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Electronic Course Authorization System

AMST 2041 - VIEW COURSE PROPOSAL

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Approvals Received:

Department	College/Dean
on 1/5/21	on 1/20/21
by Amarin Chanthorn (achantho@umn.edu)	by Nanette Hanks (nhanks@umn.edu)

Approvals Pending:

Provost > LE > Catalog

[Effective Status:](#)

Active

[Effective Term:](#)

1213 - Spring 2021

Course:

AMST 2041

Institution:

UMNTC - Twin Cities/Rochester

Campus:

UMNTC - Twin Cities

[Career:](#)

UGRD

[College:](#)

TCLA -

[Department:](#)

10949 -

General

[Course Title Short:](#)

The Politics of Pandemics

[Course Title Long:](#)

The Politics of Pandemics

[Max-Min Credits for Course:](#)

3.0 to 3.0 credit(s)

[Catalog Description:](#)

This course examines public health in the United States, its institutions, practices, and policies and how they have been applied to infectious and chronic disease, as well as related to health and wellness more broadly. American public health is contextualized historically and pandemic problems, such as AIDS, tuberculosis, heart disease, obesity, and infectious disease, are examined critically relation to American culture and politics, including the most recent coronavirus pandemic. Students will gain an in-depth perspective on public health in the United States and how the history of American public health is deeply influenced by politics and culture, particular the dimensions of race, class, gender, and sexuality.

[Print in Catalog?:](#)

Yes

[CCE Catalog Description:](#)

false

[Grading Basis:](#)

A-F

[Topics Course:](#)

No

[Honors Course:](#)

No

<u>Online Course:</u>	No
<u>Freshman Seminar:</u>	No
Is any portion of this course taught outside of the United States?:	No
<u>Community Engaged Learning (CEL):</u>	New: None Old:
<u>Instructor Contact Hours:</u>	3.0 hours per week
<u>Course Typically Offered:</u>	Every Fall & Spring
<u>Component 1:</u>	LEC
<u>Component 2:</u>	<No text provided>
<u>Auto Enroll Course:</u>	No
<u>Graded Component:</u>	LEC
<u>Academic Progress Units:</u>	3.0 credit(s) (Not allowed to bypass limits.)
<u>Financial Aid Progress Units:</u>	3.0 credit(s) (Not allowed to bypass limits.)
<u>Repetition of Course:</u>	Repetition not allowed.
<u>Course Prerequisites for Catalog:</u>	<No Text Provided>
Course Equivalency:	<No text provided>
Cross-listings:	No cross-listings
<u>Add Consent Requirement:</u>	No required consent
<u>Drop Consent Requirement:</u>	No required consent
<u>Enforced Prerequisites: (course-based or non-course-based):</u>	No prerequisites
<u>Editor Comments:</u>	This is a topics course conversion.
<u>Proposal Changes:</u>	<No text provided>
<u>History Information:</u>	11/23/20: Course approved by CCC. JKG Approved by CRC 9/17/20 TG
<u>Faculty Sponsor Name:</u>	David Karjanen
<u>Faculty Sponsor E-mail Address:</u>	karjanen@umn.edu

Student Learning Outcomes

Student Learning Outcomes

* Students in this course:

- Have acquired skills for effective citizenship and life-long learning

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated.

Understand the status of public health in the US and how political practice and policies engages with various health crisis.

Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

Students will be assessed by group interaction within discussion forum, assigned paper, and reflection of the ethical complexities as it pertains to the topic.

Liberal Education

Requirement this course fulfills:

SOCS Social Sciences

Other requirement this course fulfills:

DSJ Diversity and Soc. Justice in
the U.S.

**Criteria for
Core Courses:**

Describe how the course meets the specific bullet points for the proposed core requirement. Give concrete and detailed examples for the course syllabus, detailed outline, laboratory material, student projects, or other instructional materials or method.

Core courses must meet the following requirements:

- **They explicitly help students understand what liberal education is, how the content and the substance of this course enhance a liberal education, and what this means for them as students and as citizens.**
- **They employ teaching and learning strategies that engage students with doing the work of the field, not just reading about it.**
- **They include small group experiences (such as discussion sections or labs) and use writing as appropriate to the discipline to help students learn and reflect on their learning.**
- **They do not (except in rare and clearly justified cases) have prerequisites beyond the University's entrance requirements.**
- **They are offered on a regular schedule.**
- **They are taught by regular faculty or under exceptional circumstances by instructors on continuing appointments. Departments proposing instructors other than regular faculty must provide documentation of how such instructors will be trained and supervised to ensure consistency and continuity in courses.**

This course discusses the ethical dimensions of public life through an analysis of public health and governmental policy and actions.

It looks at how decisions to intervene in public health, or not, are driven by practical and ethical concerns, such as "how much is life worth?" and "Should we do everything to preserve and protect life, even if it costs jobs and other resources?" This course demands that students include an evaluation of ethical concerns within their own analysis of the course content. One of the central themes which emerges out of a course on public health is: "what is the obligation that we have towards each other in society?" For instance, should we be obligated by law to wear masks to prevent the spread of disease? Or should we do it voluntarily. Which approach is morally correct? How do we weigh the rights of one group or individual over others when it comes to public health interventions? What are the moral frameworks which we use to understand why and how we should protect public health? All of these questions are central to this course and are central to understanding the importance of civic life and ethics in our society.

**Criteria for
Theme Courses:**

Describe how the course meets the specific bullet points for the proposed theme requirement. Give concrete and detailed examples for the course syllabus, detailed outline, laboratory material, student projects, or other instructional materials or methods.

Theme courses have the common goal of cultivating in students a number of habits of mind:

- **thinking ethically about important challenges facing our society and world;**
- **reflecting on the shared sense of responsibility required to build and maintain community;**
- **connecting knowledge and practice;**
- **fostering a stronger sense of our roles as historical agents.**

This course is an overview of the history and politics of public health in the United States through the

lens of major chronic and infectious disease pandemics. Included in the course, is an analysis of:

1. Race as a social construction
2. Race as a biological construction
3. Racism as a public health problem
4. The politics of racial thinking in public health and medicine
5. Racial disparities in health care
6. Health inequalities that differentially affect native people
7. Health inequalities that differentially affect Latinos and immigrants broadly
8. A discussion of AIDS and the racial and sexual politics surrounding AIDS and the US response to the AIDS pandemic.
9. The differential impact of COVID 19 on people of color
10. The politics regarding public health research which overlooks people of color and differences in racial and demographics

When we look at the readings on racism as a public health problem, racial discrimination in health care, and racial disparities in health, we are looking at how social power and privilege advantages certain groups over others, and how race as a social construct that has promoted the differential treatment of particular social groups and served as the basis for response to subsequent social inequities by these groups.

LE Recertification-Reflection Statement (for LE courses being re-certified only):

<No text provided>

Statement of Certification:

This course is certified for a Core (blank) as of
This course is certified for a Theme (blank) as of

Writing Intensive

Propose this course as Writing Intensive curriculum: No

Question 1 (see CWB Requirement 1):

What types of writing (e.g., reading essay, formal lab reports, journaling) are likely to be assigned? Include the page total for each writing assignment. Indicate which assignment(s) students will be required to revise and resubmit after feedback by the instructor or the graduate TA.

<No text provided>

Question 2 (see CWB Requirement 2):

What types of writing (e.g., research papers, problem sets, presentations, technical documents, lab reports, essays, journaling etc.) will be assigned? Explain how

these assignments meet the requirement that writing be a significant part of the course work, including details about multi-authored assignments, if any. Include the required length for each writing assignment and demonstrate how the 2,500 minimum word count (or its equivalent) for finished writing will be met.

<No text provided>

Question 3 (see CWB Requirement 3):

How will students' final course grade depend on their writing performance? What percentage of the course grade will depend on the quality and level of the student's writing compared to the percentage of the grade that depends on the course content? Note that this information must also be on the syllabus.

<No text provided>

Question 4 (see CWB Requirement 4):

Write up a sample assignment handout here for a paper that students will revise and resubmit after receiving feedback on the initial draft.

<No text provided>

Question 5 (see CWB Requirement 5):

What types of instruction will students receive on the writing aspect of the assignments?

<No text provided>

Question 6 (see CWB Requirement 6):

How will the assistants be trained and supervised?

<No text provided>

Statement of Certification:

This course is certified for a Theme (blank) as of

Course Syllabus

Course Syllabus:

AMST 2041 The Politics of Pandemics
Summer 2021 / 3.0 credits
T TH 100-215pm

David Karjanen
American Studies
Email: karjanen@umn.edu
Office Hours: TBD
Delivery Format: In-Person

Course Overview:

This course examines public health in the United States, its institutions, practices, and policies and how they have been applied to infectious and chronic disease, as well as related to health and wellness more broadly. American public health is contextualized historically and pandemic problems, such as AIDS, tuberculosis, heart disease, obesity, and infectious disease, are examined critically relation to American culture and politics, including the most recent corona-virus pandemic. Students will gain an in-depth perspective on public health in the United States and how the history of American public health is deeply influenced by politics and culture, particular the dimensions of race, class, gender, and sexuality.

American Studies:

Many students feel that they must compromise their own interests or doing something positive in the world, for the financial security that a particular major can bring them. American studies students follow their passions and interests while having stable, rewarding careers.

American Studies is a multidisciplinary field that studies American society as well as global relationships and processes. The undergraduate program in American Studies provides a

range of courses and educational experiences including service learning, internships, and research opportunities, allowing students a high degree of flexibility to pursue their own interests, as well as attain a broad, multidisciplinary degree which provides the tools vital to understanding the rapidly world and American society. Our graduates have gone on to distinguished careers in business, nonprofit work, law, government, and education, among other fields.

Statement of Liberal Education Requirement:

This course satisfied the University of Minnesota Liberal Education requirements in the following criterions: Civic Life and Ethic theme and Diversity and Social Justice in the United State theme.

Course Materials:

You do not need any materials other than the readings on Canvas. For your short paper, you should only use these materials and/or course lecture notes that you take. Outside course materials used in your paper will not be credited towards your grade.

Statement of Instructional Time:

Instructional time per course credit is a consistent minimum expectation set by the University for effort your instructor must spend engaging directly with you in your courses. For this 3-credit course, you will spend approximately 450 minutes per week on class activities. I will spend at least 150 minutes per week engaging you with lectures, weekly overview videos, discussions, essays, and unit exams, and through weekly office hours (if necessary). In addition to these interactions with me, you'll also commit to about 300 minutes per week completing the other independent and collaborative activities that comprise the course, including doing the assigned readings, studying for quizzes and exams, doing re-search for your term project, providing peer reviews, and completing course assignments. This 300 minutes of effort should be adequate in order to earn a C (Achievement that meets course requirements in every respect) in the course. To earn an A, you should expect to spend more than 300 minutes per week on your independent work.

Citation:

You can use any citation system you want in your papers, but you should be consistent. Make sure that you cite when appropriate. If you are not familiar with citing sources, here are some guidelines and a good resource:
<https://poorvucenter.yale.edu/writing/using-sources/understanding-and-avoiding-plagiarism/warning-when-you-must-cite>

1. When you quote two or more words verbatim, or even one word if it is used in a way that is unique to the source. Explanation
2. When you introduce facts that you have found in a source. Explanation
3. When you paraphrase or summarize ideas, interpretations, or conclusions that you find in a source. For more explanation, see Fair Paraphrase.
4. When you introduce information that is not common knowledge or that may be considered common knowledge in your field, but the reader may not know it. For more information, see Common Knowledge.
5. When you borrow the plan or structure of a larger section of a source's argument (for example, using a theory from a source and analyzing the same three case studies that the source uses).

Student Code of Conduct

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected to adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see:

https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_student_conduct_code.pdf

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach and/or a student's ability to learn." The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.

Statement of Technology:

This course may require technology capable of operating software including, but not limited to internet browsers, media players, and word processors. Please refer to this link for assistance with technology difficulties: <https://it.umn.edu/working-learning-campus/get-internet-access-campus>

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each instructor to determine if and how personal electronic devices can be used in the classroom. For complete information, please reference: <https://policy.umn.edu/education/studentresp>.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources, as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_student_conduct_code.pdf) If it is determined that a student has cheated, the student may be given an "F" or an "N" for the course and may face additional sanctions from the University. For additional information, please see: <https://policy.umn.edu/education/instructorresp>.

The Office for Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-dishonesty>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class, e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <https://policy.umn.edu/education/makeupwork>.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <https://policy.umn.edu/education/studentresp>.

University Grading Scales

The University has two distinct grading scales: A-F and S-N.

A-F grading scale. The A-F grading scale allows the following grades and corresponding GPA points:

Grade GPA Points

Definitions for undergraduate credit

A	4.000	Represents achievement that significantly exceeds expectations in the course.
A-	3.667	
B+	3.333	
B	3.000	Represents achievement that is above the minimum expectations in the

course.

B- 2.667

C+ 2.333

C 2.000 Represents achievement that meets the minimum expectations in the course.

C- 1.667

D+ 1.333

D 1.000 Represents achievement that partially meets the minimum expectations in the course. Credit is earned but it may not fulfill major or program requirements.

F 0.000 Represents failure in the course and no credit is earned.

S-N grading scale.

The S-N grading scale allows for the following grades and corresponding GPA points:

S 0.00 Satisfactory (equivalent to a C- or better)

N 0.00 Not Satisfactory

For additional information, please refer to: <https://policy.umn.edu/education/gradingtranscripts>

Sexual harassment, sexual assault, stalking and relationship violence

The University prohibits sexual misconduct and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact your campus resources including the Aurora Center, Boynton Mental Health or Student Counseling Services (<https://eoaa.umn.edu/report-misconduct>). If you want to report sexual misconduct or have questions about the University's policies and procedures related to sexual misconduct, please contact your campus Title IX office or relevant policy contacts.

Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. You may talk to instructors about concerns related to sexual misconduct, and they will provide support and keep the information you share private to the extent possible given their University role.

<https://regents.umn.edu/sites/regents.umn.edu/files/2019-09>

[/policy_sexual_harassment_sexual_assault_stalking_and_relationship_violence.pdf](https://policy_sexual_harassment_sexual_assault_stalking_and_relationship_violence.pdf)

EOA

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

<https://regents.umn.edu/sites/regents.umn.edu/files/2019-09>

[/policy_equity_diversity_equal_opportunity_and_affirmative_action.pdf](https://policy_equity_diversity_equal_opportunity_and_affirmative_action.pdf)

Disability Accommodations

The University views disability as an important aspect of diversity and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities - 626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.

If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.

If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).
Additional information: Twin Cities - <https://diversity.umn.edu/disability/>, drc@umn.edu)

Academic Freedom and Responsibility: for courses that do not involve students in research
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. [Customize with names and contact information as appropriate for the course/college/campus.]

Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

Mental Health and Stress Management

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>

Student Writing Support

While the TAs and I will provide guides to help improve your writing, we encourage you to also consult Student Writing Support (SWS) for any additional assistance. SWS offers free writing instruction for all University of Minnesota students?graduate and undergraduate?at all stages of the writing process. In face-to-face and online collaborative consultations, SWS consultants help students develop productive writing habits and revision strategies. SWS consultants are teachers of writing: graduate and undergraduate teaching assistants and professional staff. Some consultants specialize in working with non-native speakers, and others have experience with writing in specific disciplines. Consulting is available by appointment online and in Nicholson Hall, and on a walk-in basis in Appleby Hall. For more information, go to <http://writing.umn.edu/sws> or call (612) 625-1893. In addition, SWS offers a number of web- based resources on topics such as avoiding plagiarism, documenting sources, and planning and completing a writing project; please visit: <http://writing.umn.edu/sws/quickhelp/index.html>
Links to an external site.

Useful Campus Resources

University of Minnesota Center for Writing: <http://writing.umn.edu/> University of Minnesota Disability Services: <https://diversity.umn.edu/disability/> University of Minnesota Mental Health Services: <http://www.mentalhealth.umn.edu>

Course Disclaimer <<<Important>>>

This syllabus provides a map for the course. As such, it may be adjusted, as necessary, during the semester. Students will be notified in advance of any changes.

Assignment Requirements:

1. Write a response to a weekly question, every other week. 30 percent of grade
2. Two short essays (3 to 4 pages each) 50 Percent of grade
3. Final exam 20 percent of grade

Statement of Assessment:

*****Class
Schedule*****

Week 1 Introduction, Public Health, Pandemics

- ? Pandemic Influenza Planning United States, 1978-2008. Iskander et al.
- ? Emerging Infectious Diseases, 2013 McConnells
- ? Claim that Obama Left Behind no 'game plan' for the Corona Virus Outbreak. Glen Kessler, Washington Post
- ? Who's Wearing a Mask? Women, Democrats, City Dwellers. Mariel Padilla, NYTimes
- ? 'They Let Us Down': 5 Takeaways on the CDCs Coronavirus Response Michael D. Shear, NYTimes

Week 2: Politics and Frameworks of Pandemics

- ? Why pandemic response is unique: powerful experts and hands off political leaders. Erik Baekkeskov and Olivier Rubin. Disaster Prevention and Mangement 23(1), 2014.
- ? Leach, M. and I. Scoones, 2013, ?The social and political lives of zoonotic disease models: Narratives, science and policy?, Social Science and Medicine, 88 pp. 10-17.
- ? Viral terrorism and terrifying viruses: the homological construction of the ?war on terror? and the avian flu pandemic. Nick Muntean, 2009. International Journal of Media and Cultural Politics Volume 5 Number 3.

Week 3 COVID 19

Lecture 1: Watch: <https://www.pbs.org/wgbh/frontline/film/the-virus/>

Read:

- ? Crisis exposes how America has hollowed out its government. Dan Balz, Washington Post May 16.
- ? Covid 19 and the Big Government Problem. Bret Stephens, NYTimes, April 10.
- ? Our fear of government power has left us fighting covid-19 with volunteerism. Elizabeth Clemens. Washington Post April 10, 2020.

Week 4: COVID 19

- ? Covid 19's Race and Class Warfare, Charles Blow, May 3, 2020 NYT
- ? Putting the Risk of Covid 19 in Persepctive, David C . Roberts, May 22, 2020, NYT
- ? The battle over masks in a pandemic. Loris Rozsa et al. June 19, 2020, Washington Post
- ? Widespread Mas Wearing Could Prevent COVID 19 Second Wave, Reuters, June 9, 2020

Watch:

- ? David R Williams Racism and Health Disparities, How is racism related to health?
- ? Sociologist David Williams?s TedTalk ?How Racism is Making Us Sick? (1) - (17min)
- ? <https://www.publichealthcommute.com/race>
- ? Why Racism is a Public Health Issue: Tara Culp Ressler
<https://archive.thinkprogress.org/why-racism-is-a-public-health-issue-b01056c63e44/>
- ? Use of Race and Ethnicity in Public Health Surveillance Summary of the CDC/ATSDR Workshop <https://www.cdc.gov/mmwr/preview/mmwrhtml/00021729.htm>

Week 5: RACISM AND RACE AS A PUBLIC HEALTH PROBLEM

Watch:

- ? Civil rights sociologist and law professor Dorothy Roberts? Tedtalk ?The Problem with Race-based Medicine? (4)(14min) <https://www.publichealthcommute.com/race>
- ? Racial bias in a medical algorithm favors white patients over sicker black patients. Carolyn Johnson, Washington Post.
- ? The Importance of Race and Ethnic Background in Biomedical Research and Clinical Practice Esteban González Burchard, et al. March 20, 2003 N Engl J Med 2003; 348:1170-1175
- ? Hidden in Plain Sight ? Reconsidering the Use of Race Correction in Clinical Algorithms, Darshali A Vyas, et al. NEJM June 17, 2020

Week 6: Racism as a Pandemic

- ? How to Address racism like the public health crisis it is. June 2020, Katherine Ellen Foley, Quartz.com <https://qz.com/1865308/how-to-address-racism-like-the-public-health-crisis-it-is-3/>
- ? Racism from a Public Health Perspective. Forward, Editorial Board, AJPH. 2019
- ? Black?White Health Inequalities by Intentional Design: The Lasting Health Impact of

Racial Residential Segregation Margaret T. Hicken, et al. AJPH 2019
 ? Epidemiology?Why Epidemiologists Must Reckon With Racism, Nancy Krieger AJPH 2019
 ? How Racism Has Shaped the Health of Black Americans and What to Do About it. Darrell L. Hudson, AJPH 2019
 ? Toward a Comprehensive Understanding of Racism and Health Inequities: A Multilevel Approach
 Brian D. Smedley et al. 2019

Week 7: INDIGENOUS PEOPLE/LATINOS/IMMIGRANTS/ETHNICITY

? Contemporary Native American Health Issues. American Indian Culture and Research Journal: 1989, Vol. 13, No. 3-4, pp. 1-20.
 ? The Persistence of American Indian Health Disparities David S. Jones MD, PhD, American Journal of Public Health
 ? Gone, J. P. (2004).
 ? Mental Health Services for Native Americans in the 21st Century United States. Professional Psychology: Research and Practice, 35(1), 10-18
 ? The history and politics of US health care policy for American Indians and Alaskan Natives. S J Kunitz Published Online: October 07, 2011 American Journal of Public Health
 ? Gregory R. Campbell (1989) The Changing Dimension of Native American Health: A Critical Understanding of
 ? The Health of Native Americans: Towards a Biocultural Epidemiology and Aboriginal Health in Canada: Historical, Cultural, and Epidemiological Perspectives / Cathleen E. Willging Medical Anthropology Quarterly Volume 11, Issue 2 ,January 2008
 ? Native American Embodiment of the Chronicities of Modernity: Reservation Food, Diabetes, and the Metabolic Syndrome among the Kiowa, Comanche, and Apache
 Dennis Wiedman, Medical Anthropology Quarterly. December 2012

Week 8: CHRONIC DISEASE

? New CDC report: More than 100 million Americans have diabetes or prediabetes
 ? Diabetes growth rate steady, adding to health care burden <https://www.cdc.gov/media/releases/2017/p0718-diabetes-report.html>
 ? The ironic Politics of Obesity, Science. Vol 299 Issue 5608. 2003. Marion Nestle.
 ? Soda Politics: Taking on Big Soda and Winning. Marion Nestle. Excerpts Claudia Chaufan, Sophia Constantino & Meagan Davis (2012) ?It's a full time job being poor?: understanding barriers to diabetes prevention in immigrant communities in the USA, Critical Public Health, 22:2,
 ? Public Opinion and the Politics of Obesity in America J. Eric Oliver; Taeku Lee J Health Polit Policy Law (2005) 30 (5): 923-954.
 ? Conspiracy Theories and the Paranoid Style(s) of Mass Opinion J Eric Oliver and Thomas J Wood. Am Journal of Political Science. 2014.

Week 9: Globalization, Migration, Infectious Disease

? Globalization of Infectious Diseases: The Impact of Migration, Brian D. Gushulak and Douglas W. MacPherson CID 2004:38 (15 June) TRAVEL MEDICINE
 ? The Foreignness of Germs: The Persistent Association of Immigrants and Disease in American Society, Howard Markel and Alexandria Stern, The Milbank Quarterly, 80(4): 2002.
 ? Globalization and Health at the United States-Mexico Border, Nuria Homedes, MD, DrPH, and Antonio Ugalde, PhD American Journal of Public Health I December 2003, Vol 93, No. 12

Week 10: AIDS

? Risky business: the cultural construction of Aids risk groups Nina Glick Schillers, Stephen Crystal and Denver Lewellen, Social Science and Medicine, Vol. 38, no. 10, p. 1337-1346, 1994
 ? What's Wrong with This Picture? The Hegemonic Construction of Culture in AIDS Research in the United States Nina Glick Schiller Medical Anthropology Quarterly, New Series, Vol. 6, No. 3. (Sep., 1992), pp. 237-254.
 ? The Bush AIDS Machine, Comment, The Nation, Dec. 20, 2004. Politics of International Health in the Bush Administration, HENRY A. WAXMAN Development, 2004, 47(2), (24-28)
 ? How to waste a \$15bn opportunity, New Statesman, Dec. 2004.

Week 11: AIDS

Moving Mountains: The Race to Treat Global AIDS, A.C. D'Adesky
Ch 1, 2, 3, 4, 5

Week 12: AIDS
Paul Farmer: AIDS and Accusation
Parts ½

Week 13: AIDS
Parts 3 and 4 and conclusion

Week 14: Covid 19 Discussion

Week 15: COVID 19 and The Future of Pandemics
? AIDS and access to essential medicines Josh Ruxin, Joan E Paluzzi, Paul A Wilson, Yes.im Tozan, Margaret Kruk, Awash Teklehaimanot Lancet 2005; 365: 618?21
? The People?s Health Movement: What is it and should we care? ANNA-KARIN HURTIG & MIGUEL SAN SEBASTIAN Scandinavian Journal of Public Health, 2005; 33: 236?238

Strategic Objectives & Consultation

Name of Department Chair Approver:

Bianet Castellanos

Strategic Objectives - Curricular Objectives:

How does adding this course improve the overall curricular objectives of the unit?

This course provide education and knowledge pertaining to the most exponential crisis of this century. The course explores the political culture and it's association with past and current health crisis and how it impacts the American cultural landscapes.

Strategic Objectives - Core Curriculum:

Does the unit consider this course to be part of its core curriculum?

Topic course conversion

Strategic Objectives - Consultation with Other Units:

Before submitting a new course proposal in ECAS, circulate the proposed syllabus to department chairs in relevant units and copy affiliated associate dean(s). Consultation prevents course overlap and informs other departments of new course offerings. If you determine that consultation with units in external college(s) is unnecessary, include a description of the steps taken to reach that conclusion (e.g., catalog key word search, conversation with collegiate curriculum committee, knowledge of current curriculum in related units, etc.). Include documentation of all consultation here, to be referenced during CCC review. If email correspondence is too long to fit in the space provided, paraphrase it here and send the full transcript to the CCC staff person. Please also send a Word or PDF version of the proposed syllabus to the CCC staff person.

Responses from department chairs in Chicano & Latino Studies, American Indian Studies, and History all support this course and has indicated it does not overlap with the social, historical, or political themes of existing courses.

"The proposed course, AMST 2041: The Politics of Pandemic, will be highly relevant, instructive, and fascinating. The History Department has no comparable course. Historian that I am, I'm curious about why the instructor has chosen to discuss the AIDS epidemic after, rather than before, COVID-19. I also wonder if there might be room to discuss the Obama administration's response to the Ebola outbreak in 2014, by way of contrasting

Pres. Obama's political rhetoric and medical strategies to those of the Reagan, Bush, and Trump administrations.
I strongly support this course offering."

Other Departmental Comments:

American Politics - "American Politics faculty to review the syllabus and they had no objections. This looks like a terrific course!" 9/28/2020

Kathryn Grace. GES - " In short, we believe this course would be a good complement to our own courses and a good option for students in our BSE major."

University Consultations - Associate Dean review:

CBS has no concerns with this course.

CCAPS has no concerns

CDES has no concerns.

The College of Food, Agricultural and Natural Resource Sciences has no concerns with this course as presented.

CSOM has no concerns with these courses

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