

**CARLETON UNIVERSITY  
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

**ANTH 4225B/5708B/ SOCI 4850B/ HLTH 5702  
SPRING 2026**

**RACE & MEDICINE**

**Instructor:** Megan Graham, PhD

**How to address me:** Megan

**Gender Pronouns:** (she/her/hers)

**Office Hours:** By appointment (via Zoom)

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**Brightspace course page link:** [Homepage - Crosslist ANTH4225B:ANTH5708B:HLTH5702S:SOCI4850B \[20699:20701:20861:20988\] ST: Race and Medicine \(SEM\) Summer 2026](#)

**Pre-requisites & Precluded Courses:** Third-year standing or permission of the instructor (for students enrolled in ANTH 4225), fourth-year standing (for students enrolled in SOCI 4850).

**Method of Delivery:** Blended – This course is offered as a combination of synchronous and asynchronous lectures and activities. There will be 1.5 hours of live Zoom class twice each week (Tuesday and Thursday), for a total of 3 hours each week, as well as required asynchronous Brightspace activities that include watching lectures, videos, and short readings (such as news stories or reports), as well as participating in online discussion forums. Registered student participation is required during the scheduled class day and time:

Live Zoom classes will take place on Tuesdays and Thursdays from 11:30am-1pm. The Zoom link will be sent by email before the first day of class and available on Brightspace. It will be a recurring meeting, so the link can be used for all classes.

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As a teacher, my goal is to engage every student in the class in active learning. I believe that the best way to do this is to provide a variety of opportunities to work with course content and to direct activities toward students' diverse learning styles. In the virtual classroom, such participation activities include asynchronous activities, such as forum post discussions among students and individual reading response papers, as well as synchronous activities, such as Zoom discussions with the whole class and in break-out rooms to foster small group discussion. It is my hope that our class will support diversity of

experience, thought, and perspective. The course readings and multimodal learning materials are chosen to amplify diverse voices, including those from marginalized and racialized groups, reflecting a decolonizing, feminist pedagogy.

I am committed to fostering a learning community that is inclusive for everyone, where all students, the instructor, and any guests are always treated with respect. Each person is in a unique social location. We will be of different religious, political, cultural, generational, and economic backgrounds, as well as different gender identifications and sexual orientations. Everyone is invited and encouraged to express their thoughts and perspectives about the authors we read, with your colleagues, and with the instructor. However, it is vital that we express ourselves in a collegial, collaborative manner that shows the utmost respect for one another. Derogatory comments and hateful behavior towards others (and their views) will not be tolerated.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

### **Course Description and Objectives:**

In this course, we will examine how Western medicine works alongside economic, political, and sociocultural forces to reproduce and resist understandings of race. Over 6 weeks, we will think about health inequities and vulnerabilities, using an intersectional lens to examine how systemic racism, racialization, and marginalization impact health care research and delivery. Topics include processes of medicalization, marginalization, and racialization in medical training and clinical encounters (past and present); mental health; reproductive justice; artificial intelligence (AI) and technologies; and ageing futures. As an interdisciplinary course, students will gain conceptual tools to think critically about health equity in health care and advanced academic research.

Some questions this course will focus on include:

- How have medical and political constructions of “race” factored into historical and ongoing processes of colonization?
- What are the social and biological mechanisms through which race and racialization impact health and what are the ways in which this becomes a focus (or not) in Western medical practice?
- How have such processes aided in the construction of individual perceptions and reflections of one’s relationship with, and movement within, Western healthcare systems?
- What roles do current technological advances, such as artificial intelligence, play in shaping landscapes of care and (in)equity?

### Learning Outcomes:

1. Explain and be conversant in course concepts and theories relevant to biomedicalization, racialization, and marginalization in medicine
2. Demonstrate critical thinking skills about the impact of racialization, systemic racism, and clinician bias on health outcomes for BIPOC communities
3. Apply key course concepts, theories, and intersectional analysis when unpacking historical and contemporary issues in health and health care
4. Effectively communicate and engage with the literature and current research through both written forums and oral formats, as well as peer-to-peer discussion

**Reading (s)/Textbook (s):** All required syllabus readings will be made available through the Carleton Library electronic reserves system (ARES). All of the required readings will be accessible to the students free of charge through the Carleton University library. Students are not required to purchase textbooks or other learning materials for this course.

Additional readings, lecture videos, and supplementary material will be electronically linked to the Brightspace course page.

### Citation Style

Students enrolled in SOCI4850B must use the Chicago author-date citation style (17th edition) is to be used in the assignments and papers of this course. For more information, please see:

[https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html)

Students enrolled in ANTH4225B or ANTH5708B, or HLTH5702B may use APA (7<sup>th</sup> edition) or MLA citation style. For more information about APA style, please see: [APA Formatting and Style Guide \(7th Edition\) - Purdue OWL® - Purdue University](#). For more information about MLA style, please see: [MLA Formatting and Style Guide - Purdue OWL® - Purdue University](#)

### Course Requirements & Methods of Evaluation:

Assessment	Percentage of Final Grade	Due Date
Attendance & participation	10%	Ongoing
Discussion forums	15%	Forums for <b>3 of Themes 1, 2, 3, 4, or 5</b>  Theme 1 Forum: due Tuesday, May 12 <sup>th</sup> Theme 2 Forum: due Tuesday, May 19 <sup>th</sup> Theme 3 Forum: due Tuesday, May 26 <sup>th</sup> Theme 4 Forum: due Tuesday, June 2 <sup>nd</sup>

		Theme 5 Forum: due Tuesday, June 9 <sup>th</sup> These assignments are due at 11:59pm EST on the given Tuesday
Autoethnographic Reflexive Exercise	10%	Thursday, May 14 <sup>th</sup> , by 11:59pm EST
Reading response assignment	25%	Thursday, May 28 <sup>th</sup> , by 11:59pm EST
Final research paper proposal	5%	Thursday, June 4 <sup>th</sup> , by 11:59pm EST
Final research paper	35%	Thursday, June 18 <sup>th</sup> , by 11:59pm EST

\*Note: All assignments will be submitted via Brightspace as Word documents

\*Late work will lose 1% per day from the total assignment grade (For example, a grade of 80% would become 79% after one day). If you think you'll need extra time, please reach out to me before the deadline to make arrangements.