

WST 120  
RACE, GENDER, AND REPRODUCTION  
IN GLOBAL HEALTH POLITICS  
Fall 2017, TTh 9:10a – 10:25a, College Hall Rm 125

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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 TWO classes without penalty (it is NOT necessary to contact your professor about these absences). Each absence beyond these two 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 LEGIBLY WRITING 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 arrive to class on time. If you are occasionally late, please enter the room quietly to not distract classmates or interrupt lecture.

Cellphones, Laptops, and other Electronic Devices: Students must turn off/silence and store cellphones before the start of class. Students can use laptops/tablets for notetaking purposes only and must close all social networking, gaming, news, and extraneous websites at the start of class. The professor reserves the right to ask students to put electronic devices away if they are being used for non-class related purposes or are distracting others.

**\*\*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. Students also cannot disseminate, circulate, or post any class material (notes, Power Points, study guides, papers, quizzes, or exams) without 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 readings. 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).

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	15%
MID-TERM EXAM	25%
CRITICAL RESPONSE ESSAY – <i>OUTSOURCING THE WOMB</i>	20%
CRITICAL RESPONSE ESSAY – CHOICE OF DOCUMENTARY	15%
FINAL EXAM	<u>25%</u>
	100%

Grading Scale:

93-100 A	83-85 B	73-75 C	60-65 D
90-92 A-	80-82 B-	70-72 C-	0-59 F
86-89 B+	76-79 C+	66-69 D+	

Required Texts:

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

Assigned reading selections on BlackBoard [Bb] and online (when noted in course schedule)

Critical Response Essay on Twine, *Outsourcing the Womb* (DUE: Nov 7)

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 24

“Fire in the Blood” – November 14

## **CLASS SCHEDULE**

### **UNIT ONE: Introductory Concepts and Frameworks of Understanding**

#### WEEK ONE:

Aug 22 Introduction

Aug 24 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* [Bb]  
Horace Miner, “Body Ritual among the Nacirema,” *American Anthropologist*, vol. 58, no. 3 (1956): 503-507. [Bb]

#### WEEK TWO

Aug 29 Questioning Rights, Fighting Back – What is Reproductive Justice?

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

Aug 31 Science and the Construction of Race

Viewing: “Race: The Power of an Illusion” (50 mins)

### **UNIT TWO: Medicine, History, and Power**

#### WEEK THREE

Sep 5 Historical eras overview

Sep 7 Race, Gender, and Reproduction in the Era of Transatlantic Slavery

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. [Bb]

#### WEEK FOUR

Sep 12 Antebellum Medicine, Race, and Gender – introduction and Dr. J. Marion Sims

Sep 14 Scientific Racism and Eugenics in the Late Nineteenth/Early Twentieth Centuries

Reading: Jenifer L. Barclay, “Bad Breeders and Monstrosities: Racializing Childlessness and Congenital Disabilities in Slavery and Freedom,” special volume of *Slavery & Abolition* 38, Iss. 2 (2017): 287-302. [Bb]

## WEEK FIVE

- Sep 19 Precursor to Race, Gender, Sexuality and the Colonial State – Sarah Baartman
- Sep 21 Colonial Medicine – Containing Contagion and Female Sexuality  
Reading: Lynette Jackson, “When in the White Man’s Town’: Zimbabwean Women Remember *Chibeuira*” in Jean Allman, Susan Geiger, and Nakanyike Musisi, eds., *Women in African Colonial Histories* (Bloomington: Indiana University Press, 2002): 191-215. [Bb]

## WEEK SIX

- Sep 26 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. [Bb]
- Sept 28 The Legacy of Colonial Medicine  
Mid-term review

## WEEK SEVEN

- Oct 3 **\*\*\*MID-TERM EXAM\*\*\***

### **UNIT THREE: Contemporary Global Health and Social Justice Issues**

- Oct 5 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. [Bb]

## WEEK EIGHT

- Oct 10 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) [Bb]  
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](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 12 Global Violence and Women’s Health  
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). [Bb]

## WEEK NINE

- Oct 17 Global Maternal Health – Motherhood and Global Health Disparities  
Reading: Students must complete on their own – 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) [Bb]  
Viewing: Begin “A Walk to Beautiful” (85 mins)

Oct 19  
Viewing: Finish “A Walk to Beautiful” (85 mins)  
Discussion: Discuss documentary and essay assignment with Ms. Rodriguez, Teaching Assistant

### WEEK TEN

Oct 24      **\*\*\*In-class discussion – 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 26      **\*\*\*In-class discussion – Reproductive Technologies\*\*\***  
Reading: Twine, *Outsourcing the Womb*, pp. 21-51

### WEEK ELEVEN

Oct 31      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. [Bb]  
Viewing: Begin “Made in India” (97 mins)

Nov 2  
Viewing: Finish “Made in India” (97 mins)

### WEEK TWELVE

Nov 7      AIDS Industry – The Ideological Framing and Reframing of an Epidemic  
Viewing: Begin “Fire in the Blood” (1hr 27 mins)  
**\*\*ALL STUDENTS: RESPONSE ESSAY ON *OUTSOURCING THE WOMB* DUE\*\***

Nov 9  
Viewing: Finish “Fire in the Blood” (1hr 27 mins)  
Reading: C. Patton, “Inventing African AIDS” [Bb]

### WEEK THIRTEEN

Nov 14      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 16      **NO CLASS**

**\*\* THANKSGIVING BREAK NOV 20-24\*\***

#### WEEK FOURTEEN

Nov 28            Reproductive Justice and Disability Rights  
Reading:        Renu Addlakha, Janet Price, and Shirin Heidari, eds. "Disability and Sexuality: Claiming Sexual and Reproductive Rights" in *Reproductive Health Matters* 25, no. 50 (2017): 4-9. [Bb]

Nov 30  
Reading:        Marsha Saxton, "Disability Rights and Selective Abortion" in Lennard Davis, ed., *The Disability Rights Reader*. [Bb]  
Rebecca Cokley, "Please Don't Edit Me Out," *Washington Post* (2017 August 10) online: [https://www.washingtonpost.com/opinions/if-we-start-editing-genes-people-like-me-might-not-exist/2017/08/10/e9adf206-7d27-11e7-a669-b400c5c7e1cc\\_story.html?utm\\_term=.3c79753e428c](https://www.washingtonpost.com/opinions/if-we-start-editing-genes-people-like-me-might-not-exist/2017/08/10/e9adf206-7d27-11e7-a669-b400c5c7e1cc_story.html?utm_term=.3c79753e428c)

#### WEEK FIFTEEN

Dec 5            Global LGBTQ Rights and Health  
Reading:        Wendy Turner-Frey, "Homophobia is a Global Issue," *Social Work*, Vol. 59, No. 3 (July 2014): 281-2. [Bb]

Dec 7            Exporting Homophobia and Final Exam Review  
Viewing:        Clips from "God Loves Uganda"

**\*\*FINAL EXAM: TBD, during week of December 11-15\*\***

**Reminder: Do NOT book flights or make travel arrangements that will conflict with the date/time of the final exam. Students \*must\* be in Pullman to take the exam.**