

Fall 2019

Ethnic Studies ETHN 142. Medicine, Race, and the Global Politics of Inequality

MWF 10:00a-10:50a SOLIS 111

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Overview:

This class examines how race as an organizing principle has been central to the construction and treatment of disease in the US and globally. We will discuss these processes by exploring how social forces and beliefs acted in concert with medicine, technology and science in the course of disease diagnosis and treatment. This will 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. As we cover how race as well as gender, class, sexuality and nation affect both the unequal distribution of diseases and unequal access to medical treatment, we will also consider their human rights and social justice consequences.

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. For success, 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 read the UCSD Principles of Community, <http://www.vcba.ucsd.edu/principles.htm>.

Ground rules:

We are discussing complex and difficult topics, and while differences in opinion are expected and welcome, please be sure to voice your responses generously. This is a space where every student has chosen the opportunity to learn in an open and supportive environment, and in order to maintain this co-operative space, everyone in this class is

expected to be as open-minded and gracious as possible. Personal attacks and hate speech will not be tolerated.

Class etiquette:

Please devote the 50 minutes of class to listening attentively to everyone in this space. We are covering difficult topics, so your full attention is required. Be mindful of the space you take up – make sure you respond to the questions posed during our discussions directly and efficiently, and do not forget that your classmates need to be able to participate as well.

Logistics and Policies:

Late Policy: 10 points (out of 100 points possible) will be deducted from projects 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 obtain a doctor's note and I will do my best to work with you.

Missed classes: If you must miss a class, 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 your total score in the course. You may only miss one class. It is your responsibility to make up for your absences: reach out to a classmate to see what you missed. If you have additional questions **after** you have caught up, you're welcome to reach out to me.

Email: Due to email volume I cannot guarantee a response within 24 hours. Please email me through Canvas. Speaking in person during office hours, before and after lecture is the sure way to communicate with me. 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.

Policy on Phones: Please do not use phones in class in order to be respectful of classmates.

***Resources:** Office of Academic Support & Instructional Services (OASIS) for writing support. You can drop by OASIS on the 3rd floor of Center Hall, M-F 8am-4:30pm, or contact them at 858 534-3760 or oasis@ucsd.edu. Teaching and Learning Commons in Geisel Library, <https://commons.ucsd.edu/about/index.html>, (858) 246-2659, email commons@ucsd.edu.

Plagiarism and other Academic Misconduct: Plagiarism consists of but is not limited to the following: presenting another person's ideas or language as if they were your own, copying (words AND ideas) from the Internet, and failure to acknowledge and properly cite the sources of the ideas presented. Re-using language from a paper you have previously written for another class is unacceptable. If you are unsure about what constitutes plagiarism, please check in with me ahead of time. It is your responsibility to be aware of all of this; lack of awareness is no excuse.

Please refer to the guidelines from the Academic Integrity Office

<http://students.ucsd.edu/academics/academic-integrity/defining.html> ,

<http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2> .

Any instances of plagiarism or cheating will result in a failing grade for the assignment (and possibly the class) and a referral to the Academic Integrity Office.

Accommodations: Please let me know as soon as possible if you need accommodation for disability purposes or religious reasons so that we may make alternate arrangements ahead of time. It is best to get accommodation from the Office for Students with Disabilities (located behind Center Hall, 858-534-4382) as soon as possible so that we can work together to ensure that your needs are met in the event of an emergency.

Majoring or minoring in Ethnic Studies:

If you would like information about the Ethnic Studies major or minor at UCSD, please contact the Ethnic Studies Program Advisor via email at ethnicstudies@ucsd.edu or visit www.ethnicstudies.ucsd.edu.

Evaluation and Course Requirements

Please complete readings before class and bring scheduled texts to class. All course requirements must be completed by the specified due date and time in order to pass the course and receive a grade. A missing assignment will result in a course failure.

Grading: Based on participation, **five** in-class reading quizzes, **two** in-class midterm exams, and a final project.

Participation (20%)

Reading quizzes (20%)

Midterm Week 5 (20%)

Second Midterm Finals Week (20%)

Project (20%)

Participation: Attendance is mandatory, and participation constitute a significant portion of your grade. Active participation means thoughtful engagement in the readings/lectures, meaningful contributions to class discussions, and respectful collegiality toward your classmates and instructor. You will be making a journal entry for each day of participation and this will be initialed by your classmate(s). **A journal to write in will be needed for class. It can be any size/shape but CANNOT be electronic.**

Arrive to each class session on time and stay for its duration. Tardiness and absences will be noted and result in the lowering of your grade. A maximum of 2 excused absences (Doctor's note required). If speaking in public is difficult for you, come to office hours or e-mail me your extensive thoughts on the readings.

In Class POP Reading quizzes: These reading quizzes will occur **randomly** in order to encourage on-time reading. Each will consist of 10 identifications questions that substantively demonstrate your knowledge of the key concepts, historical/cultural individuals and/or events drawn from the assigned reading and course lectures. Quiz on Canvas. 20 minutes for exam.

In Class Midterms: Each will consist of 40 identifications questions that substantively demonstrate your knowledge of the key concepts, historical/cultural individuals and/or

events drawn from the assigned reading and course lectures. Quiz on Canvas. 50 minutes for exam.

Project/Final Week Project Presentation: Project is worth 100 points total. 10 points for identifying project title and objectives (1-2 paragraphs), 10 points for identifying applicable grant. 30 points for Finals Week project presentation (maximum 5 minutes each PowerPoint presentation). 50 points for completed grant application. **Must get at least 50 points on project to pass class.**

*All written work must be typed in 12 pt. Times New Roman font with 1-inch margins. For proper essay format and citation guidelines, please refer to the MLA stylebook. Please proofread, spell-check, paginate and staple all work.

***Extra credit:** 3-5 minute in-class oral report using PowerPoint on a current event that connects to the course discussion. You must make the connection clear, citing lecture, readings or other course materials to demonstrate the connection. 10 points. Maximum of one report per student.

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

General Grading Standards:

A = **Superior** performance; meets assignment requirements, and demonstrates exceptional execution of those requirements (meaning that your work exceeds the ordinary effort and execution); reflects outstanding insight and depth; grammatically and stylistically excellent; would be considered a model example of assignment completion.

B = **Good**, solid performance; meets assignment requirements, and demonstrates competent execution of those requirements; reflects insight and depth; grammatically and stylistically strong; may have one or more problem areas.

C = **Average** performance; meets assignment requirements, minimally; grammatically and stylistically adequate; may have two or more problem areas; projects have more

than two factual, typographical, or grammatical errors per page.

D = **Below average** performance; does not meet minimal assignment requirements; has several fundamental problem areas; has several errors throughout the project.

F = **Inferior** performance; does not meet assignment requirements; not deserving of credit.

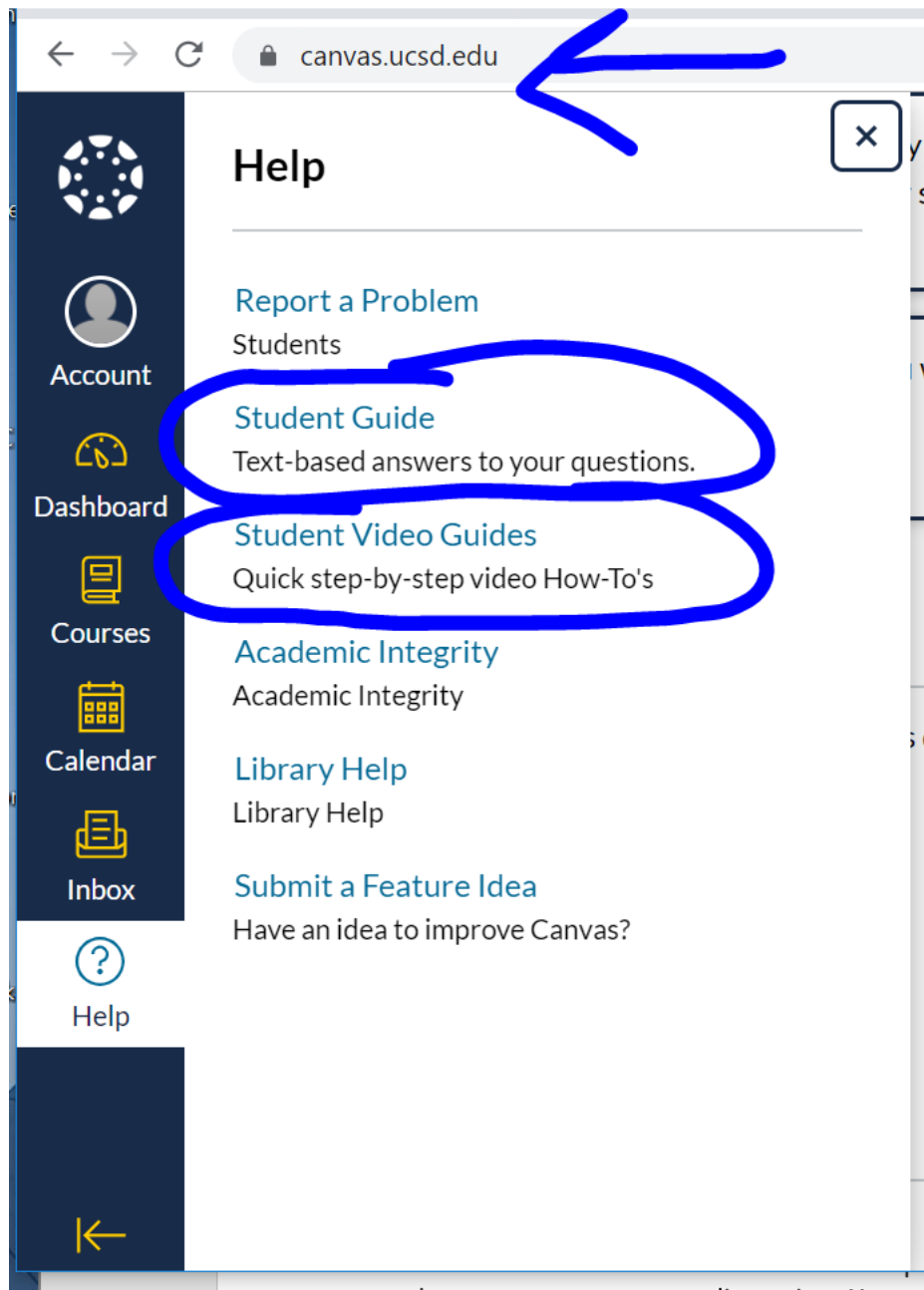
All assignments must be completed in order to pass this class.

Note: If you are taking this course P/NP, you must take the quizzes, take the midterms, complete the project, attend class and participate in order to get a passing grade

Please familiarize yourself with everything on this syllabus and in the rubric on Canvas assigned for the course. Please consult the syllabus and rubric before you send me any e-mails. This syllabus is subject to change; any changes will be announced in class or by email.

Required texts: All readings will be available on the UCSD Canvas course website for each week.

Canvas:



Time management is key to completing ALL readings. Please block off at least 6 hours a week to complete this course's assigned reading.

Schedule:

Week 0/1

September 27, September 30

Introduction: Framing Disease, Racializing Disease (Social Constructions)

- Samuel K. Roberts, Jr. *Infectious Fear: Politics, Disease, and the Health Effects of Segregation* (UNC Press, 2009), **MULTIPLE CHAPTERS:**
 - Introduction: "Disease Histories and Race Histories"
 - Chapter 1: "Toward a Historical Epidemiology of African American Tuberculosis"
 - Chapter 2: "The Rise of the City and the Decline of the Negro"
 - Chapter 5: "Locating African Americans and Finding the 'Lung Block'"
- Audrey Smedley and Brian D. Smedley. 2005. "Race as Biology is Fiction, Racism as a Social Problem is Real." *American Psychologist*. V. 60. N. 1: 16_26

October 2, October 4

Is Race Real?

- Armand Marie Leroi, "A Family Tree in Every Gene," March 14, 2005, *The New York Times*, p. A23. <https://www.nytimes.com/2005/03/14/opinion/a-family-tree-in-every-gene.html>
- Troy Duster, "Race and Reification in Science"
- Alan Goodman, "Two Questions About Race" <http://raceandgenomics.ssrc.org/Goodman/>
- Evelyn M. Hammonds, "Straw Men and Their Followers" <http://raceandgenomics.ssrc.org/Hammonds/>

- Adam Hochman, "Against the New Racial Naturalism," *The Journal of Philosophy*, Vol. 110, No. 6 (June 2013), 331-351.
- Warwick Anderson, "Teaching 'Race' at Medical School: Social Scientists on the Margin," *Social Studies of Science*, Vol. 38, No. 5, Race, Genomics, and Biomedicine (Oct. 2008), 785-800.
- Thomas Finucane, "Racial Bias in Presentation of Cases"
- Susan Moscou, Matthew Anderson, Judith Kaplan, Lisa Valencia, "Validity of Racial/Ethnic Classifications in Medical Records Data: An Exploratory Study"

Week 2

October 7 (Discussion of projects in class), October 9

October 11 Project Title and Objectives (1-2 paragraphs), Grant Identification Due

Inequalities: Is Access to Health Care a Human Right?

- Samuel K. Roberts, Jr. *Infectious Fear: Politics, Disease, and the Health Effects of Segregation* (UNC Press, 2009). Conclusion: 201-221.
- Farmer, Paul. *Pathologies of Power: Health, Human Rights, and the New War on the Poor* (Berkeley: University of California Press, 2003). **MULTIPLE CHAPTERS:**
 - Chapter 1: "On Suffering and Structural Violence" 29-50.
 - Chapter 5: "Health, Healing, and Social Justice" 139-159.
- Smedley, Brian D., Adrienne Y. Stith, and Alan R. Nelson. 2003. *In Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care*. Washington, DC: National Academies Press. **MULTIPLE CHAPTERS:**
 - Summary Abstract: 1-28
 - Chapter 1: "Introduction and Literature Review" 29-79.
 - Chapter 2: "The Healthcare Environment and its Relation to Disparities" 80-124.

Week 3

October 14, October 16, October 18

Ethics and Experimentation: Contributions to Current Health Disparities and Outcomes

- U.S. Public Health Service Syphilis Study at Tuskegee. Centers for Disease Control and Prevention (CDC) website <https://www.cdc.gov/tuskegee/index.html>. **EXPLORE ALL TABS.**
- Sushma Subramanian, "Worse than Tuskegee," in *Slate*, Feb 26, 2017
http://www.slate.com/articles/health_and_science/cover_story/2017/02/guatemala_syphilis_experiments_worse_than_tuskegee.html
- Priscilla Wald, "American Studies and the Politics of Life." *American Quarterly*, Vol. 64, No. 2 (June 2012), The Johns Hopkins University Press. 185-204.
- Robert Schwartz, "Racial Profiling in Medical Research." *New England Journal of Medicine*, vol. 344, No. 18. May 3, 2001. 1392-93.
- Steven Epstein, "Bodily Differences and Collective Identities: The Politics of Gender and Race in Biomedical Research in the United States," *Body & Society* (2004), V.10 (2-3), 183-203.
- Taunya Lovell Banks, "Funding Race as Biology: The Relevance of "Race" in Medical Research," *Minnesota Journal of Law, Science & Technology*. 2011;12(2):571-618.
- Samiran Nundy, M.Chir., and Chandra M. Gulhati, M.D., D.T.M.&H., "Conducting Clinical Trials in India." *New England Journal of Medicine*. 2005; 352:1633-1636.

Week 4

October 21, October 23, October 25

AIDS – United States and Global Interactions

- Steven Epstein. *Impure Science: AIDS, Activism, and the Politics of Knowledge*. Berkeley: University of California Press, 1996.
<http://ark.cdlib.org/ark:/13030/ft1s20045x/>. **MULTIPLE CHAPTERS:**
 - Introduction: "Controversy, Credibility, and the Public Character of Aids Research" 1-41.

- Chapter 1: "The Nature of a New Threat" 45-79.
 - Chapter 5: "Points of Departure" 181-208.
 - Conclusion: "Credible Knowledge Hierarchies of Expertise, and the Politics of Participation in Biomedicine" 330-355.
- Paul Farmer. 1992. *AIDS and Accusation: Haiti and the Geography of Blame*. Berkeley: University of California. **MULTIPLE CHAPTERS:**
 - Introduction: 1-16.
 - Part III Introduction: 121-123.
 - Chapter 11: "A Chronology of the AIDS/HIV Epidemic in Haiti" 125-129.
 - Chapter 14: "AIDS in the Caribbean: The "West Atlantic Pandemic" 141-150.
 - Part IV Introduction: 151-152.
 - Chapter 15: "Many Masters: The European Domination of Haiti" 153-163.
 - Chapter 19: "AIDS and Racism: Accusation in the Center" 208-228.
 - Conclusion: "AIDS and an Anthropology of Suffering" 252-264.
- Stacy Leigh Pigg. 2001. Languages of Sex and AIDS in Nepal: Notes on the Social Production of Commensurability. *Cultural Anthropology* 16(4):481-541.
 - Pawan Singh & Lisa Cartwright & Cristina Visperas, "African Kaposi's Sarcoma in the Light of Global AIDS: Antiblackness and Viral Visibility," *Journal of Bioethical Inquiry*, Volume 11, Issue 4 (December 2014), 467-478.

Week 5

October 28, October 30

Mental Health and Perpetuation of Inequities

- Gabriel N. Mendes, *Under the Strain of Color: Harlem's Lafargue Mental Hygiene Clinic and the Promise of an Antiracist Psychiatry* (Cornell University Press, August 2015). **MULTIPLE CHAPTERS:**
 - Introduction: "A Deeper Science" 1-19.
 - Chapter 2: "Intangible Difficulties" 53-84.

- Chapter 3: "Between the Sewer and the Church"85-119.
- Chapter 4: "Children and the Violence of Racism"120-153.
- Epilogue: "An Experiment in the Social Basis of Psychotherapy"154-161.
- Saiba Varma, "Disappearing the asylum: Modernizing psychiatry and generating manpower in India." *Transcultural Psychiatry* 2016, Vol. 53(6) 783–80

NOVEMBER 1, 2019

Midterm #1 Examination

Week 6

November 4, November 6, November 8

Aesthetics and Socio-cultural (Re)Mappings of the Body

- Jordan Amadio, "Are Cosmetic Surgeons Complicit in Promoting Suspect Norms of Beauty?" in *Medicine and Society*, May 2010
- Maureen O'Connor, "Is Race Plastic? My Trip into the 'Ethnic Plastic Surgery' Minefield" in *The Cut*, July 27, 2014
- Galchinsky, M. (1999). "' Permanently Blacked' : Julia Frankau's Jewish Race." *Victorian Literature and Culture*, 27(1), 171-183.
http://journals.cambridge.org/article_S1060150399271094
- Kathy Davis, "Surgical Passing or why Michael Jackson's nose makes 'us' uneasy" in *Feminist Theory*, 2003
- W. Matory, Edward Falces, "Non-Caucasian Rhinoplasty: A 16-Year Experience" in *Plastic and Reconstructive Surgery*. 77(2):239–251, February 1986.

- Lauren E. Gulbas, "Embodying Racism: Race, Rhinoplasty, and Self-Esteem in Venezuela" in *Qual Health Res* 2013 23: 326 originally published online 30 November 2012.
- Eugenia Kaw, "Medicalization of Racial Features: Asian American Women and Cosmetic Surgery" in *Medical Anthropology Quarterly*, March 1993 7 (1): 74-89.
- Kat Chow, "Is Beauty in The Eye (Lid) Of the Beholder?" in *NPR Code Switch*, November 17, 2014.
- Kat Chow, "The Many Stories Behind Double-Eyelid Surgery" in *NPR Code Switch*, November 18, 2014.

Week 7/8

November 13, November 15, November 18

Eugenics and "Race Betterment"

- Alexandra Minna Stern, 2016. *Eugenic Nation: Faults and Frontiers of Better Breeding in Modern America*. MULTIPLE CHAPTERS:
 - Introduction: 1-27.
 - Chapter 2: "Quarantine and Eugenic Gatekeeping on the US-Mexican Border " 57-81.
 - Chapter 3: "Instituting Eugenics in California "82-110.
 - Chapter 4: "I Like to Keep My Body Whole" 111-138.
 - Conclusion: 234-242.
- Jane Lawrence, "The Indian Health Service and the Sterilization of Native American Women," *American Indian Quarterly*. (2000) 24.3: 400_419.
- Susan K. Cahn, "Sexual Reckonings: Southern Girls in a Troubling Age," 2007. Chapter 6 "Sex, Science, and Eugenic Sterilization."
- Lisa Ko, "Unwanted Sterilization and Eugenics Programs in the United States," in PBS.org KPBS. (Posted in *Human Rights*) January 29, 2016.

- Jyotsna Agnihotri Gupta, "Women' s Bodies: The Site for the Ongoing Conquest by Reproductive Technologies" in *Issues in Reproductive and Genetic Engineering*, Vol. 4, No. 2. pp. 93-107, 1991.
- Iris Lopez, "Agency and Constraint: Sterilization and Reproductive Freedom Among Puerto Rican Women In New York City," in *Urban Anthropology and Studies of Cultural Systems and World Economic Development*, Vol. 22, No. 3/4, pp. 299-323.
- Laura Briggs, *Reproducing Empire: Race, Sex, Science, and U.S. Imperialism in Puerto Rico, 1920-1940*. University of California Press, 2002. **MULTIPLE CHAPTERS:**
 - Introduction: "Colonialism" 1-20.
 - Chapter 3: "Debating Reproduction" 74-108.
 - Chapter 4: "Demon Mothers in the Social Laboratory" 109-141.
 - Chapter 5: "The Politics of Sterilization" 142-161.
- M. Bahati Kuumba, "A Cross-Cultural Race/Class/Gender Critique of Contemporary Population Policy: The Impact of Globalization," in *Sociological Forum*, Vol. 14, No. 3, 1999.

Week 8

November 20, November 22

Surrogacy and Socioeconomic Inequities

- Kalindi Vora, "Re-imagining Reproduction: Unsettling Metaphors in the History of Imperial Science and Commercial Surrogacy in India. *Somatechnics* 5.1 (2015): 88–103.
- Kalindi Vora, *Life Support: Biocapital and the New History of Outsourced Labor*. University of Minnesota Press, 2015. **MULTIPLE CHAPTERS:**
 - Chapter 1: "Limits of Labor" 15-41.
 - Chapter 4: "Transnational Gestational Surrogacy: Expectation and Exchange" 103-140.
 - Epilogue: "Imperial Pasts and Mortgaged Futures" 141-147.
- BBC, "Cambodia releases surrogate mothers who agree to keep Children," 6 December 2018.

- Heather E. Dillaway, "Mothers for Others: A Race, Class, and Gender Analysis of Surrogacy" in *International Journal of Sociology of the Family*, Vol. 34, No. 2, Intersectional Analyses of Family for the 21st Century (Autumn 2008), pp. 301-326.
- Anita Allen, "The Socio-Economic Struggle for Equality the Black Surrogate Mother," in *Harvard BlackLetter Journal*/Spring, 1991.
- Frank Langfitt, "Made in the USA: Childless Chinese Turn to American Surrogates." NPR, April 21, 2014.

Week 9

November 25, November 27

Transplant Medicine and Markets in Human Bodies and Organs

- Nancy Scheper-Hughes, "Bodies for Sale: Whole or in Parts." *Body & Society*. London, Thousand Oaks and New Delhi: SAGE Publications. 2001. pp. 1-8.
- P. A. DePergola, "The Ethical Principle of Vulnerability and the Case Against Human Organ Trafficking." *Online Journal of Health Ethics*, 14(1) 2018.
<http://dx.doi.org/10.18785/ojhe.1401.02>.
- Siby K George, "The unfair trade: Why organ sale is indefensible" in *Indian Journal of Medical Ethics*, Published online: January 4, 2017.
- Lawrence Cohen. "Where It Hurts: Indian Material for an Ethics of Organ Transplantation." *Zygon* 38, no. 3 (2003): 663-88.
- Hub Zwart, "Transplantation medicine, organ-theft cinema and bodily integrity" in *Subjectivity* Vol. 9, 2, 151-180.

Week 10

December 2, December 4, December 6

Climate Change, Environmental Racism and Health

- Merrill Singer, *Climate Change and Social Inequality: The Health and Social Costs of Global War*, 2019. **MULTIPLE CHAPTERS:**
 - Chapter 1: "The Physical and Social Dimensions of Climate Change" 9-33.
 - Chapter 6: "Changing World of the Indigenous Alaskan Yupik and Iñupiat Peoples" 158-171.
 - Chapter 11: "The Consequential Intersection of Social Inequality and Climate Change" 223-238.
- Daniel Brook, "Environmental Genocide: Native Americans and Toxic Waste" in *The American Journal of Economics and Sociology*, Vol. 57, No. 1 (Jan 1998), pp.105-113.
- Doug Brugge, "The History of Uranium Mining and the Navajo People," in *Am J Public Health*, 2002 September; 92(9): 1410–1419.
- Johnnye Lewis, "Mining and Environmental Health Disparities in Native American Communities" in *Curr Envir Health Rpt* (2017) 4:130–141.
- Robert D. Bullard, *Dumping in Dixie: Race, Class, and Environmental Quality*. Boulder: Westview Press, 1990. 21-36.
- Brian Bienkowski, "Pollution, Poverty and People of Color: A Michigan Tribe Battles a Global Corporation" in *Scientific American* on June 12, 2012.
- David Naguib Pellow and Lisa Sun-Hee Park, "High-Tech Environmental Racism: Silicon Valley's Toxic Workplaces."
- Andrew Szasz and Michael Meuser, "Environmental Inequalities: Literature Review and Proposals for New Directions in Research and Theory" in *Current Sociology* 1997 45: 99-120.
- Jones et al, "Climate Change and the Right to Health for Māori in Aotearoa/New Zealand," in *Health and Human Rights Journal*, June 2014, 16 (1): 54-68.

Finals Week

DECEMBER 13, 2019 FRIDAY 8AM-11AM

Location TBD

Midterm #2 Examination – ONE HOUR

Project Presentations - TWO HOURS

Student Consent for Release of Student Information

I hereby authorize the UCSD Ethnic Studies Department to return my graded examinations/papers/project by placing the examinations/papers/project in a location accessible to all students in the course. I understand that the return of my examinations/papers/project as described above may result in the disclosure of personally identifiable information, that is not public information as defined in UCSD PPM 160-2, and I hereby consent to the disclosure of such information.

Quarter:

Course:

Instructor:

Student I.D.#:

Print Name:

Signature: