

Ethnic Studies 142: Medicine, Race, and the Global Politics of Inequality
Tuesday/Thursday, 3:30-4:50pm, Pepper Canyon Hall 121
UCSD Winter 2012

Prof. Gabriel N. Mendes

Office: Social Science Building 229

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Phone: 858.822.5118

Office hours: Tuesday 11:00-12:30, Wednesday 1:00-2:30

Overview:

In many courses engaging the question of race in medicine and public health, the curriculum is structured around the study of health disparities among various U.S. and global populations. Many of these courses aim to provide students with the rudiments of what is termed *cultural competency*. This course diverges from these aims by focusing our studies on the frame and the social foundations for thinking about human difference at the level of body and health. In so doing, we will explore how modern institutions and discourses have constructed particular populations as victims and/or carriers of disease and others as “sanitary citizens.” And 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:

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| Attendance & Active Class Participation | 10% |
| Four Quizzes | 15% |
| Five-Page Paper (Tuesday, February 14th) | 25% |
| Group Presentation | 15% |
| Final Examination (Tuesday, March 20th) | 35% |

*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. Visits to my office hours will also count toward class participation.

*During the course you will take three brief quizzes consisting of five identifications drawn from the reading and lectures. They will not be “gotcha” IDs; anyone keeping up with the reading and paying attention to lectures can expect to do fine on the quizzes.

*Group Presentations will consist of students sharing information with their classmates and the instructor regarding a contemporary topic of concern that pertains to the main themes of the course. Soon after mid-quarter, groups will begin meeting to discuss a topic and develop a fifteen minute presentation to be shared in the final two weeks of class.

*The final exam will consist of both 3-5 sentence IDs and long essays. It will focus primarily on the second half of class, but will ask students to integrate concepts and perspectives covered in the first half. **Tuesday, MARCH 20TH, 3PM. Room TBA.**

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 are only two required books for this course:

1. William Strunk and E.B. White. *The Elements of Style*. 4th Edition. Allyn and Bacon Publishers, 1999.
2. Jonathan Metzl. *The Protest Psychosis: How Schizophrenia Became a Black Disease*. Beacon Press, 2009.

Course Schedule:**Introducing Race, Racism, Health, and Disease****Week 1: January 10 and 12****Racial and Medical Genealogies**

- 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.
- 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.

Further Reading:

Sandra Harding, "Science, Race, Culture, Empire," in *A Companion to Racial and Ethnic Studies* (2002), pp. 217-228; Cornel West, "A Genealogy of Modern Racism," in *Prophesy Deliverance!* (Philadelphia: Westminster Press 1982), pp. 47-65; 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.

Section I—Racial Knowledge and the (Bio)Politics of Human Reproduction**Week 2: January 17 and 19**

- 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.

QUIZ #1 Thursday Jan. 19**Week 3: January 24 and 26**

- 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 4: January 31 and Feb. 2

- 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.

Week 5: February 7 and 9

- Paul Farmer, “An Anthropology of Structural Violence,” *Current Anthropology* Volume 45, Number 3, June 2004, 305-17.
- 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: Beats and Breath: Race and Cardio-Vascular Disease

Week 6: February 14 and 16

- Sherman A. James, “John Henryism and the Health of African-Americans,” *Culture, Medicine and Psychiatry* (1994) 18: 163-182, 1994.
- William W. Dressler et. al., “Race and Ethnicity in Public Health Research: Models to Explain Health Disparities” *Annu. Rev. Anthropol.* 2005. 34:231–52.

Short Paper Due in Class Tuesday, February 14th

QUIZ #2 Thursday, Feb. 16th

Section IV: Mental Health and Illness

Week 7: February 21 and 23

Gabriel N. Mendes, "Psychiatry Comes to Harlem," in *A Deeper Science: Richard Wright, Dr. Fredric Wertham, and the Fight for Mental Healthcare in Harlem, NY, 1940-1960*, 111-52.

Jonathan Metzl, *The Protest Psychosis* (Selections)

Week 8: February 28 and March 1

Jonathan Metzl, *The Protest Psychosis* (Selections)

Department of Health and Human Services. U.S. Public Health Service. *Mental Health: Culture, Race, Ethnicity. A Supplement to Mental Health: A Report to the Surgeon General* (Government Printing Office, 2001). (Selections)

QUIZ #3 March 1st

Week 9: March 6 and 8

Student Presentations

Week 10: March 13 and 15

Student Presentations

Final Exam: Tuesday, MARCH 20TH, 3PM. Room TBA.