

WST 120
RACE, GENDER, AND REPRODUCTION
IN GLOBAL HEALTH POLITICS
Fall 2014, MWF 11:10a – 12p, CUE Room 319

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“Of all the forms of inequality, injustice in health care is the most shocking and inhumane.”
~Martin Luther King, Jr.

This course is divided into three units: “Introductory Concepts”; “Medicine, History and Power”; and “Contemporary Global Health and Social Justice Issues.” These sections will enable us to examine the gendered dimensions of global health, particularly those that are linked to ideologies and power relations surrounding race, gender, sexuality, and disability. We will analyze varied meanings of “health,” how ideas about health intersect with culture, and how health has been influenced, manipulated, and exploited by state and global institutions. This course will adopt a *biosocial* approach to health and explore the historical roots of contemporary social determinants of health, especially focusing on the legacies of large-scale forces such as transatlantic slavery, colonialism, imperialism, the rise of Western science, capitalism, and neocolonialism in the Global South. Through lectures, readings, in-class discussions, and multimedia sources including cutting-edge documentaries, WST 120 provides students an interdisciplinary, intersectional approach that introduces them to key themes in the emergent field of global health, social policy on reproductive rights around the world, and the consequences of the corporatization of healthcare.

OBJECTIVES: This course will: (1.) Explain health, development, and the sociology of knowledge within a global and feminist context. (2.) Introduce students to global health challenges and issues related to reproductive health and social justice. (3.) Challenge students to recognize and articulate their understanding of key historical developments that produced and continue to impact global health today. (4.) Encourage students to critically analyze the relationship between contemporary global health concerns and race, gender, class, sexuality, disability and other categories of identity and oppression.

NOTE: This syllabus and the course schedule below are subject to change based on necessary adjustments made by the professor; your continued enrollment in the course signifies your acceptance of the terms of the syllabus.

COURSE POLICIES

Attendance/Participation: In order to succeed in this class students must be present and prepared (all assigned readings completed as specified on the course schedule). Students can miss THREE classes without penalty (it is NOT necessary to contact your professor about these first three absences). Each absence beyond these three will result in deductions from your attendance score.

STUDENTS ARE RESPONSIBLE FOR ENSURING THAT THEY LEGIBLY WRITE THEIR OWN NAME ON THE SIGN-IN SHEET EACH CLASS PERIOD. NO ONE WILL BE “ADDED” TO THE SIGN-IN SHEET AFTER THE CLASS PERIOD IS OVER. IF STUDENTS ARE DISCOVERED ADDING NAMES TO THE LIST FOR OTHERS, THEY AND THEIR FRIEND(S) WILL RECEIVE A ZERO ATTENDANCE SCORE FOR THE ENTIRE COURSE.

Tardiness: Please ensure that you arrive on time to class. If you are occasionally late, please enter the room quietly so as to not distract classmates or interrupt lecture.

Cellphones, Laptops, and other Electronic Devices: Please ensure that cellphones are turned off or silenced before the start of class. Students do not have permission to use their phones, computers or other devices to surf the internet, check Facebook or other forms of social media, live Tweet class, etc. Laptops may be used IF students are typing notes. If students are discovered using their laptops for other purposes, the professor reserves the right to ask them to no longer use them in class. ****ALSO PLEASE NOTE:** No student, under any circumstances, can videotape, record, or otherwise disseminate Dr. Barclay, her lectures, or any other class content without her express written permission.

Late work: Written work may be turned in for up to two weeks after the due date with the following stipulations: if it is submitted in the first week after the due date it will be docked 25%; if submitted during the second week after the due date, it will be docked 50%.

Submitting assignments via email: Emailed work will ONLY be accepted in extreme cases and if the student secures permission from the professor in advance. It is the student’s responsibility to turn in a hard copy of their work when it is due.

****Students should retain all written work that the professor grades and returns to them in the event that their final grade for the course is contested in any way.*

Exams and Possible Pop Quizzes: If it becomes apparent, through lack of participation, that students are not completing the assigned readings the professor reserves the right to administer unannounced quizzes on the assigned reading material. Students’ scores on quizzes will count for their attendance in class (i.e., if you pass the quiz, you will receive attendance credit for that day). If you are not present when an exam is administered, you cannot make it up. Also, please note that the mid-term and final exams will include a significant amount of information from the assigned readings as well as from lecture and other course materials. Therefore, it is imperative that you complete readings. The final exam will NOT be cumulative and will only include material from after the mid-term. Finally, it is the student’s responsibility to be present in order to take the final exam –

do not make travel arrangements for the winter break that conflict with the final exam time TUESDAY DECEMBER 16 AT 3:10PM.

Exam Make Up: The professor will make reasonable accommodations for students to make up the mid-term exam ONLY if they miss it because of *significant* reasons. The mid-term exam make-up MUST take place within one week of the date that it was originally administered and it is the *student's* responsibility to coordinate this re-scheduling with the professor. The final exam does not qualify.

Plagiarism: According to WSU's Student Standards of Conduct, plagiarism is defined as "Presenting the information, ideas, or phrasing of another person as the student's own work without proper acknowledgment of the source. This includes submitting a commercially prepared paper or research project or submitting for academic credit any work done by someone else. The term 'plagiarism' includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or academic materials" (<http://conduct.wsu.edu/policies/standards-of-conduct/>)

PLAGIARISM WILL NOT BE TOLERATED AND IMMEDIATE ACTION WILL BE TAKEN AGAINST STUDENTS WHO PLAGIARIZE. THIS CAN RESULT IN FAILURE OF THE ASSIGNMENT OR FAILURE OF THE ENTIRE COURSE.

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

Assignments and Evaluations:

ATTENDANCE/PARTICIPATION	10%
MID-TERM EXAM	25%
CRITICAL RESPONSE ESSAY 1	20%
CRITICAL RESPONSE ESSAY 2	20%
FINAL EXAM	<u>25%</u>
	100%

Required Texts:

France Widdance Twine, *Outsourcing the Womb: Race, Class, and Gestational Surrogacy in a Global Market* (New York and London: Routledge, 2011).

Assigned reading selections on ANGEL [A]

Critical Response Essay on Twine, *Outsourcing the Womb* (DUE: Nov 3)

Students will be required to write a 4-5 page essay that provides a brief overview of this text, identifies 2-3 major themes, and elaborates on those themes by placing them in the context of other class materials like lectures, other readings, and documentaries. Papers will be graded based on their organization, clarity, analysis, and sophistication of connections to course materials. Further details about the paper will be provided upon reading the text and discussing it in class.

Critical Response Essay – Select Documentary

Choose ONE of the following documentaries screened in class – “A Walk to Beautiful,” “Made in India,” OR “Fire in the Blood.” Write a well thought-out, well organized, 3-4 page essay that identifies major themes examined in the film, places these themes in conversation with other course materials, and rigorously analyzes how race, gender, class, sexuality, nation, and/or disability intersect with global health in the documentary under analysis.

DUE DATES:

“A Walk to Beautiful” – October 27

“Made in India” – November 10

“Fire in the Blood” – November 19

CLASS SCHEDULE

UNIT ONE: Introductory Concepts and Frameworks of Understanding

WEEK ONE:

Aug 25 Introduction

Aug 27 Key Concepts in Global Health

Reading: Bridgette Hannah and Arthur Kleinman, “Unpacking Global Health: Theory and Critique” in Paul Farmer, et. al., *Reimagining Global Health* [A]

Aug 29 Continued

Reading: Horace Miner, “Body Ritual Among the Nacerima,” *American Anthropologist*, vol. 58, no. 3 (1956): 503-507. [A]

WEEK TWO

Sep 1 LABOR DAY – NO CLASS

Sep 3 Questioning Rights, Fighting Back – What is Reproductive Justice?

Reading: Loretta Ross, “The Color of Choice” [A]

Viewing: Begin “Race: The Power of an Illusion”

Sep 5 Science and the Construction of Race

Viewing: Finish “Race: The Power of an Illusion”; discussion

UNIT TWO: Medicine, History, and Power

WEEK THREE

Sep 8 Historical eras overview

Sep 10 Race, Gender, and Reproduction in the Era of Transatlantic Slavery

Sep 12 Continued

Reading: Jennifer Morgan, “‘Some Could Suckle Over their Shoulder’: Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770,” *The William and Mary Quarterly*, Vol. 54, No. 1 (Jan., 1997): 167-192. [A]

WEEK FOUR

- Sep 15 Antebellum Medicine, Race, and Gender - Overview
Reading: B. Ehrenreich and D. English, "The Sexual Politics of Sickness" [A]
- Sep 17 Antebellum Medicine, Race, and Gender – Dr. J. Marion Sims
Reading: Marie Jenkins Schwartz, "Chapter Three – Fertility," *Birth of a Slave: Motherhood and Medicine in the Antebellum South* (Harvard University Press, 2006) [A]
- Sep 19 Scientific Racism and Eugenics in the Late Nineteenth/Early Twentieth Centuries

WEEK FIVE

- Sep 22 Race, Gender, Sexuality and the Colonial State
Reading: Ann Stoler, "Sexual Affronts and Racial Frontiers: European Identities and the Cultural Politics of Exclusion in Colonial Southeast Asia," *Comparative Studies in Society and History*, Vol. 34, No. 3 (Jul., 1992): 514-551 [A]
- Sep 24 Colonial Medicine
Reading: David Arnold, "Introduction: Disease, Medicine and Empire," in *Imperial Medicine and Indigenous Societies* (New York: St. Martin's 1988), 1-26. [A]
- Sep 26 Containing Contagion and Female Sexuality
Reading: Lynette Jackson, "When in the White Man's Town?: Zimbabwean Women Remember *Chibura*" in Jean Allman, Susan Geiger, and Nakanyike Musisi, eds., *Women in African Colonial Histories* (Bloomington: Indiana University Press, 2002): 191-215. [A]

WEEK SIX

- Sep 29 Pathologizing Indigenous Women and Indigenous Knowledge Systems
Reading: Geraldine Hancock Forbes, "Managing Midwifery in India" in *Women in Colonial India: Essays on Politics, Medicine, and Historiography* (New Delhi: Pauls Press, 2005):79-100. [A]
- Oct 1 The Legacy of Colonial Medicine
- Oct 3 Mid-term review

WEEK SEVEN

- Oct 6 MID-TERM EXAM
- UNIT THREE: Contemporary Global Health and Social Justice Issues*
- Oct 8 Neocolonialism, Globalization, and Global Health
Reading: Nawal El Saadawi, "Women and Health in the Arab World" (1983) in *The Nawal El Saadawi Reader* (New York: St. Martin's Press, 1997): 53-64. [A]
- Oct 10 The Global Culture Wars
Reading: Michelle Goldberg, "The Global Battle for Reproductive Rights" in *The Means of Reproduction: Sex, Power, and the Future of the World* (2009) [A]

WEEK EIGHT

Oct 13 Global Conflict, Violence, and Women's Health
Reading: Jody Williams, "Devastating remnants of war: the impact of armed conflict on women and girls" in *The Unfinished Revolution: Voices from the Global Fight for Women's Rights* (New York: Seven Stories Press, 2012) [A]
Akila Radhakrishnan and Kristina Kallas, "Foreign Policy, Akin-Style: How the U.S. Denies Abortion to Women Raped in War," *The Atlantic* (August 2012) online: http://www.theatlantic.com/international/archive/2012/08/foreign-policy-akin-style-how-the-us-denies-abortions-to-women-raped-in-war/261382/?single_page=true

Oct 15
Reading: Anneke Van Woudenberg, "Confronting rape as a weapon of war in the Democratic Republic of Congo" in *The Unfinished Revolution: Voices from the Global Fight for Women's Rights* (New York: Seven Stories Press, 2012). [A]
Viewing: "Grace under Fire: The Democratic Republic of Congo"

Oct 17 Global Maternal Health

WEEK NINE

Oct 20 Motherhood and Global Health Disparities
Reading: Agnes Odhiambo, "Fistula: giving birth and living death in Africa" in *The Unfinished Revolution: Voices from the Global Fight for Women's Rights* (New York: Seven Stories Press, 2012) [A]
Viewing: Begin "A Walk to Beautiful"

Oct 22
Viewing: Finish "A Walk to Beautiful"

Oct 24 Reproductive Technologies
Reading: Rene Almeling, "Introduction" and "Chapter Two: Selling Genes, Selling Gender" from *Sex Cells: The Medical Market for Eggs and Sperm*, pp. 1-14; 52-83. [A]

WEEK TEN

Oct 27 Reproductive Technologies continued
Reading: Twine, *Outsourcing the Womb*, pp. 1-20
****RESPONSE ESSAY ON "A WALK TO BEAUTIFUL" DUE****
(FOR THOSE WHO CHOSE TO WRITE ON THIS DOCUMENTARY!)

Oct 29
Reading: Twine, *Outsourcing the Womb*, pp. 21-51

Oct 31 Further discussion of Twine and paper writing techniques

WEEK ELEVEN

Nov 3 Gender Implications of ART
Reading: Ramaswami Mahalingam and Madeline Wachman, "Female Feticide and Infanticide: Implications for Reproductive Justice" in Joan Chrisler, ed., *Reproductive Justice: A Global Concern* (Santa Barbara, CA: ABC-CLIO, 2012): 251-268. [A]

****RESPONSE ESSAY ONE – *OUTSOURCING THE WOMB* – DUE****

Nov 5
Viewing: "Made in India"

Nov 7
Viewing: "Made in India"

WEEK TWELVE

Nov 10 AIDS Industry – The Ideological Framing and Reframing of an Epidemic
Reading: C. Patton, "The Aids Service Industry: The Construction of Victims, Volunteers, and Experts" [A]

****RESPONSE ESSAY ON "MADE IN INDIA" DUE****
(FOR THOSE WHO CHOSE TO WRITE ON THIS DOCUMENTARY!)

Nov 12
Reading: C. Patton, "Inventing African AIDS" [A]
Viewing: Begin "Fire in the Blood"

Nov 14
Viewing: Finish "Fire in the Blood"
Reading: I. Sassen, "The Culture of Science and the Feminization of HIV/AIDS" and "Imperial Moralities and Grassroots Morality" [A]

WEEK THIRTEEN

Nov 17 Pinkwashing

Nov 19 Global Pinkwashing
Reading: Samantha King, "Chapter Four: Imperial Charity" in *Pink Ribbons Inc.: Breast Cancer and the Politics of Philanthropy*. [A]

****RESPONSE ESSAY ON "FIRE IN THE BLOOD" DUE****
(FOR THOSE WHO CHOSE TO WRITE ON THIS DOCUMENTARY!)

Nov 21 NO CLASS

**** THANKSGIVING BREAK NOV 24-28 ****

WEEK FOURTEEN

- Dec 1 Globalization, Human Rights, and Disability
Reading: Marsha Saxton, "Disability Rights and Selective Abortion" in Lennard Davis, ed.,
The Disability Rights Reader. [A]
- Dec 3
Reading: H. Meekosha and K. Soldatic, "Human Rights and the Global South: The Case of
Disability," *Third World Quarterly*, Vol. 32, No. 8 (2011): 1383-97. [A]
- Dec 5 H. Meekosha, "Decolonising Disability: Thinking and Acting Globally," *Disability &
Society*, Vol. 26, No. 6 (2011): 667-682. [A]

WEEK FIFTEEN

- Dec 8 Global LGBTQ Rights and Health
Reading: Wendy Turner-Frey, "Homophobia is a Global Issue," *Social Work*, Vol. 59, No. 3
(July 2014): 281-2. [A]
- Dec 10 Exporting Homophobia
Viewing: Clips from "God Loves Uganda"
- Dec 12 Final exam review

****FINAL EXAM: TUESDAY DECEMBER16, 3:10pm****