Course Description:
Our experience of health, healthcare and our bodies is strongly shaped by social, cultural, historical, and political factors. In the United States, we have had, and continue to have, the opportunity to participate in shaping these factors. Social movements for health form when individuals who share both a health issue and a perception of injustice, organize collective action to change the conditions, resource allocation, attitudes, laws, and even science in order to create better conditions for health. These activist movements may be issue-based such as the alcohol temperance movement; disease-based such as those fighting for recognition of chronic Lyme disease; or identity-based such as teens advocating for sex education in public schools. In this course we explore the examples of these movements in the United States through film and media, print and web journalism, scientific writing, and guest speakers, paying particular attention to recent health social movements. We will look at the goals, strategies, tactics, and motivations for action of several social movements, including public health reform, occupational health, environmental justice, mental health, women's health, Community Health Centers, HIV/AIDS, and current activism around food, medical marijuana, physician-assisted suicide, and the Affordable Care Act. Students will have the opportunity to investigate and document a health social movement of their choice.

Course Objectives:
1. Define and discuss important terms related to social movements in health
2. Distinguish between movements, organizations, activism, advocacy, and education
3. Give examples of the goals, strategies, tactics, and organization for several health related social movements in the United States
4. Develop a critical perspective on the successes and failures of these movements
5. Identify the linkages between health social movements and between them and other social change movements
6. Recognize the challenge health social movements have posed to "science" and scientific knowledge production
7. Understand the roles of dynamic individuals, opportunity, emotion, courage, creativity and political opportunity in making change happen
8. Gain skills in organizing, presenting, leading discussions, poster making, and conducting interviews
9. Conduct and present research using primary and peer-reviewed sources
**Course Guidelines:**

**Attendance:** Please arrive on time. Send me an email if you will not be in class for a legitimate reason. Missed classes and repeated lateness will affect your grade. Please speak with me if you are experiencing a health or other personal issue that may get in the way of your full participation in the class.

**Assignments** must be in on time and extensions must be requested in advance of the due date. Written assignments are posted on Trunk and all assignments should be submitted through Trunk in Word compatible format (no google docs or pdfs). All reading/listening/watching/looking assignments are available as clicks on this syllabus. I often update the syllabus, but will send an announcement through Trunk.

**Technology:** Computers, iPads, cell phones, etc. must not be used and must be turned off during class. Please check your settings on Trunk to make sure that you will receive class email. All lecture notes will be posted to Trunk.

**Academic Integrity:** Plagiarism and unauthorized collaboration, whether deliberate or unintended, from the internet, published or unpublished books or articles, or other student or non-student's work, are a violation of academic integrity and will be reported to the Dean. Please read the [Academic Integrity Handbook](#).

**Assignments and Grading:** Your grade is based upon your ability to engage with the major questions of the subject, reflect thoughtfully on the materials and demonstrate these processes in your carefully written assignments and classroom discussion. Late assignments for which no extension is requested and received at least one day in advance will be penalized. Your grade will be based on the following:

*See assignment details on Trunk.*

**Interview with a Health Social Movement Activist:** (15 points) Identify someone who identifies as a health social movement activist who agrees to a 20 minute interview by phone or in person (not by email). Write up their responses; respond to them.

**Movement Film Reflection:** (15 points) Watch a fiction or non-fiction film about a health movement (list of movies in the assignment, or propose another one) and answer the questions in the assignment.

**Discussion Leader and Classroom Participation:** (10 points) Each class will generally start or end with a brief discussion of the readings lead by two students who sign up in advance. Discussion leaders will support the discussion with three points from the readings and/or topic, two questions inspired by them, and brief reflection on the instructor's comment or question for that class. Class participation in these discussions will also contribute toward your grade.

"**How To" Workshop Leadership:** (10 points) Work in your group to develop a 10 minute organizing skills workshop and lead it once in class.

**Midterm "Exam:”** (20 points) Apply class concepts in an in-class writing assignment.

**Social Movement Poster (20 points) and Reflection (10 points):** You will investigate a historical or current U.S. health social movement of your choice, find artifacts to document that research, present your movement in poster format, and reflect on key lessons of your own and other movements. You must submit a proposal consisting of a description of your chosen health social movement and five resources that you will use.
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**Required Reading (All are available via the links below: or as indicated)**

**9/10 Social Movements and Health**

- Midwest Academy, *Direct Action Organizing*, (3 pages)
- Keefe RH, Lane SD, Swarts HJ. *From the bottom up: tracing the impact of four health-based social movements on health and social policies*. J Health Soc Policy. 2006;21(3):55-69.

**9/15 Science and Epistemology**


**9/17 Early Public Health and Temperance**

- Barnum, PT. Excerpt from “*Struggles and Triumphs*” on Temperance
- *Secrets to Success* and *Mothers Against Drunk Driving: Has its Vision Become Blurred?*


**9/22 Occupational Safety and Health**

- Listen to NPR’s stories: Part one *As Mine Protections Fail, Black Lung Cases Surge* and part two *Black-Lung Rule Loopholes Leave Miners Vulnerable* and look at the photos. Optional: *Doctor Who Crusaded For Coal Miners’ Health Dies At 87*
- Miles, K., *Walmart Supplier Warehouse Workers Fired For Taking 5-Minute Break, They Say*, Huffington Post, 08/22/2013
- Roelofs, C. *Workers: The Climate Canaries*, AJPH August 2014

**9/24 Environmental Justice**

- Center for Health, Environment and Justice, *Love Canal: The Start of a Movement* (click Read More)
- *ACE*’s REEP! Watch them organize and win! *Grow or Die!, REEP’s 14th Annual EJ Youth Summit* and *Youth Affordabilii(T) Coalition (YAC) rally against the MBTA*, and check out the YAC FB Page

Recommended (really recommended) Watch *Majora Carter: Greening the ghetto*

**9/29 Embryonic Stem Cells/Disease Advocacy**

- Read overview and position statement of the Center for Bioethics and Human Dignity

10/1 Women’s Health

- Selections from Voices of the Women’s Health Movement (on reserve at Tisch) – browse and read at least two selections from these volumes. We will discuss what you read in class, so come prepared to share.
- Boston Women’s Health Collective. Our Bodies, Ourselves (on-line excerpts): Preface and Introduction to the original, (pages 1-8) and Introduction to the 2011 (current) edition and The Medicalization of Midlife and Menopause and Are Breast Implants "Absolutely Safe"?
- Sexualization of Girls in the Media-- SPARK Summit and SPARK Summit Highlights (more optional background at [SPARK: Taking Sexy Back])

10/6 Organizing


10/8 Food

- Moore Lappe, F., The Food Movement: Its Power and Possibilities, The Nation, 10/3/11 (the commentaries are highly recommended, esp. Pollan’s)

10/13 Violence Prevention

- Watch: Gary Slutkin: Disrupting Violence
- ACLU, Roxbury Resident Mary Holmes Sues MBTA Police Officers (2015)
- Arnold, G. and Ake, J. Reframing the Narrative of the Battered Women’s Movement, Violence Against Women May 2013 vol. 19 no. 5 557-578
- Kingkade, T. Columbia Students Bring Out Mattresses To Support Senior Emma Sulkowicz’s Rape Survivor Project, Huffington Post 09/12/2014

10/15 Integrity and Health Movements

Choose one:
- Breast Cancer Action: Think Before You Pink Tool Kit
- Community Catalyst, Conflict-of-Interest Curriculum Toolkit
- Union of Concerned Scientists (UCS), Heads They Win, Tails We Lose, 2012

10/20 HIV/AIDS

- Watch: How To Survive a Plague
10/22 Adolescent sexual health
- Why is John happy? Click Bare Essentials from the Silver Ring Thing and watch the video to find out
- Watch The Education of Shelby Knox

10/27 Adolescent Sexual Health
- Watch it happen live! Hyde Square Task Force’s Sex Ed Campaign: First watch this about the Boston teens’ campaign; follow their progress by reading Teens ask for more sex ed, greater condom availability and then Boston schools might offer condoms and, finally, find out what happened here. This is an example of their own health ed/culture change effort: A surprise visitor…

10/29 Mid-term Exam, no readings
The midterm exam will be an essay in which you respond to a problem that I will pose using the tools and analysis that you have assimilated through the lectures and materials presented in the class thus far. You will do well if you draw upon the course concepts as well as the examples to present original thought in context of health social movements.

11/3 Disability Rights and Access to Healthcare
- Watch Lives Worth Living

11/5 Mental Health
- Gottstein, J. A Three Pronged Approach to Mental Health System Change, Mad in America, December 30, 2011 and watch one or more testimonials in the Open Paradigm Project
- National Alliance on Mental Illness, About Public Policy
- Tomes, Nancy. The Patient As A Policy Factor: A Historical Case Study Of The Consumer/Survivor Movement In Mental Health Health Affairs, 25, no.3 (2006):720-729

11/10 No class, no readings

11/12 Community Health Centers/Health Equity
- Watch: Challenging Inequality
- Read about the Jackson Medical Mall and watch: Mississippi Roadmap

11/17 Death and Life
- Read why and how Second Thoughts helped defeat Question 2 in Massachusetts last year
11/19 Breast Cancer


- Watch: Why do we Believe in Environmental Causes and Breast Cancer Prevention?

11/24 Medical Marijuana/Alternative Medicine

11/26 No class, Thanksgiving

12/1 Healthcare Reform


- HeritageAction, Watch the Momentum Grow: A Window Into the Defund Obamacare Town Hall Tour (watch the video)

- Catholic Health Association, Health Reform: We Cannot Go Back

- FreedomWorks, Health Care Reform (read the top two blog posts)

12/3 Summary/Conclusion

12/8 and 12/10 Poster Presentation showcases