

**Ethnic Studies 142: Medicine, Race, and the  
Global Politics of Inequality  
Tuesday/Thursday, 3:30-4:50pm,  
Warren Lecture Hall 2205  
UCSD Spring 2014**

**Prof. Gabriel N. Mendes**

**Office:** Social Science Building 229

**Best way to contact me:** gmendes@ucsd.edu. Please write "142" in the subject line.

**Phone:** 858.822.5118

**Office hours:** Wednesday 12:30-2:30 and by appointment

**Overview:**

We will examine the material bases for systemic, structural inequalities that shape the production of medical knowledge and the distribution of medical services and public health measures on global, national, and local scales. As we cover how race, as well as the intersecting categories of gender, class, sexuality and nation, affects both the unequal distribution of diseases and unequal access to medical treatment, we will also consider the human rights and social justice consequences of these phenomena.

**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 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 learned in the readings, prior discussion, and lecture. Listen carefully to others before you decide where you stand in relation to their argument and consider 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>.

**Logistics and Policies**

You can reach me by email, in my office hours, or by appointment at any time during the quarter. I respond to students' emails by 10am every weekday; I do not answer students' emails on weekends.

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

Please complete the readings by Tuesday in the week they are assigned, and bring the text(s) we are covering that week to class.

**There are no computers allowed in this course.** In my experience at UCSD, computers have proven to be an obstacle rather than an aid to student learning and engagement. Please obtain a notebook and a several writing utensils that you enjoy using, as well as a highlighter for reviewing your notes.

Turn off phones and refrain from text messaging during class. If I notice you texting, I will ask you to leave the classroom and that will count as an absence.

This syllabus is subject to change; any changes will be announced well in advance in class or by email.

**Grading and Course Requirements:**

<b>Attendance and Participation:</b>	<b>20%</b>
<b>Course Notebook/Weekly Reports:</b>	<b>50%</b>
<b>Critical Book Review, Due May 2<sup>nd</sup>:</b>	<b>15%</b>
<b>Critical Book Review, Due June 9<sup>th</sup>:</b>	<b>15%</b>

**Attendance and Participation: 20%**

Attendance and participation constitute a significant portion of your grade. 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. You will be allowed **one unexcused absence**; any subsequent absence(s) requires a note from an official source or agency, i.e. a doctor.

Active participation means thoughtful engagement in the readings/lectures, meaningful contributions to class discussions, and respectful collegiality toward your classmates and instructor.

**Course Notebook: 50%**

Please purchase a suitable notebook, one within which you will feel comfortable writing a good deal of material.

For each assigned reading I want you to select and explain 3-5 keywords that represent the essential substance of the piece.

For each assigned reading please identify and re-type the primary argument/thesis of the piece. Please then write one paragraph of approximately 100-150 words explaining that argument to an imagined reader/listener who has not yet been initiated into the conversation, for instance your roommate or a sibling or a co-worker.

Each week you will type up a brief report derived from the notes you take on the course readings and course lectures/discussions. You will submit it to me in the form of a 250-300 word critical synthesis of the materials you've considered in the week.

If you think of it in terms of pages for the course, it's only 10-15pp.

**Weekly Report due on Friday by 3pm.**

**Two Critical Book Reviews: (15% each x 2= 30%)**

Choose two of the following books and write a critical book review (500-650 words) for each of your picks modeled on the types of review one might find in a scholarly journal such as *American Quarterly*, *Bulletin of the History of Medicine*, *Journal of American History*, *American Sociological Review*:

Briggs, Charles L. and Clara Mantini Briggs. *Stories in the Time of Cholera: Racial Profiling During a Medical Nightmare* (University of California Press, 2003).

Briggs, Laura. *Reproducing Empire: Race, Sex, Science, and U.S. Imperialism in Puerto Rico* (University of California Press, 2002).

Jackson, Lynnette A. *Surfacing Up: Psychiatry and Social Order in Colonial Zimbabwe, 1908-1968* (Cornell University Press, 2005).

Metzl, Jonathan M. *The Protest Psychosis: How Schizophrenia Became a Black Disease* (Beacon Press, 2009).

Molina, Natalia. *Fit To Be Citizens: Public Health and Race in Los Angeles, 1879-1939* (University of California Press, 2006).

Nelson, Alondra. *Body and Soul: The Black Panther Party and Fight Against Medical Discrimination* (University of Minnesota Press, 2011).

Roberts, Samuel. *Infectious Fear: Politics, Disease, and the Health Effects of Segregation* (UNC Press, 2009).

Shah, Nayan. *Contagious Divides: Epidemics and Race in San Francisco's Chinatown* (University of California Press, 2001).

Stern, Alexandra. *Eugenic Nation: Faults and Frontiers of Better Breeding in Modern America* (University of California Press, 2005).

**1<sup>st</sup> Due Friday May 2<sup>nd</sup> 5pm**  
**2<sup>nd</sup> Due Monday June 9<sup>th</sup> 5pm**

**Plagiarism and other Academic Misconduct:** Please refer to the guidelines from the Academic Integrity Office. If you cheat or plagiarize in this class, you will fail the course.

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

### **Required Reading:**

The majority of reading materials for this course will be available on the ted.ucsd.edu page for ETHN 142.

There is only one required book and one (strongly) recommended book on sale for this course:

**Required:** Alvin F. Poussaint and Amy Alexander. *Lay My Burden Down: Unraveling Suicide and the Mental Health Crisis Among African-Americans* (Boston: Beacon Press, 2000).

**Recommended:** William Strunk and E.B. White. *The Elements of Style*. 4<sup>th</sup> Edition. Allyn and Bacon Publishers, 1999.

### **Course Schedule:**

#### **Introducing Race, Racism, Health, and Disease**

#### **Racial and Medical Genealogies**

#### **Week 1: April 1<sup>st</sup> and 3<sup>rd</sup>**

- Jonathan Marks, "Scientific and Folk Ideas about Heredity," in *The Human Genome Project and Minority Communities: Ethical, Social and Political Dilemmas*, Raymond A. Zilinskas and Peter J. Balint, editors (Westport, CT: Greenwood), 53-66.
- Charles Rosenberg, "Framing Disease: Illness, Society, and History," in *Framing Disease: Studies in Cultural History* (New Brunswick, NJ: Rutgers University Press, 1992), xii-xxvi.

#### **Week 2: April 8<sup>th</sup> and April 10<sup>th</sup>**

- Keith Wailoo, "Introduction: Pain and Suffering in Memphis," in *Dying in the City of the Blues: Sickle Cell Anemia and the Politics of Race and Health* (UNC Press, 2001), 1-24.
- Ralph Ellison, *Invisible Man* (New York: Vintage Press, 1952), chapter 11: Paint Factory Hospital Scene.

- Cornel West, "A Genealogy of Modern Racism," in *Prophesy Deliverance!* (Philadelphia: Westminster Press 1982), 47-65.

Further Reading:

- Sandra Harding, "Science, Race, Culture, Empire," in *A Companion to Racial and Ethnic Studies* (2002), pp. 217-228; 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; 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.

## **Section I—Racial Knowledge and the (Bio)Politics of Human Reproduction**

### **Week 3: April 15<sup>th</sup> and April 17<sup>th</sup>**

- Sander Gilman, "Black Bodies, White Bodies: Towards an Iconography of Female Sexuality," in "'Race,' Writing, and Difference," Henry Louis Gates, Jr. Editor, (Chicago: University of Chicago, 1987), pp. 221-261.
- Leith Mullings, "Resistance and Resilience: The Sojourner Syndrome and the Social Context of Reproduction in Central Harlem," in *Gender, Race, Class, and Health* (2006), 345-70.

### **Week 4: April 22<sup>nd</sup> and April 24<sup>th</sup>**

- Dorothy Roberts, "Who May Give Birth To Citizens," in *Immigrants Out: The New Nativism and the Anti-Immigrant Impulse in the United States* (NYU Press, 1997), 205-19.
- Jane Lawrence, "The Indian Health Service and the Sterilization of Native American Women," *American Indian Quarterly*. (2000) 24.3: 400- 419.
- Kalindi Vora, "Indian Transnational Surrogacy and the Commodification of Vital Energy," *Subjectivity* (2009) 28, 266–278.

Further Reading: Alexandra Stern. *Eugenic Nation: Faults and Frontiers of Better Breeding in Modern America*. University of California Press, 2005.

Laura Briggs. *Reproducing Empire: Race, Sex, Science, and U.S. Imperialism in Puerto Rico*. Berkeley: University of California Press, 2002.

## **Section II: HIV/AIDS**

### **Week 5: April 29<sup>th</sup> and May 1<sup>st</sup>**

- Irene S. Vernon, "AIDS: The New Smallpox among Native Americans." *Wicazo Sa Review* (1999) V. 14. N. 1. Indigenous Resistance and Persistence: 235- 249.
- Cathy Cohen, "Invisible to the Centers for Disease Control" in *The Boundaries of Blackness: AIDS and the Breakdown of Black Politics* (Chicago: University of Chicago Press, 1999), 119- 148.

Recommended: Allan Brandt (1988). "AIDS in Historical Perspective: Four Lessons Learned from the History of Sexually Transmitted Diseases," *American Journal of Public Health*, 78(4), 367-371.

**1<sup>st</sup> Critical Book Review Due May 2<sup>nd</sup> 5pm**

### **Week 6: May 6<sup>th</sup> and May 8<sup>th</sup>**

- Paul Farmer, "On Suffering and Structural Violence: A View from Below," *Daedalus*, Vol. 125, No. 1, Social Suffering (Winter, 1996), pp. 261-283.
- Film Screening (In-Class): *Pills, Profits, Protest: Chronicle of the Global AIDS Movement / Action = Life*. New York, NY: Outcast Films, 2005.

Recommended: Laurie Garrett, "The Challenge of Global Health," *Foreign Affairs*, Vol. 86, No. 1 (Jan. - Feb., 2007), 14-38.

Paul Farmer, "Intelligent Design," *Foreign Affairs*, Vol. 86, No. 2 (Mar. - Apr., 2007), 155-161.

### **Section III: Mental Health and Illness**

#### **Week 7: May 13<sup>th</sup> and May 15<sup>th</sup>**

- Gabriel N. Mendes, "Introduction" and "Psychiatry Comes to Harlem," in *A Deeper Science: The Lafargue Mental Hygiene Clinic and the Promise of Antiracist Psychiatry, 1940-1960*.

#### **Week 8: May 20<sup>th</sup> and May 22<sup>nd</sup>**

- Alvin F. Poussaint and Amy Alexander, *Lay My Burden Down: Unraveling Suicide and the Mental Health Crisis Among African-Americans* (Boston: Beacon Press, 2000).

#### **Week 9: May 27<sup>th</sup> and May 29<sup>th</sup>**

- Tuesday: Alvin F. Poussaint and Amy Alexander. *Lay My Burden Down: Unraveling Suicide and the Mental Health Crisis Among African-Americans* (Boston: Beacon Press, 2000).
- Thursday: Joao G. Biehl, "Vita: Life in a Zone of Social Abandonment," *Social Text*, 68, Volume 19, Number 3 (Fall 2001), 131-149.

#### **Week 10: June 3<sup>rd</sup> and June 5<sup>th</sup>**

#### **Conclusions: Structural Competency and Social Death**

- Jonathan M. Metzl and Helena Hansen, "Structural Competency: Theorizing A New Medical Engagement with Stigma and Inequality," *Social Science & Medicine* 103 (2014), 126-133.

**2<sup>nd</sup> Critical Book Review Due Monday, June 9<sup>th</sup> by 5pm**

#### ***Majoring or Minor in Ethnic Studies***

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of interest yet do not realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, education, medicine, public health, social work, counseling, journalism, government and politics, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact:

Daisy Rodríguez, Ethnic Studies Department Undergraduate Advisor  
858-534-3277 or [d1rodriguez@ucsd.edu](mailto:d1rodriguez@ucsd.edu) or visit [www.ethnicstudies.ucsd.edu](http://www.ethnicstudies.ucsd.edu)

### **Student Consent for Release of Student Information**

I hereby authorize the UCSD Ethnic Studies Department to return my graded final examination/research paper by placing the examination/research paper in a location accessible to all students in the course. I understand that the return of my examination/research paper 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:

---