

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 than 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-Century India*. Berkeley: University of California Press, 1993.

Alan Kraut. *Silent Travelers: Germs, Genes, and the 'Immigrant Menace'*. New York: Basic Books, 1994.

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

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

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

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

The course pack for the course can be purchased online from University Readers:
<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>.

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 them 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>: 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), pp. 53-66.

Michael Omi and Howard Winant. *Racial Formation in the United States from the 1960s to the 1980s*. New York: Routledge, 1986. Chapter 4, 53-76 (notes, 180-189).

Sandra Harding, "Science, Race, Culture, Empire" in Goldberg, David Theo, and John Solomos, eds. *A Companion to Racial and Ethnic Studies*. Malden, Mass.: Blackwell, 2002, 217-228.

Mary Ellen Kelm, "Diagnosing the Discursive Indian: Medicine, Gender, and the "Dying Race," *Ethnohistory* 52:2 (Spring 2005).

Week 3: Deconstructing the Medical Gaze

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), 221-261.

Stories in the Time of Cholera, Chapter 5.

Natalia Molina, "Illustrating Cultural Authority: Medicalized Representations of Mexican Communities in Early Twentieth Century Los Angeles." *Aztlán: A Journal of Chicano Studies*, Spring (2003).

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

Baynton, Douglas. "Disability and the Justification of Inequality in American History" in *The New Disability History: American Perspectives*, edited by Paul Longmore and Lauri Umansky. New York: New York University Press, 2001, pages 33-57.

Matthew Frye Jacobson Interview from <http://www.pbs.org/fmc>

Week 5: Regulating Immigrants through Medical Borders

Stern, Alexandra. *Eugenic Nation*, University of California Press, 2005, Chapters 1-3.

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

Week 6: Race, Medicine, and the City

"Ethnic Quarantine" in Deverell, William. *Whitewashed Adobe: The Rise of Los Angeles and the Remaking of Its Mexican Past*. Berkeley and Los Angeles: University of California Press, 2004, pages 172-206 & 299-311.

"Tuberculosis as the 'Negro Servants' Disease," in Hunter, Tera. *To 'Joy My Freedom: Southern Black Women's Lives and Labors after the Civil War*. Cambridge: Harvard University Press, 1997, pages 187-218 (Reader).

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

Laura Briggs, *Reproducing Empire: Race, Sex, Science, and U.S. Imperialism in Puerto Rico*, pages 1-161.

Film "La Operacion"

Week 9:

Charles L. Briggs with Clara Mantini-Briggs, *Stories in the Time of Cholera: Racial Profiling during a Medical Nightmare*. Berkeley: University of California Press, 2003

Introduction, Chapters 1-2, 9-10, & 12-13

Week 10: Is Race Real?

Armand Marie Leroi, "A Family Tree in Every Gene," March 14, 2005, *The New York Times*, p. A23.

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"