“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 TWO 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. Pop quizzes on assigned reading may be administered to take attendance (students who pass the quiz will receive attendance credit for the day).

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: Students cannot use any form of personal electronics during class time. Please ensure that cellphones and computers are turned off and stored before the start of class. If a student needs an accommodation for this policy because of a disability, please coordinate with your professor and the Access Center.

**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%.

***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.
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 – OCT 4 25%
CRITICAL RESPONSE ESSAY - OUTSOURCING 20%
CRITICAL RESPONSE ESSAY – DOCUMENTARY 20%
FINAL EXAM 25%
100%

Required Texts:
Assigned reading selections on BlackBoard [Bb]

Critical Response Essay on Twine, Outsourcing the Womb (DUE: Nov 4)
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” 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 25
“Fire in the Blood” – November 15

CLASS SCHEDULE

UNIT ONE: Introductory Concepts and Frameworks of Understanding

WEEK ONE:
Aug 23 Introduction
Aug 25 Key Concepts in Global Health

WEEK TWO
Aug 30 Questioning Rights, Fighting Back – What is Reproductive Justice?
Reading: Loretta Ross, “The Color of Choice” [Bb]

Sept 1 Science and the Construction of Race
Viewing: “Race: The Power of an Illusion” (50 mins)

UNIT TWO: Medicine, History, and Power

WEEK THREE
Sep 6 Historical eras overview
Sep 8 Race, Gender, and Reproduction in the Era of Transatlantic Slavery

WEEK FOUR
Sep 13 Antebellum Medicine, Race, and Gender – introduction and Dr. J. Marion Sims
Reading: B. Ehrenreich and D. English, “The Sexual Politics of Sickness” [Bb]
Sep 15 Scientific Racism and Eugenics in the Late Nineteenth/Early Twentieth Centuries
Reading: Marie Jenkins Schwartz, “Chapter Three – Fertility,” *Birthing a Slave: Motherhood and Medicine in the Antebellum South* (Harvard University Press, 2006) [Bb]
WEEK FIVE
Sep 20  Precursor to Race, Gender, Sexuality and the Colonial State – Sarah Baartman

Sep 22  Colonial Medicine – Containing Contagion and Female Sexuality

WEEK SIX
Sep 27  Pathologizing Indigenous Women and Indigenous Knowledge Systems

Sept 29  The Legacy of Colonial Medicine and Mid-term review

WEEK SEVEN
Oct 4  MID-TERM EXAM

UNIT THREE: Contemporary Global Health and Social Justice Issues

Oct 6  Neocolonialism, Globalization, and Global Health

WEEK EIGHT
Oct 11  Global Conflict, Violence, and Women’s Health

Oct 13  Global Violence and Women’s Health
Viewing: “Grace under Fire: The Democratic Republic of Congo” (26 mins)
WEEK NINE
Oct 18  Global Maternal Health – Motherhood and Global Health Disparities
Viewing:  Begin “A Walk to Beautiful” (85 mins)

Oct 20  Viewing:  Finish “A Walk to Beautiful” (85 mins)

WEEK TEN
Oct 25  Reproductive Technologies
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 27  Reproductive Technologies, con’t.
Reading:  Twine, Outsourcing the Womb, pp. 21-51

WEEK ELEVEN
Nov 1  Gender Implications of ART
Viewing:  Begin “Made in India” (97 mins)

Nov 3  Viewing:  Finish “Made in India” (97 mins)
**RESPONSE ESSAY ON OUTSOURCING THE WOMB DUE**

WEEK TWELVE
Nov 8  AIDS Industry – The Ideological Framing and Reframing of an Epidemic
Reading:  C. Patton, “Inventing African AIDS” [Bb]
Viewing:  Begin “Fire in the Blood” (1hr 27 mins)

Nov 10  Viewing:  Finish “Fire in the Blood” (1hr 27 mins)

WEEK THIRTEEN
Nov 15  Pinkwashing
Reading:  Samantha King, “Chapter Four: Imperial Charity” in Pink Ribbons Inc.: Breast Cancer and the Politics of Philanthropy. [Bb]
**RESPONSE ESSAY ON “FIRE IN THE BLOOD” DUE**
**FOR THOSE WHO CHOSE TO WRITE ON THIS DOCUMENTARY!**

Nov 17  NO CLASS

** THANKSGIVING BREAK NOV 21-25 **

BARCLAY, WST 120 (FALL 2014), 6
**WEEK FOURTEEN**

Nov 29  
Globalization, Human Rights, and Disability  

Dec 1  

**WEEK FIFTEEN**

Dec 6  
Global LGBTQ Rights and Health  

Dec 8  
Exporting Homophobia and Final Exam Review  
Viewing: Clips from “God Loves Uganda”

**FINAL EXAM: TBD**