

SCHOOL OF PUBLIC HEALTH: FALL 2023
PHP 1680I: From Pathology to Power: Disability, Health & Community

Instructor:

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Overview

Classroom: MacMillan 117

Meeting Times: Class will meet Tuesday/Thursday from 2:30-3:50 p.m. and will be lecture- and discussion-based. Students are expected to attend all classes.

Course Website: <https://canvas.brown.edu/courses/1092686>

Course Description: This is an introductory course designed to offer a comprehensive view of health and community concerns experienced by people with disabilities and disability communities. Students will be exposed to historical analysis, biomedical discourse, cultural critique, and field research to grow their understanding of the evolution of medical practices, cultural beliefs, and social structures influencing the treatments, services, and opportunities available to disabled people in the United States. The course will review historical issues as well as topics that are becoming more relevant to the study of disability such as identity, complex embodiment and activism. Additionally, students will have the opportunity to analyze representations of disability as it is portrayed in various popular media including social media, television, film, and literature.

Prerequisites: PHP 310: Health Care in the United States &/or PHP 320: Intro to Public Health

Domains: The School of Public Health's accrediting body, the Council on Education for Public Health (CEPH), specifies the domains in which all undergraduates in accredited programs are to receive instruction. The Brown SPH faculty designate the courses in which each domain will

be introduced and those in which each will be covered in more depth.

As a course within the Health Disparities Selective Group, this class will cover the following public health domains:

Domain	Teaching Activity
Introduction to Processes & Approaches to Identify Needs & Concerns of Populations	Lecture Weeks: 2, 3, 4 & 6
Introduction to Approaches & Interventions to Address Needs & Concerns of Populations	Lecture Weeks: 3, 4, 5, 6, 9, 10, 11, 12
Socio-Economic Impacts on Human Health & Health Disparities	Lecture Weeks: 2, 3, 4, 5, 6, 7, 8
Behavioral Factors Impacts on Human Health & Health Disparities	Lecture Weeks: 2, 3, 4, 5, 7, 8, 9, 10, 11, 12
Ethical Dimensions of Health Care & Public Health Policy	Lecture Weeks: 2, 4, 5, 6, 7, 8

Course Readings and Materials: Book chapters, on-line readings, documentary films, YouTube videos, TED Talks and podcasts are required. ALL readings, links to on-line readings, documentary films and podcasts and all other course materials are available on the course website free of charge: <https://canvas.brown.edu/courses/1089277>.

This course is material intensive. All readings and materials are to be completed before class to facilitate engagement with the weekly class lecture and discussion. Content for some weeks is heavier than others. So, students may want to plan ahead as the semester progresses.

Evaluation

Final grades will be based on the student's performance on the following:

1. Weekly Assignments [60% (10 x 6%)]
2. Class Participation (15%)
3. Final Project (25%)

Evaluation descriptions and grading rubrics are described below. They can also be found in the Assignments section on the course Canvas site.

Weekly Assignments

Starting **WEEK 3**, students will submit an assignment every week. These written assignments may focus on the required reading, involve in-class activities, and/or entail a class presentation. They are to be completed individually unless otherwise noted. All assignments require students

to reflect on and/or apply what they have learned from readings and other course materials. Assignments must be submitted by 11:59 pm each Friday starting WEEK #3. Assignments will be graded using the rubric posted below.

Weekly Assignment Rubric

Criteria	Points
* addresses the question(s) directly and clearly. * reflects solid understanding of the themes of the course related to the assignment, uses course readings to accurately define key concepts, and places the argument within a broader context (for example, by connecting with themes and issues discussed during other sessions of the class and/or section). * Scholarly ideas are properly cited. * Clearly organized with appropriate use of grammar and syntax with minimal typos	25

Class Participation

Our time in class is the opportunity to actively engage with the material we are exploring. Participation during class is crucial because it is an important avenue for learning. I encourage you to be active in every class session. Regular attendance is crucial for your engagement and success in this course. However, I understand that unexpected situations may arise, so you are allowed a maximum of **two excused absences** throughout the semester. Please use these wisely and communicate any absences in advance whenever possible.

Class Participation Rubric

The participation grade serves to credit you with the effort and work you are putting into the class in and out of the classroom. I understand that we all have different levels of comfort regarding speaking in class. Participation includes engagement during in-class activities, speaking in smaller group discussion, and speaking/asking questions during lecture portions of class. If you are not participating at any of those levels, you will not earn participation points. I encourage you to contact me so we can find ways to make participation work for you in this class. Any class missed will not impact your participation grade if you are within your allotted two absences. If you must miss beyond the 2 classes, please email me as soon as possible to discuss ways to help you participate in classroom activities asynchronously as appropriate.

Final Project

The purpose of the Final Project is to allow students to expand on what they have learned throughout the semester and share some of this learning with the greater Brown University community. Each final project group will be composed of 11-12 students. Each group will be responsible for holding a separate community-based impact project/program on the Brown campus at some point before December 5th. We will brainstorm ideas and have students select their final project group and topic by 11/10/23. Topics can range from delving deeper into a subject that we will cover in class (for example, stigma) to those we have not (for example, international perspectives on disability). Students will be responsible for developing and running the project or program (for example, "Sexuality and Disability Awareness Day"). Groups will

share their experiences through **3 deliverables due at the end of the semester (Presentation, Reflection Paper, Project Attendance form).**

I. Presentation

- Student groups are expected to present their project to the entire class on December 6th or 8th. Groups will describe what they did, how they did it & why and the “results” (exit interview quotes, exit survey results, etc.). The presentation will be **NO LONGER THAN 10 minutes MAXIMUM.**
- Presentations can be through presentation slides, spoken word, dance, play, debate and/or any medium imaginable.

Presentations must include the following information:

1. Topic/Background/Research/Rationale

- What are you doing and why is it important***
- Incorporate course materials to support your rationale***
- 2 learning objectives you have for your presentation

2. Methods

- How & Why are you addressing the topic and measuring the impact of your approach?***
 - social model, medical/charity model, complex embodiment, ICF, ableism, self-determination/agency, stigma, etc.

3. Results/Discussion/Recommendations

- What were your results? What did you learn? Would you do anything differently next time? If so, what? If not, why not?

4. Q & A

- Presentations are expected to conclude with 1 prompt the class will discuss for 2 minutes. The prompt should help students connect with your presentation objectives.

***** PLEASE USE COURSE MATERIALS (MINIMUM of 8 sources)**, each chapter in the Dis Primer counts as 1 resource) with references. You may also use class notes, readings in Canvas, TEDx and EDx, movies, documentaries and any other materials we are using in this course.

II. Personal Reflection

- a. 2-pages MAX, 12-point font, double-spaced, 1-inch margin personal reflection on their experience with their project. Reflections will include the following:
 - What was your role and how did you navigate this space? What did you learn in the process? Did you UNlearn anything? If so, what? How did this

project impact your learning? What would you do differently if anything?
How do you want to continue exploring this topic moving forward?
Reflections will be submitted via Canvas and are due at the end of the semester.

III. Project Attendance Form

Each student is expected to attend 1 other on-campus project and try to bring a friend who isn't taking this course. To receive attendance credit, students will complete a very short google form. This will be graded based on completion.

Student groups will be graded collectively on the presentation piece (60 points) and reflections will be graded individually (40 points). Project attendance (20 points) will be confirmed by submitting a short google form that will be due 12.05.23 BY NOON.

Groups can form and brainstorm their own ideas and share them with the course instructor for approval. The 4 ideas below are also acceptable.

1. Social Media Analysis

Students will be expected to find and follow 5 people who identify as disability justice activists and choose ONE of the following ideas (if you have a different idea around social media using different platforms, please make sure you get instructor approval!):

a) Choose an issue that one or more of the disability activists you follow often talk about. Collect and analyze information around the issue and make sure you discuss why this issue is central to the modern disability justice movement. Is it getting enough attention & media coverage? Who is talking about the issue and who is not?

b) Examine the comments under tweets centering disability issues that you believe are important. Evaluate if Twitter is conducive to meaningful, organized conversation around an activist issue. Discuss accessibility in grassroots organizing, especially in disability justice movements and other methods of organizing if Twitter is not judged to be meaningful.

2. Popular Culture Case Study Analysis

For this option, you will select an example of how disability is represented in popular culture for critical analysis. Your case study may evaluate a song, music video, TV show, movie, new story, or other example (subject to instructor approval). You will prepare a presentation evaluating the representation of disability in your case study.

Your response must:

- Clearly identify your case study
- Address which "model" of disability is depicted in your case study
- Incorporate an analysis using intersectionality or complex embodiment
- Determine whether your case study perpetuates stereotypes and stigma of disability or contributes to inclusive representations of living with disability

3. Create a New Model for Representation

For this option, you may design and pitch a new character with a disability, write a short story featuring a character with a disability, or other creative option that models accessibility, inclusion, and diversity.

Creative projects must have instructor approval.

4. Accessibility Analysis

For this option, students will select 1 ableist psychosocial, physical or virtual space/policy/practice that they have observed on campus to evaluate for its accessibility for diverse minds and bodies. The presentation should include brief discussion identifying the space/policy/practice, why you chose it, and how you measured 'accessibility'? Would you make any changes to make this space/policy/practice more inclusive, and if so, what would they be? If not, why?

Final Project Presentation Rubric

Criteria	Pts
Topic Introduction: Background and rationale Purpose and importance are supported using strong incorporation of course materials as evidence. 2 learning objectives for the presentation are provided	15
Methods Clear identification of disability studies framework* used to guide analysis or project development. Describes How & Why the topic is being addressed and how the project measured the impact of the methods used. * social model, charity model, medical model, ICF framework, complex embodiment, ableism, agency/self-determination, stigma, identity, etc.	15
Analysis Results, Discussion & Recommendations Strong critical thinking applied throughout the presentation, esp. in relation to analysis and results/discussion as they apply to the topic and methods. What were the results? What did you learn? Would you do anything differently next time and briefly describe.	15
Q & A Presentation concludes with 1 prompt for the class to discuss in "turn & talk" style. The prompt is designed to support students with connecting to the presentation learning objectives described in the Introduction.	5
Evidence At least 8 course materials are used to support the presentation Intro, Methods and Analysis/Impact	10
Total Points	60

Reflection Paper Rubric

Effort	Creativity	Content	Pts
Paper demonstrates thorough engagement with the topic through detailed explanations and insights	Paper goes beyond conventional ideas and presents original viewpoints with innovative examples	Paper demonstrates understanding of concepts, critical analysis, and integration of relevant sources	33-40
Paper demonstrates limited understanding of the topic	Paper relies on common ideas and examples, primarily restating common viewpoints	Paper presents limited understanding, critical analysis, and proper use of sources.	26-32

Grade Distribution: Final grades will be based on the percent of the total points earned by each student. Assignment of final grades will be approximately* as follows:

90% or higher = A

80% to 89% = B

70 to 79% = C

Less than 70% = NC

*The actual final grade breakdown may differ based on the instructor's review of the distribution of scores and evaluation of the course overall. Therefore, the final cut-points may be slightly higher or slightly lower than shown above.

Due dates for the assignments are shown in the course outline unless the instructor announces a change. **All assignments should be submitted through the course Canvas website.**

Student Responsibilities

Course-Related Time Expectations: This course requires substantial reading and course-related material review focused on general disability theory and framework. Throughout the course, students will be expected to do the following:

- Prepare and submit a weekly assignment via Canvas by 11:59 pm on Friday. The assignments are designed to help students process weekly themes and content. Extensions will be granted with advanced notice. Because assignments may build on each other, turning in a late assignment could have a domino effect. Assignments

submitted on time have a significantly higher probability of receiving direct instructor feedback.

- Complete and submit additional class assignments on time as referenced on the Canvas course site; and
- Participate in activities designed to further understand disability, community, and health.

Time expectations for this course: Over 14 weeks, students will spend 2 hours and 40 minutes per week in class (37 hours total). Required reading for this seminar will require approximately 5 hours per week for 10 weeks (50 hours). In addition, preparing weekly and other course assignments will require approximately 93 hours over the term. The total time expectation for a student in this course is, therefore, approximately 180 hours.

Attendance Policy: Attendance is a very important part of this course and is, therefore, expected. However, I understand that unexpected situations may arise, so students have a maximum of **two excused absences** throughout the semester before December. Please use these wisely and communicate any absences in advance with the course instructor whenever possible.

Topics will often be discussed during lectures that are not part of the readings, and these topics may subsequently appear on assignments. If a student misses a lecture, they will be responsible for the missed information. At the beginning of every class, the instructor or TAs will make announcements relevant to class. If a student is late or misses class, it is expected that the student will get the missed class information (including announcements) from another colleague, TA, or the course Canvas site.

Out of respect for the instructor, TAs, and guest lecturers, please do your best to be in class on time, silence your phones, and stay through the end. If you need to leave class early, please notify the instructor when possible and sit near an exit so as not to disturb the class. It's hoped that students arriving late to class will try to enter and find a place to sit as quietly as possible.

Academic Integrity: Plagiarism will not be tolerated in this course. Plagiarism occurs when you deliberately use someone else's language, ideas, or other original material without acknowledging its source. This includes carelessly or inadequately citing ideas and words from another source including paraphrasing without credit. Plagiarism also includes submitting an assignment written by someone else and working with other students if the assignment does not specifically give you permission to work with others. Ethical research requires properly documenting the sources used even when not directly quoting from another person's work. If your ideas were influenced by reading another source, the authors of that source should be properly credited. If you have any questions about properly citing your work, please speak to the professor or a TA. For additional information about offenses against the academic code, please see the Academic Code. All situations of suspected academic dishonesty will be handled in the manner as described in the Academic Code. The Academic Code can be found [here](#).

Student Support

Questions, Help, and Your TA's: TAs will be able to answer questions regarding course materials and assignments. They are the initial point of contact for students who have concerns or issues with the class. If you ever have a question regarding the course, assignments, current topics, grades, public health in general, or anything else, please reach out to one of the TAs by email or to the course instructor during her office hours. We encourage you to check the syllabus and the course Canvas site because answers to many questions can be found there.

Accessibility and Accommodations: Brown University is committed to full inclusion of all students. Please inform me early in the term if you may require accommodations or modification of any of course procedures. You may speak with me after class, during office hours, or by appointment. If you need accommodations for online or in-class learning, please reach out to Student Accessibility Services (SAS) for their assistance (seas@brown.edu, 401-863-9588). Undergraduates in need of short-term academic advice or support can contact an academic dean in the College by emailing college@brown.edu. Graduate students may contact one of the deans in the Graduate School by emailing graduate_school@brown.edu.

This course will use the following technological platforms: Canvas and Google Drive. I am committed to ensuring access to online course resources by students. If you have any concerns or questions about access or the privacy of any of these platforms, please reach out to me. The IT Service Center (<https://it.brown.edu/get-help>) provides many IT Services including remote assistance, phones, tickets, and chat. Please also see the [Online and Hybrid Learning Student Guide](#).

Diversity and Inclusion Statement: As the instructor, my intent is for students from all backgrounds and perspectives to be well-served by this course. I will strive to present materials and conduct activities that are respectful of diversity, including though not limited to, diversity based on gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. If any of our class meetings conflict with your religious events, please let me know at the start of the semester so that we can arrange for you to make up the missed material. I invite you to let me know how to improve the effectiveness of the course for you, especially as it pertains to your sense of inclusion. Your suggestions about how to improve the value of diversity in this course are always encouraged and appreciated.

Campus Resources: Across the Brown campus, a nexus of organizations and spaces encourage all students, faculty and staff to find a sense of belonging, build relationships across differences and develop leadership and life skills to thrive intellectually and personally at Brown and beyond. A list of campus resources can be found [here](#).

Fall 2023 Class Schedule

Note: Reading and material reviews should be completed by the **Thursday** class in each Module (e.g., materials listed in Week 2 should be read before class on Thursday 9/14). Please note that films to be viewed via Kanopy/Netflix are **bolded** in the list below.

Week 1 (9/07): Introduction & Overview

Focus:

- Review course syllabus, requirements, and objectives
- Discuss student interest in disability and public health

Week 2 (9/12 & 9/14): Make them go away? Eugenics & Disability in the US

WEEKLY THEME: How are 19th and 20th century policies and practices continuing to impact perspectives of disability in 21st century America?

Lecture Focus:

Review historical events that continue to drive perspectives of Disability in 21st century American culture.

Readings & Materials:

- *Beginning with Disability: A Primer*: Chapters 10, 11, 12.
- Stubblefield, A. "Beyond the Pale": Tainted Whiteness, Cognitive Disability and Eugenic Sterilization. *Hypatia*, 2007, 22(2).
- Browning, T. "Freaks" (1932).
- Additional materials in Canvas

Week 3 (9/19 & 9/21): Defining Disability: Theoretical Frameworks

WEEKLY THEME: How do definitions, models and frameworks intertwine with human value, health & power?

Lecture Focus:

- Define disability according to established and emerging conceptual frameworks/models
- Identify the ways that definitions, models and frameworks intertwine with human value, power and health

Readings & Materials:

- *Beginning with Disability: A Primer*: Chapters: 1, 2, 5, 6.
- AM Jette, Toward a Common Language for Function, Disability and Health. *Physical Therapy*, 2006, 86(5).
- **Invitation to Dance: Disability in 21st Century America**. Simi Linton and C. von Tippelskirch. (2014). Kino Lorber. Kanopy.
- Additional materials in Canvas

Week 4 (9/26 & 9/28): Stigma, Language & Health

WEEKLY THEME: How is language used to stigmatize and destigmatize a physiological difference?

Lecture Focus:

- Explore the dimensions of stigma and how they relate to disability
- Identify the role of language in conceptualizing disability
- Identify the ways that language is used to stigmatize disability
- Address potentially stigmatizing language with language that destigmatizes and empowers

Readings & Materials:

- *Beginning with Disability: A Primer* Chapters: 3, 4, 19 – 23
- Additional materials in Canvas

Week 5 (10/03 & 10/05): Policy & the Americans with Disabilities Act (ADA)

WEEKLY THEME: How does a civil rights law intertwine with human value, power, privilege & health?

Lecture Focus:

- Understand the history and basics of the Americans with Disabilities Act (ADA)
- Explore the tenets of Universal Design

Readings & Materials:

- *Beginning with Disability: A Primer* Chapters 13, 14.
- Imrie R., Luck, R. (2014) Designing inclusive environments: rehabilitating the body and the relevance of universal design, *Disability and Rehabilitation*, 36:16,1315-1319.
- **Crip Camp**. Nicole Newnham and James LeBrecht, Higher Ground Productions, 2020. Netflix.
 - there will be a TA-led screening of “Crip Camp” during the week
- Additional materials in Canvas

Thursday Guest Lecturer: Lia Sifuentes Davis (she/her/ella) '06; Clinical Professor, The University of Texas School of Law; Director, Civil Rights Clinic

Week 6 (10/10 & 10/13): Disability & Identity

WEEKLY THEME: How do social and behavioral responses to disability contribute to health and well-being?

Lecture Focus:

- Explore social and behavioral responses to disability
- Discuss the impact of multiple marginalized identities on health and well-being

Readings & Materials:

- *Beginning with Disability: A Primer* Chapters 15-18; 41
- **Fixed: The Science/Fiction of Human Enhancement**. Regan Pretlow Brashear and Jamie LeJeune. New Day Films, 2013. Kanopy.
- Additional materials in Canvas

Week 7 (10/17 & 10/19): Disability Justice

WEEKLY THEME: How is Disability Justice included in the social justice conversation at

Lecture Focus:

- Explore the development of the Disability Justice movement
- Understand the intersection of Disability, Racism, Police Violence and Mass Incarceration
- Describe the impact of living with multiple marginalized identities on health and well-being

Readings & Materials:

- *Beginning with Disability: A Primer* Chapters 5, 13, 14
- Blanchett, W., Klingner, J.M Harry, B. *The Intersection of Race, Culture, Language and*

Disability. *Urban Education*, 44(4), 2009 pp. 389-409.

- Additional materials in Canvas

Tuesday Guest Speaker: Stefanie Lyn Kaufman-Mthimkhulu '17, Founder & Director Project LETS & Shivani Nishar '20, DJ Activist and graduate student

Week 8 (10/24 & 10/26): Complex Embodiment: Disability & Sexuality

WEEKLY THEME: How does the intersection of disability, sexual orientation and/or gender identity shape health and well-being?

Lecture Focus:

- Describe elements of complex embodiment in relation to disability and sexual identity
- Understand the challenges and benefits of the impact of disability on sexuality through listening to life experiences

Readings & Materials:

- *Beginning with Disability: A Primer* Chapters: 38, 39.
- Additional materials in Canvas

Week 9 (10/31 & 11/02): Sensory Disability or Cultural Difference?

WEEKLY THEME: What is meant by the concept of “gain”?

Lecture Focus:

- Gain a basic understanding of the importance of Deaf culture
- Discuss the importance of ASL in language acquisition and its relation to health
- Gain a basic understanding of how assistive technology benefits the Deaf and VI communities

Readings & Materials:

- *Beginning with Disability: A Primer* Chapters 7, 8, 9, 29, 36, 42
- Additional materials in Canvas

Tuesday Guest Speaker: Tim Riker, Lecturer of Language Studies, American Sign Language, Center for Language Studies, Brown University

Thursday Guest Speakers: Blind@Brown Club

Week 10 (11/07 & 11/09): “Invisible Disability”, Does It Make a Difference?

WEEKLY THEME: Why is psychiatric disability linked to morality in American culture? Consider the consequences of this assumption, the associated stigma and the impact of this on health and well-being.

Lecture Goals:

- Explore the stigma faced by people living with diagnosed and undiagnosed psychiatric disabilities and how this impact health and well-being
- Explore the stigma faced by people living with diagnosed and undiagnosed learning disabilities and how this impact health and well-being
- Explore the language used to describe mental illness and discuss its impact on stigmatization of those who carry those labels
- Examine the connections of psychiatric disability to morality and how this contributes to or detracts from stigma

Readings & Materials:

- *Beginning with Disability: A Primer* Chapters 17, 18, 19, 21, 22, 23
- Corrigan PW, Druss BG, Perlick DA. The Impact of Mental Illness Stigma on Seeking and Participating in Mental Health Care. *Psychological Science in the Public Interest*. 2014, 15(2), pp. 37–70.
- **CRAZYWISE**. Phil Borges and Kevin Tomlinson, Phil Borges Studio Inc. 2017. Kanopy.
- Additional materials in Canvas

Guest Speakers: Project LETS Panel

Week 11 (11/14 & 11/16): Disability & Public Health: What does it mean to “measure” disability?

WEEKLY THEME: What is the overall importance of using public health approaches to identify and address the needs and concerns of disability communities in the U.S. What are the major challenges and benefits?

Lecture Focus

- Explore public health approaches and processes that identify the needs and concerns of communities living with disabilities in the U.S.
- Introduce public health approaches and interventions to addressing the needs and concerns of communities living with disabilities in the U.S.
- Introduce the main Safety Net Programs of the federal government that impact people with disabilities (Medicaid, Medicare, Social Security, Unemployment and related Programs)

Readings & Materials:

- Madden, R.; Glozier, N.; Fortune, N.; Dyson, M.; Gilroy, J.; Bundy, A.; Llewellyn, G.; Salvador-Carulla, L.; Lukersmith, S.; Mpofu, E.; *et al.* In Search of an integrative measure of functioning. *Int. J. Environ. Res. Public Health* **2015**, *12*.
- *Quality-Adjusted Life Years and the Devaluation of Life with Disability: Part of the Bioethics and Disability Series*. National Council on Disability, November 6, 2019.
(https://ncd.gov/sites/default/files/NCD_Quality_Adjusted_Life_Report_508.pdf).
- Additional materials in Canvas

Week 12 (11/21 & 11/23): NO CLASS: THANKSGIVING BREAK

Week 13 (11/28 & 11/30): FINAL PROJECT PRESENTATION PREPARATION - TA support

Week 14: (12/05 & 12/07): FINAL PROJECT PRESENTATIONS

Week 15: (12/12): FINAL PAPERS DUE SUNDAY 12/17 @ 11:59 pm