTCOMES:**

Students will enhance their understanding of the concept of sustainable development. Students will be proficient in assessing development plans and planning tactics for their commitment to sustainability. Students will be able to explain key differences between prominent sustainability planning paradigms. Students will be able to articulate benefits and difficulties associated with low-impact diets in the context of sustainability. Students will become knowledgeable about and gain critical perspective on an urban sustainability planning tool or policy of their choice.

**PREREQUISITES/RECOMMENDED BACKGROUND:**

None.

**REQUIRED TEXTS:**

None.

**COURSE WORK/EXPECTATIONS:**

In-class and discussion forum participation; take-home midterm; field assignment; final paper with extensive draftwork

COURSE TITLE: Global Health in Africa

COURSE NUMBER: HIST4998

SECTION TIMES/DAYS: TR3:50-5:20

INSTRUCTOR: Devon Golaszewski

CORE AREA: INT: Interdisciplinary Connections

FLAGS: Writing

HISTORY CONCENTRATIONS: Global Encounters, Economies, and Exchange; Race, Gender, and Culture

#### COURSE DESCRIPTION/PRINCIPAL TOPICS

This course introduces students to the history of health interventions and international development in Africa. We will move chronologically and thematically, using historical methods to analyze changes in scientific technology and public health trends, from missionary medicine in the 19<sup>th</sup> century to mental health interventions and cancer treatment in the 20<sup>th</sup>, placing health issues and interventions in their historical context – including colonialism, decolonization, and the Cold War. The second part of the course will focus on contemporary themes such as family planning, HIV/AIDS, Ebola, and Covid-19. Throughout the semester, we will discuss the relationship between health interventions and coercion, between resource extraction and global health priorities, and between gendered family structures and strategies of seeking care. Our class will emphasize African responses to “global medicine.” Students will be introduced to the diverse meanings and practices of health and healing in Africa, such as public healing, and trace the human experience of care, such as family strategies to ensure conception, fertility, and safe childbirth. This course also uses gender and sexuality as consistent modes of analysis, both tracing changing concepts of gender and sexuality over time in relation to ideas about the body and health, and highlighting African women as central actors in the history of medicine.

#### STUDENT LEARNING OUTCOMES

- Make connections between contemporary health issues and their historical antecedents.
- Recognize the major trends in international public health, and their relationship to global economic, political, and social conditions.
- Understand the diversity of concepts of health and well-being held by African individuals and communities, and the strategies by which they have and continue to seek to ensure well-being.
- Assess a variety of primary sources and historical interpretations offered in secondary literature.

#### PREREQUISITES/RECOMMENDED BACKGROUND

None.

#### REQUIRED TEXTS

Randall Packard. *A History of Global Health: Interventions into the Lives of Other People*. (Baltimore: Johns Hopkins University Press, 2016).

Other readings will be posted to Brightspace.

## **COURSE WORK/EXPECTATIONS**

Students are expected to complete weekly readings and regular short reading response papers, and participate in class discussions. Students will also complete a midterm paper, and a final paper – students can either conduct historical research using primary sources, or write a history of a current health issue, using primary source material from a contemporary health organization.

**Term: Spring 2021**

**Course Title: Gender and Disability**

**Course Number: WGST/HEAS 3998**

**Section Times/Days: Tuesdays and Thursdays, 2:30 – 4pm ONLINE**

**Instructor: Amanda Apgar**

### **Course Description/Principal Topics**

WGST/HEAS 3998: Gender and Disability is a critical feminist study of disability justice, hetero-ableism, and normality. This course examines: the ways in which disability and gender are socially constructed and co-constructed via rhetoric of dependence and autonomy; the centrality of “interdependence” to both feminist and disability justice movements; the entanglement of disability and gender in over-diagnosis, underdiagnosis, and over- and under-representation of disability in cultural texts; disability and sex, including consent, competence, and access; and legal and cultural issues of disability justice in Spring 2021.

### **Student Learning Outcomes**

By the conclusion of this course, course members will:

1. Understand foundational premises of feminist disability studies
2. Become skilled in reading and interpreting interdisciplinary texts
3. Apply what they have learned to analyze representations of gender and disability in cultural texts
4. Evaluate existing medical, legal, cultural, or institutional policy regarding gender and disability

**Prerequisites**

None.

**Required Texts**

No required texts for purchase.

**Course Work/Expectations**

Course members will be required to: read all assigned materials and come to class prepared to actively participate in discussions; participate in peer review and other models of interdependence; produce written assignments that synthesize key ideas from the course and assigned texts; produce an independent research paper at the end of the term.

Course description for CMST 3325: Communication & Healthcare

Course fulfills: HEAS minor requirement, PR minor requirement, CMST major requirement, IINC core requirement

Communication plays a critically important role in the healthcare process, and for many of us, the Coronavirus pandemic has made this connection between health and communication more clear and more personal. Perhaps it has also raised questions for you about our healthcare system and how it functions. In this course you will develop a basic understanding of our health system as well as different ways that communication and health intersect—from the process of creating health policy to the design of public health campaigns. The course will prepare you personally for a lifetime of interacting with the health system, and you might even discover new career interests in the growing healthcare industry.

**COURSE TITLE: Introduction to Bioethics**

**COURSE NUMBER: BIOE1000/HEAS 1998 01**

**SECTION TIMES/DAYS: MWF 8:00-9:00 AM**

**INSTRUCTOR: Dr. Nicholas R. Brown**

**CORE AREA: Theological Inquiry**

**FLAGGED: None**

**COURSE DESCRIPTION/PRINCIPLE TOPICS:**

While now largely viewed as a secular discipline, it is important to recognize how the field of bioethics was and remains deeply theological in its origins and practice. Indeed, some of the field's earliest and most influential practitioners were Roman Catholic and Protestant theologians who viewed their work as Christian theology proper inasmuch as they sought to probe and answer a number of fundamental existential, metaphysical and normative questions raised by the advent of scientific research and modern medical technologies. Accordingly, the purpose of this course is to introduce students to the historical, theoretical and thematic dimensions of bioethics by way of retrieving and exploring its theological heritage. As such it will proceed in four main stages. In the first part of the course we will identify and examine the significant ethical theories and traditions that bioethics draws from. Next, we will explore some key sources of theological ethics and the integral role it played in the emergence of bioethics. From there we will then address the various

reasons why bioethics has become increasingly secular in its evolution as well as the reasons why many contemporary bioethicists now see a return to theological ethics as necessary. Finally, we will explore how the Christian tradition in particular provides a rich normative background that informs the ethical framing and a clinical approach to a variety of bioethical topics including medical research and experimentation, abortion, assisted reproductive technologies, and euthanasia and physician assisted suicide.

#### STUDENT LEARNING OUTCOMES:

The purpose of this course is to help students:

- 1) Develop a familiarity with and fluency of classical Christian primary sources (i.e. Scripture, Ecumenical creeds, Patristic texts, etc.) and to hermeneutically interpret and appropriate these sources in a contemporary medical and research context.
- 2) Compare similarities and differences between Catholic and Protestant ethicists as well as compare the Christian theological tradition with other religious traditions.
- 3) Appreciate the contributions of contemporary theological ethics to contemporary bioethical debates.
- 4) Familiarize students with the main ethical theories of bioethics and identify the philosophical and theological components of the public discussion on bioethical issues.
- 5) Engage in the critical analysis of bioethical questions and articulate their theoretical and practical dimensions in light of a Christian theological framework.

#### PREREQUISITES/RECOMMENDED BACKGROUND:

None.

#### REQUIRED TEXTS:

- Beauchamp, Tom L. and James F. Childress. *Principles of Bioethical Ethics*. 8<sup>th</sup> Ed. New York: Oxford University Press, 2019.
- Devettere, Raymond J. *Practical Decision Making in Health Care Ethics*. 3<sup>rd</sup> ed. Washington, D.C.: Georgetown University Press, 2010. \*Ebook\*
- Jonsen, Albert R. *The Birth of Bioethics*. New York: Oxford University Press, 1998. \*Ebook\*
- Lysaught, Therese M. and Joseph J. Kotva Jr., Eds. With Stephen E. Lammers and Allen Verhey *On Moral Medicine: Theological Perspectives in Medical Ethics*. 3<sup>rd</sup> ed. Grand Rapids: Wm. B. Eerdmans Press, 2012. \*Ebook\*
- Vaughn, Lewis. *Bioethics: Principles, Issues and Cases*. 4<sup>th</sup> Ed. New York: Oxford University Press, 2020.

#### COURSE WORK/EXPECTATIONS:

Two exams – midterm and final  
Four quizzes  
Eight single page analysis papers  
Four two-page case study papers

**COURSE TITLE:** Race, Health, and Social Justice

**COURSE NUMBER:** AFAM 3998; HEAS 3998

**SECTION TIMES/DAYS:** T/R 11:50am – 1:20pm

**INSTRUCTOR:** Magaela Bethune

**COURSE DESCRIPTION/PRINCIPLE TOPICS:**

The aim of this course is to explore some prominent themes, queries and applications toward an understanding of race/ism, health, and society. Drawing from cross-disciplinary perspectives, frameworks, approaches, and materials from across the social, health, and medical sciences, our departure point is the understanding of race/ism and its construction upon a foundation of anti-Blackness and anti-Indigeneity. This course also explores the ways in which the history, development, and the evolution of racial politics and anti-Blackness have and continue to shape and transform the health and livelihoods of people at various intersections of human experience. The course critically examines and interrogates racialized health disparities and the social and structural determinants of health. This course cultivates a critical lens through analysis of historical (i.e., medical apartheid) and contemporary (Hurricane Katrina disaster response, COVID-19) case studies, illuminating the role of social, political, and economic landscapes to which health inequities foreground.

Students leave the course with a set of practical concepts, justice-oriented frameworks, and reflexive practices that can serve as a foundation for the work of racial justice in health.

While some themes of global relevance are explored, the primary geospatial and geopolitical scope of this course emphasizes the role of race within the imaginary, socially engineered border commonly referred to as "America."

This course is interactive, engaging, and fully delivered online through both synchronous and asynchronous learning activities. As the course instructor, I draw from a bevy of Afrocentric and feminist pedagogies through the integration and facilitation of collaboration, critical dialogue, reflection, and points of praxis.

### **STUDENT LEARNING OUTCOMES:**

The **active** and **engaged learner** in this course will ask more critical questions and make complex connections between both the historical and contemporary, personal and political, as well as the theoretical and practical. They will embrace discomfort, seek knowledge, and be able to engage in critical conversations, which taken together, form a foundation for liberation thinking and anti-racism praxis.

### **PREREQUISITES/RECOMMENDED BACKGROUND:**

**Prerequisites:** None

**Recommended Previous Coursework:** AFAM 1211 – Introduction to African American Studies, and/or HEAS 2000 – Introduction to Health and Society

### **REQUIRED TEXTS:**

Washington, H. A. (2006). *Medical apartheid: The dark history of medical experimentation on Black Americans from colonial times to the present*. Doubleday Books.

### **COURSE WORK/EXPECTATIONS:**

Learning in this course will be assessed through various modes. Students will be evaluated on their engagement in online learning activities, discussions, performance on quizzes and exams, a roundtable discussion assignment, and a group-based design charrette. Rubrics will be available for students to review expectations for assignments and will be used to structure feedback.