

ETHN 142: Race, Medicine and Global Inequality

Prof. Kalindi Vora
Spring 2017: T. Th. 2-3:20, CENTR 222
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Office Hours: Th. 12-1:30
and by appt. SSB 221

This course examines how race has functioned as an organizing principle in the social life of health and disease in the 19th and 20th centuries in the US and transnationally. Beginning with a critical look at scientific and medical “objectivity,” we will trace the ways in which the intersections of race, disease and health have shaped and been shaped by larger social and historical processes, including colonization, settlement, immigration, labor exploitation, imperialism and globalization. In doing so, we will explore how race has served as an organizing principle in the formation of medical knowledge, and how race informs the practice of medicine and medical technologies. As we explore how race in its intersection with categories of gender, sexuality, class, nation, and ability, affects both the unequal distribution of disease and unequal access to medical treatment, we will also consider the human rights and social justice consequences of these phenomena.

Course goals:

This class is premised on the belief that institutions can shape our ideas about race and ethnicity. Specifically, we examine how the fields of medicine and public health have informed our thinking about these categories. As such, we are challenging hegemonic ideas about science as objective and race as a static category. One person alone cannot do all that! In order for this class to be successful, you need to come to class prepared to share your ideas. What sparked your interest in the readings? Where did you put a check mark, a question mark, and a note in the readings? What will you discuss with your friends about the course when you walk out the door? What connections are you making between the lectures, readings, and discussions? You and your colleagues will learn much more from discussion than a straight lecture.

Creating a learning environment: Only a portion of what you learn in this course will be from the instructor and the readings. Your classmates will play an instrumental role in your learning experience. In order for this class to be successful, you will need to come to class prepared to share your ideas. The more involved you become, the more you will gain. Support your opinions with what you have learned in the readings, prior discussion, and lecture. Listen carefully to others before you decide where you stand in relation to their argument. Please also refer to UCSD’s Principle of Community, <http://www.vcba.ucsd.edu/principles.htm>

Logistics and Policies

Email: I check email at 9am and 4pm. I do not respond to email on weekends. Do to email volume I cannot guarantee a response. Speaking in person during office hours, before and after lecture is the sure way to communicate with me.

I do not accept late assignments electronically. In case of a personal medical emergency, you must provide a doctor's note or other documentation in order for an exception to be made.

Evaluation and Course Requirements

Please complete readings by Tuesday of the week they are assigned, and bring scheduled texts to class.

Grading is based on participation, four quizzes, and two in-class midterm exams.

Policy on Phones and Laptops: Reading materials must be brought to class in paper copy. I recommend taking notes on paper, but if you must use a laptop, please sit in the back two rows of class.

Participation: Attendance is mandatory and constitutes your participation grade. A maximum of 2 excused absences (note required).

Four reading quizzes: A correct answer passes and an incorrect answer does not.

Midterms: Exam structure: For both the midterm and final exam, you will be given an exam review guide containing a list of 5-6 possible short essay prompts. The midterm will include 2 prompts from the midterm review guide. The final will also have a review guide given out in advance. The exam will consist of 3 questions from the final review guide.

*Extra credit: 3-5 minute in-class oral report on a current event or campus event that connects to course discussion. You must make the connection clear, citing lecture, readings or other course materials to demonstrate the connection

*It is highly recommended that each student follow one science-based journal, popular journal or news feed that includes international news. Science, Scientific American, NYT "Science" column, New England Journal of Medicine, etc.

Participation (20%)

Reading quizzes (20%)

Midterm Week 6 (30%)

Second midterm Week 10 (30%)

Required texts:

All readings will be available on the course TED website in the folder for each week.

Course Schedule

Week 1: Health, Disease and Race as Social Constructions

DATE	READINGS DUE
Tues. 4/3	Introduction to Course and Syllabus
Thurs. 4/5	May Ellen Kelm, "Diagnosing the Discursive Indian: Medicine, Gender and the "Dying Race" Ethnohistory 52:2 (Spring 2005). Pg. 371- 398. Anne Fausto-Sterling, "The Five Sexes: Why males and females are not enough."

	<p>The Sciences 33(2): 20-25. CW</p> <p>Michael Omi and Howard Winant. "Racial Formation," in <i>Racial Formation in the United States: From the Sixties to the Nineties</i>. New York: Routledge. Pps. 53-76.</p>
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Week 2: Colonialism and the History of Medicine

DATE	READINGS DUE
Tues. 4/11	<p>Franz Fanon "Medicine and Colonialism," in <i>A Dying Colonialism</i>. (New York: Grove Press, 1965). 121-146.</p> <p>Franz Fanon, Ch. 5: "Colonial War and Mental Disorders," <i>Wretched of the Earth</i>, pp. 249-269.</p>
Thurs. 4/13	<p>Towghi and Vora, "Bodies, Markets and the Experimental in South Asia," <i>Ethnos: Journal of Anthropology</i>. 79:1 (2014). Pg. 1-18.</p> <p>Saiba Varma, "Where there are only doctors: Counselors as Psychiatrists in Indian-Administered Kashmir." <i>Ethos</i>, 40:4, 517-53.</p>

Week 3: Medical Research and Harm

DATE	READINGS DUE
Tues. 4/18	<p>Robert Schwartz, "Racial Profiling in Medical Research." <i>New England Journal of Medicine</i>, vol. 344, No. 18. May 3, 2001. 1392-93.</p> <p>James Jones, "The Tuskegee Syphilis Experiment." in Sandra Harding, <i>The Racial Economy of Science</i>. Indiana Univ. Press, 1993. Pp. 275- 286.</p> <p>"Conducting Clinical Trials in India." Samiran Nundy, M.Chir., and Chandra M. Gulhati, M.D., D.T.M.&H. <i>New England Journal of Medicine</i>. 2005; 352:1633-1636.</p> <p>Harriet Washington, "Caged Subjects: Research on Black Prisoners," 244-271, from <i>Medical Apartheid</i>.</p>
Thurs. 4/20	<p>Lisa Weasel, "Laboratories Without Walls: The Science Shop as a Model..." pp. 305-320.</p> <p>"Health Hero: Organization Provides Emergency Care When Police Refuse."</p> <p>Mark Weinstein, "A Science Literacy of Love and Rage: Identifying Science Inscription in Lives of Resistance." 267-277.</p>

Week 4: Public Health and "Sanitized citizenship"

DATE	READINGS DUE
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Tues. 4/25	Nayan Shah. "Public Health, Race and Citizenship," <i>Contagious Divides</i> . University of California Press, 2001. pgs. 1-16 Nayan Shah. "Ch. 3: Perversity, Contamination, and the Dangers of Queer Domesticity," Pp. 77-104.
Thurs. 4/27	_____. "White Labor and the American Standard of Living." Pgs. 158-178. Screening: Unnatural Causes: In Sickness and in Wealth, San Francisco, California, USA. 2014. (56 minutes)

Week 5: Birth control, population control

*Handout midterm review sheet

DATE	READINGS DUE
Tues. 5/2	Farida Akhter. "The Eugenic and Racist Premise of Reproductive Rights and Population Control." <i>Reproductive and Genetic Engineering: Journal of International Feminist Analysis</i> . 5: 1, 1992. Harriet Washington, "The Black Stork" pp. 189-215.
Thurs. 5/4	Laura Briggs. <i>Debating Reproduction: Birth Control, Eugenics and Overpopulation in Puerto Rico.</i> <i>Reproducing Empire: Race, Sex, Science, and U.S. Imperialism in Puerto Rico, 1920-1940.</i> University of California Press, 2002. Pp. 74-108. Film <i>La Operacion</i> (40 min)

Week 6: Midterm Review and Exam

DATE	READINGS DUE
Tues. 5/9	Tuesday: midterm review
Thurs. 5/11	Thursday: In-class midterm

Week 7: Transplant Medicine and Markets in Human Bodies and Organs

DATE	READINGS DUE
Tues. 5/16	Nancy Scheper-Hughes. "Bodies for Sale: Whole or in Parts." <i>Body & Society</i> . London, Thousand Oaks and New Delhi: SAGE Publications. 2001. pp. 1-8. Lawrence Cohen. "Where It Hurts: Indian Material for an Ethics of Organ Transplantation." <i>Zygon</i> 38, no. 3 (2003): 663-88. Eres
Thurs. 5/18	Nancy Scheper-Hughes "The Ends of the Body--Commodity Fetishism and the Global Traffic in Organs." <i>SAIS Review</i> 22, no. 1 (2002): 61-80. "Körperwelten" exhibit case study.

Week 8: Aesthetic/Elective Surgery and Socio-cultural (Re)Mappings of the Body

DATE	READINGS DUE
Tues. 5/23	<p>Gilman, S. (1999). "The Racial Nose" In S. Gilman, <i>Making the Body Beautiful: A Cultural History of Aesthetic Surgery</i>. Princeton: Princeton U. Press. Pp. 85-118.</p> <p>Eugenia Kaw. (1993). "Medicalization of Racial Features: Asian American Women and Cosmetic Surgery." <i>Medical Anthropology Quarterly</i>, 7:1, pp. 74-89.</p>
Thurs. 5/25	<p>Kathryn Pauly Morgan. (1991). "Women and the Knife: Cosmetic Surgery and the Colonization of Women's Bodies." <i>Hypatia</i>, 6:3, pp. 25-53.</p> <p>(Opinion Piece) "Is Race Plastic?" Maureen O'Conner. <i>New York Magazine</i>. July 27, 2014.</p>

Week 9: Surrogacy

DATE	READINGS DUE
Tues. 5/30	<p>Kalindi Vora, "Experimental Sociality and Gestational Surrogacy in the Indian ART Clinic." <i>Ethnos: Journal of Anthropology</i>. 79:1 (2014). Pg. 63-83.</p> <p>_____. "Re-imagining Reproduction: Unsettling Metaphors in the History of Imperial Science and Commercial Surrogacy in India. <i>Somatechnics</i> 5.1 (2015): 88-103</p>
Thurs. 6/1	Screening: <i>Made in India</i>

Week 10: Medicine, Health and Human Rights

DATE	
Tues. 6/6	In class midterm review
Thurs. 6/8	In class midterm

* syllabus is subject to change