

**University of California, San Diego**  
**Ethnic Studies Department**  
**ETHN 144M: Anti-Racist Medicine and New Perspectives in Health Care**  
**History of Native Americans in the U.S.**  
**Fall Quarter 2022**  
**September 22<sup>nd</sup>-December 1<sup>st</sup>, 2022**

**Instructor:** Andrew Jolivette, Ph.D., Professor

**Office Location:** SSB 205

**Time & Location:** Tuesdays and Thursdays, 3:30-4:50 MOS ROOM: 0204

**Office Hours:** By Appointment

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*“Medical Apartheid* is the first and only comprehensive history of medical experimentation on African Americans, from the era of slavery to today. Washington details the ways both slaves and freedmen have been used in hospitals for experiments conducted without their knowledge. From the era of slavery to the present day, the first full history of Black America's shocking mistreatment as unwilling and unwitting experimental subjects at the hands of the medical establishment. Starting with the earliest encounters between Black Americans and Western medical researchers and the racist pseudoscience that resulted, it details the ways both slaves and freedmen were used in hospitals for experiments conducted without their knowledge — a tradition that continues today within some Black populations. It reveals how Blacks have historically been prey to grave robbing as well as unauthorized autopsies and dissections. Moving into the twentieth century, it shows how the pseudoscience of eugenics and social Darwinism was used to justify experimental exploitation and shoddy medical treatment of Blacks, and the view that they were biologically inferior, oversexed, and unfit for adult responsibilities. Shocking new details about the government's notorious Tuskegee experiment are revealed, as are similar, less-well-known medical atrocities conducted by the government, the armed forces, prisons, and private institutions. The product of years of prodigious research into medical journals and experimental reports long undisturbed, *Medical Apartheid* reveals the hidden underbelly of scientific research and makes possible, for the first time, an understanding of the roots of the African American health deficit. At last, it provides the fullest possible context for comprehending the behavioral fallout that has caused black Americans to view researchers — and indeed the whole medical establishment — with such deep distrust. No one concerned with issues of public health and racial justice can afford not to read *Medical Apartheid*, a masterful book that will stir up both controversy and long-needed debate.”

“Over 84,000 Black and Brown lives are needlessly lost each year due to health disparities: the unfair, unjust, and avoidable differences between the quality and quantity of health care provided to Americans who are members of racial and ethnic minorities and care provided to whites. Health disparities have remained stubbornly entrenched in the American health care system—and in *Just Medicine* Dayna Bowen Matthew finds that they principally arise from unconscious racial and ethnic biases held by physicians, institutional providers, and their patients. Implicit bias is the single most important determinant of health and health care disparities. Because we have missed this fact, the money we spend on training providers to become culturally competent, expanding

wellness education programs and community health centers, and even expanding access to health insurance will have only a modest effect on reducing health disparities. We will continue to utterly fail in the effort to eradicate health disparities unless we enact strong, evidence-based legal remedies that accurately address implicit and unintentional forms of discrimination, to replace the weak, tepid, and largely irrelevant legal remedies currently available. Our continued failure to fashion an effective response that purges the effects of implicit bias from American health care, Matthew argues, is unjust and morally untenable. In this book, she unites medical, neuroscience, psychology, and sociology research on implicit bias and health disparities with her own expertise in civil rights and constitutional law. In a time when the health of the entire nation is at risk, it is essential to confront the issues keeping the health care system from providing equal treatment to all.”

### **Course Description:**

This course introduces students to some of the critical themes, concepts, structural impediments and contemporary issues surrounding health and wellness in the field of medicine in the United States with an underlying interdisciplinary framework. The emphasis of investigation in this course will be comparative, primarily historical, and sociological with a focus on the experiences of people of color and Indigenous peoples within the medical industrial complex. Students will specifically engage with questions of race, colonialism, gender, sexuality, power, anti-Blackness, and the histories of medical abuse and exploitation that have become endemic with the field of contemporary medicine. Students will be asked to think critically and innovatively about solutions to problems of racism, sexism, and homophobia (among other areas) in various medical fields. Critical reading, writing, and discussion will be expected. We will supplement reading material in the course with films, podcasts, or other mediums. Student participation and engagement will be crucial to the success of the course. If you have specific areas or topics you would like to examine in the course, please share these during the first few class sessions so we can be sure to try to meet all your areas of interest.

### **Course Objectives:**

To provide students with an introduction to key concepts and historical events in the history of medicine and medical abuses centered in racism, anti-Blackness, Indigenous dispossession, and the creation of an unequal health care system in the United States

To provide students with the necessary information to critically interpret, analyze, and evaluate texts and issues which have contributed to previous and contemporary understandings of racism and anti-racism with respect to medicine and healthcare in the United States and globally

To provide students with a means to develop their critical reading, writing, research, and communication skills as applicable to Ethnic Studies, Medicine, Public Health and other wellness fields

### **Required Texts:**

Matthew, Dayna Bowen. 2018. *Just Medicine: A Cure for Racial Inequality in American Health Care*. New York: NYU Press.

Washington, Harriet A. 2008. *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*. New York: Anchor.

### **Requirements, Evaluation and Grading:**

Each student will be required to complete three term papers. Each term paper will be based on class readings, lectures, and films. For each term paper students should respond to the following questions in a 3-4 page essay with citations from the assigned readings. Please choose at least three incidents or issues discussed in the readings thus far and explain how issues of race, racism and/or gender or other identity categories created health disparities. What were the health and ethical issues that emerged in each of these incidents? How have these incidents/issues persisted into the present? Finally what solutions would you offer to address the problems outlined in your paper?

#### **Reading Analysis Questions**

- 1) How does the author construct his/her argument? What is s/he arguing for and/or against?
- 2) What are the assumptions underlying an author's main arguments? How might these assumptions relate to the historical context in which the text was written?
- 3) What are the implications of the readings main point, theme, or argument?
- 4) Are there relevant points that are not covered adequately by the reading/author? Why do you think the author(s) did not address those points, and why is it important to consider them?
- 5) How do the issues and themes raised relate to other readings, events, theories/concepts, discussions and disciplines? For example how do some of the issues relate to your own primary major if it is not American Indian Studies?
- 6) What did you agree and disagree with about the reading? What did you gain from the reading in terms of your own intellectual understanding of the topic being covered? Do the readings speak to your own personal lived experience or to that of people in your ethnic community?

Papers should be double spaced, typed and no larger than 12-point font.

Term Papers = 90% (30% for each paper)

Participation = 10% (Participation grade is based on attendance and completion of assignments on time)

**Assignments:** I do not accept late assignments or grant extensions. However, if you have an unforeseen emergency, please contact me at the phone number or email listed above to request an

extension 24 hours before the due date (if possible). I will consider the granting of extensions on an individual, case-by-case basis. **All of your assignments should be typed, double-spaced, and as indicated above no larger than 12-point font. Your papers should also contain page numbers and your last name on the top right hand corner of each page.** Assignments will be collected at the **beginning** of class on the date scheduled, unless otherwise indicated. Under no circumstances are assignments to be turned in at the Department office. If you are unable to attend the class session on the date the assignment is due, please make prior arrangements with me.

**Cheating & Plagiarism:** Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. The term cheating is not limited to examinations. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment to expulsion from the university. For more information on the University policy refer to the University Catalog (Policies and Regulations).

**Americans with Disabilities Act (ADA):** The University is committed to providing reasonable academic accommodation to students with disabilities. The Office of Services for Students with Disabilities provides university academic support services and specialized assistance to students with disabilities. Please notify me during office hours, before or after class, so that reasonable efforts can be made to accommodate you. If you expect accommodation through the Act, you must make a formal request through Services for Students with Disabilities.

### **Class Guidelines for Participation, Discussion and all Communication:**

- Try On**....new processes, ideas, perspectives before automatically rejecting them because they are different than your experience, be willing to step out of your comfort zone.
- It's okay to disagree**...disagreement is a necessary part of accepting differences...It's not okay to attack or blame self or others...this can happen on a verbal or non-verbal level.
- Practice self-focus**...use "I" statements, pay attention to what you are feeling and thinking.
- Ask questions of self and others**...instead of jumping to conclusions, check out your assumptions
- Practice both/and thinking**...there are multiple inner realities and multiple realities of each person present, the notion of either/or, right/wrong, good/bad is not helpful in human relationships, it sets up a hierarchy of value
- Participate fully**...let go of all other things you need to be doing and be present in this process...participation looks different for everyone, be aware of how you learn and process information
- 100% responsibility**...for 100% of your needs 100% of the time...you know more than anyone about what you need to participate and to be fully present
- Maintain confidentiality**...anything said of a personal nature cannot be shared outside of this room without the person's permission, if you want to talk to someone about what they said, ask permission. They can say yes, no or maybe later.

## **Weekly Syllabus:**

### **Week of September 22nd, 2022: A Troubling Tradition**

September 22<sup>nd</sup>: Read Introduction and Chapter 1 in *Medical Apartheid*

### **Week of September 27<sup>th</sup>, 2022 Displaying Black Bodies**

September 27<sup>th</sup>: Read Chapter 2 in *Medical Apartheid*

September 29<sup>th</sup>: Read Chapter 3 in *Medical Apartheid*

### **Week of October 4<sup>th</sup>, 2022: Black Bodies in the Antebellum Clinic**

October 4<sup>th</sup>: Read Chapter 4 in *Medical Apartheid*

October 6<sup>th</sup>: Read Chapter 5 in *Medical Apartheid*

### **Week of October 11<sup>th</sup>, 2022: The Civil War, Emancipation, and the Problem of Colonial Medicine**

October 11<sup>th</sup>: Read Chapter 6 in *Medical Apartheid*

October 13<sup>th</sup>: Read Chapter 7 in *Medical Apartheid* (Tentative No Class)

### **Week of October 18<sup>th</sup>, 2022: The Eugenic Control of African American Reproduction**

October 18<sup>th</sup>: Read Chapter 8 in *Medical Apartheid* (Tentative No Class)

October 20<sup>th</sup>: Read Chapter 9 in *Medical Apartheid*

**TERM PAPER ONE on Medical Apartheid DUE** by 5PM

### **Week October 25<sup>th</sup>, 2022: Research on Black Prisoners**

October 25<sup>th</sup>: Read Chapter 10 in *Medical Apartheid*

October 27<sup>th</sup>: Read Chapter 11 in *Medical Apartheid*

### **Week of November 1<sup>st</sup>. 2022: Race, Technology, and Medicine**

November 1<sup>st</sup>: Read Chapter 12 in *Medical Apartheid*

November 3<sup>rd</sup>: Read Chapter 13 in *Medical Apartheid* (Tentative No Class)

### **Week of November 8<sup>th</sup>, 2022: Bad Law Makes Bad Health**

November 8th: Introduction and Chapter 1 *in Just Medicine*

November 10th: Read Chapter 2 and 3 *in Just Medicine*

**Week of November 15th: Addressing Inequity**

November 15th: Read Chapter 4 *in Just Medicine*

November 17th: Read Chapter 5 *in Just Medicine*

**TERM PAPER TWO on *Just Medicine* Due**

**Week of November 22<sup>nd</sup>, 2022: Implicit Bias as a Health Care Factor**

November 22<sup>nd</sup>: Read Chapter 6 *in Just Medicine*

November 24<sup>th</sup>: Read Chapter 7 *in Just Medicine* (No Class Thanksgiving Holiday)

**Week of November 29th: From Inequity to Intervention**

November 29<sup>th</sup>: Read Chapters 8 and 9 *in Just Medicine*

December 1<sup>st</sup>: **Final Day of Instruction You may turn in your final term paper on the last day of class (12/1/22 or by 5pm on 12/8/22) using the same writing prompt as the first two papers but please choose new issues/incidents and use at least one from each of the books we read this quarter**

**FINAL TERM PAPER THREE DUE BY 5PM on 12/8/22**