Winter 2006, Ethnic Studies 142: Race, Medicine, and Globalization

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Office hours: Monday 2:30-4:30 and Wednesday 2-3

Overview:
This class examines how race as an organizing principle has been central to the construction and
treatment of disease in the twentieth century in the US and throughout the world. We will
discuss these processes by exploring how social forces and beliefs acted in concert with
technology and science in the course of disease diagnosis and treatment. Such procedures reveal
the power dynamics involved in medical treatment and point to how it is not a value-free
enterprise.

Studying the intersections of disease and race illustrates how immigrants and people of color
have historically been subject to nativist beliefs that attach the stigma of disease to them. The
belief that they are harbingers of disease shapes immigration, migration, settlement, and
assimilation processes. Moreover, large historical processes, such as colonialism and
imperialism, also mediated the practice and discourse of Western medicine.

Goals of course:
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 that a straight lecture.

Required Books:
These books can be purchased at Groundworks (858.452.9625) and are on reserve at Geisel
library.

David Arnold. Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-

Alan Kraut. Silent Travelers: Germs, Genes, and the 'Immigrant Menace'. New York: Basic


The course pack for the course can be purchased online from University Readers: [http://www.universityreaders.com/students](http://www.universityreaders.com/students), 800.200.3908

**Creating a learning environment:** Only a portion of what you learn in this course will be from your instructors and the readings. Your classmates will play an instrumental role in your learning experience. As such, come to class prepared and be ready to join in the conversation. The more involved you become, the more you will gain. Support your opinions with what you learned in the readings, sections, and lecture. Benjamin Franklin once said, “Seek first to understand, then to be understood.” Listen carefully to others before you decide where you stand in relation to their argument and how to respond in a respectful and productive manner. Please also refer to UCSD’s Principles of Community, [http://www.vcba.ucsd.edu/principles.htm](http://www.vcba.ucsd.edu/principles.htm).

**Grading:**
- Participation 10%
- In class work 20%
- Paper 1, Week 4 20%
- Paper 2, Week 7 25%
- Final Paper 25%

**Late Policy:** I deduct 10 points from papers for every 24 hours they are late. There is no way to accommodate lateness or absence for group assignments. If you do not participate in them, you will receive a zero.

If you have a medical emergency, please produce a doctor’s note and I will do my best to work with you.

**Missed classes:** There are only 10 classes which means if you have to miss, you need to make up the class by turning in a 2-3-page paper organized around the themes of the readings within one week of the class you missed. The paper should be an analysis of the main theories introduced in the readings, not a summary. Failure to turn in the paper will result in the deduction of 10 points off of your total score in the course. You may only miss one class.

**Participation:** You should come prepared to participate in every class discussion. If speaking in public is too difficult for you, come to office hours or e-mail me your extensive thoughts on the readings.

**Final Paper:** In lieu of a final, you will turn in a paper on the issues raised in Part II of the course.
Extra credit: Extra-credit points are added to your final score in the course. You may earn up to 3 extra credit points.

Option #1: Be the Professor: Show me how you want to be taught. Beginning Week 2, you are encouraged to make 5 minute presentations to the class. The goal of the presentations is to teach your fellow students the concepts in the readings. You can do this by finding a creative way to go over the readings. Do not present an outline of the readings. You can teach the concepts in the readings through songs, poetry, fiction, photos, art, and murals. You can use the readings as a springboard, but you should bring in outside materials. For example, when reading about regulating immigration through medical borders, you may decide to present the works of leading eugenicists of the time, like Madison Grant, and raise questions about how scientific reasoning influences immigration policy today. You can also present on some of the primary sources mentioned in the readings. You can earn up to 1 extra-credit point for the presentation.

Option #2: Prepare both questions and responses for the in class work. These should demonstrate your thoughtful reflection on the readings. These should be e-mailed to me by Tuesday at noon the day before class. You can earn up to half an extra-credit point for the presentation.

The following readings will be discussed or referred to on the following days:

**Week 1:** Framing Disease: Introduction and overview to the course

**Week 2: Race and Disease as Social Constructions**
The readings for this week are available on e-reserve, http://reserves.ucsd.edu/eres/default.aspx:


**Week 3: Deconstructing the Medical Gaze**

*Stories in the Time of Cholera, Chapter 5.*

Vicente Rafael, "White Love: Surveillance and National Resistance in the US Colonization of the Philippines."

**Week 4: Regulating Immigration through Medical Borders**
* PAPER DUE

Alan Kraut, *Silent Travelers*, Introduction, Chapters 3, 5, 7, 9, 10


Matthew Frye Jacobson Interview from [http://www.pbs.org/fmc](http://www.pbs.org/fmc)

**Week 5: Regulating Immigrants through Medical Borders**


Nayan Shah, *Contagious Divides*, Introduction and Chapter 7

**Week 6: Race, Medicine, and the City**


Nayan Shah, *Contagious Divides*, Chapters 2 and 5

**Part II: Medicine as an instrument of empire**
* PAPER DUE

**Week 7: Disease in India was not Disease in England**

David Arnold, *Colonizing the Body*, chapter two is optional.

**Week 8: The Politics of Sterilization**


Film "La Operacion"
Week 9:
Introduction, Chapters 1-2, 9-10, & 12-13

Week 10: Is Race Real?

Troy Duster, "Race and Reification in Science"

Alan Goodman, "Two Questions About Race"

Evelynn M. Hammonds, "Straw Men and Their Followers"

Jenny Reardon, Brady Dunklee, and Kara Wentworth, "Race and Crisis"