York University
School of Health Policy Management
CDIS 5095/HLTH 5490 3.0
Intersectionality, Disability, and Health
Fall 2019

SEMINAR TIMES/LOCATION

Thursdays from 11:30 a.m. to 2:30 p.m. in VH 1156 from September 5 to November 28, 2019
Instructor: Louise Tam
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Hours: Thursdays by appointment
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COURSE DESCRIPTION

Intersectionality and other Black and Indigenous feminist frameworks are becoming increasingly essential to understanding health inequities. Meanwhile, Critical Black Studies interventions in the humanities have opened new methodological and theoretical approaches to gender and gender identity, sexuality, (dis)ability, trauma, structural violence, Settler Colonial Studies, and Environmental Studies, by tracing embodied histories of anti-Black racism. This course traces the profound shifts and challenges that intersectionality theorists and practitioners have brought to Health Studies and Disability Studies.

The first part of the course engages in a close reading of the original texts in intersectionality, through tracing Black feminist interventions in Critical Legal Studies and Critical Race Theory. The second part of the course analyzes grey and academic publications in order to assess the ways in which intersectionality has been taken up in health equity literature, in health policy interventions, and in equity-focused clinical, social, and community practice. In the third part of the course, we will trace ways in which Black intersectional scholarship has transformed Disability Studies, Gender Studies, and Environmental Studies in the past decade.

REQUIRED READINGS

All readings are available in PDF or e-book format at http://www.library.yorku.ca or are free at the URLs listed in the weekly schedule. Students requiring the readings in Word can contact me or Claudio Iacoe, Transcription Coordinator, at ciaco@yorku.ca (See https://www.library.yorku.ca/web/ask-services/accessibility-services/transcription-services/)

COURSE REQUIREMENTS

1. Seminar participation  Ongoing  25%
   AND presentation/facilitation  Sign-up by September 19
2. Critical policy analysis
   OR autoethnographic narrative
   Due October 24 25%

3. Theoretical synthesis
   Due November 28 50%

Seminar presentation:

This is a seminar course, which means classes are discussion-based. Active participation from everyone is an essential part of CDIS 5095/HLTH 5490. Each week you are expected to come prepared to critically engage in discussion about the readings. Prepare your ideas in an overview paper of no more than two pages (500 words max) to submit at the beginning of each class. Print a second copy for personal reference. These papers will not be returned or formally graded, but along with your comments and reflections in class, will form your participation grade.

Your weekly summaries should address the following:
1. What are the main ideas being discussed?
2. What are the authors’ assumptions?
3. How do the readings address equity issues?

Additionally, Master’s students will present on one assigned chapter or case study from the edited volumes Health Inequities in Canada or An Intersectionality-Based Policy Analysis Framework. Doctoral students will facilitate discussion on a monograph in Part Three.

Critical policy analysis:

Select a health report or policy document adopting intersectionality as its framework. Discuss the theoretical and methodological approaches of the authors in the context of foundational texts in intersectionality. For example, does the report or policy address all three dimensions of structural oppression as described by Collins (1993)? Compare and contrast the objectives in the document with the political project(s) of Black feminism.

Alternatively, you may write a critical personal reflection or autoethnographic narrative on your experiences encountering the institutionalization of “intersectional-like thought” (Hange, 2016) as a healthcare/service provider or service user/patient. Connect your experiences with readings in Part One of the course.

Length: 6 pages (1500 words)

Theoretical synthesis:

Trace conceptual threads across the works of three or more intersectionality scholars. For example, how do McKittrick (2006), Waldron (2019), and King (2013) theorize Black women’s relationship to land?

Length: 18 pages (4500 words)
WEEKLY SCHEDULE

PART ONE—ORIGINS AND FOUNDATIONS

September 5  Introduction: Simultaneous, Multiple, Interlocking Oppressions


Recommended:


September 12  Intersectionality’s Historical Arc and Global Reach


Recommended:


September 19  Buried and Becoming: Critical Readings of Intersectionality


Recommended:


**PART TWO—INTERSECTIONALITY IN HEALTH POLICY & PRACTICE**

**September 26**


[Introduction and first chapter]


**October 3**


Case studies from *An Intersectionality-Based Policy Analysis Framework*:

Gemma Hunting on FASD policy (pp. 93-114)
October 10


Case studies from An Intersectionality-Based Policy Analysis Framework:
Daniel Grace on the criminalization of HIV non-disclosure (160-187)
Olivier Ferlatte on HIV prevention funding for gay men (189-210)

READING WEEK—October 17

October 24


PART THREE—NEW DIRECTIONS IN BLACK STUDIES

October 31


November 7

**DEADLINE TO DROP COURSE—November 8**

**November 14**


**November 21**


**November 28**

Feral Feminisms & King, T. L. (2015). Interview with Dr. Tiffany Lethabo King: Dr. Tiffany Lethabo King in conversation with Feral Feminisms’ Guest Editors. *Feral Feminisms*, 4, 64-68.


**LAST DAY TO SUBMIT FALL TERM WORK—December 4**

**COURSE POLICIES**

I am happy to work with you to develop alternate formats for any course assignments. Academics regularly present their work in a range of different ways. Otherwise:

1. Assignments should be double-spaced in 12 point Times New Roman font and adhere to the style guide of your choice (e.g. APA, MLA, Chicago).
2. Cite all relevant references from the course syllabus with page numbers.
3. Submit assignments via e-mail by midnight on the due date. I will provide electronic comments by e-mail.

My wish is for all students to finish their course work in a timely manner, and in my experience, accommodation and modification before the fact is key to accomplishing this. Please approach me with your concerns for completing this course and we can work out a solution.


**NOTE ON LEARNING ENVIRONMENT**

As your instructor, it is my responsibility to foster a supportive, inclusive learning environment that will encourage both individual and collective growth. As emerging scholars, organizers, and practitioners, it is your responsibility to become conscious of, and engaged in, the creation of a transformative, anti-oppressive collegial environment. Through reflection, discussion, and action, we become better researchers and activists.