

**WST/CES 120: SEX, RACE, AND REPRODUCTION IN GLOBAL
HEALTH POLITICS
SECTION 2, UCORE: DIVR, 3 CREDITS**

Instructor: Prof. Nishant Shahani
Fall 2017
MWF: 11.10-12.00
CUE 219
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Course Description and Objectives:

Healthcare has been in local, national, and global news in the last few months: from the “debate” on whether Pullman Regional Hospital should “allow” gender confirming surgery for transgender people, to Republican attempts invested in repealing Obamacare and cutting Medicaid, to the tragedy in Gorakhpur, India where disruption of Oxygen supply to a local hospital resulted in the death of 60 children.

Thus the simple but central premise that informs this class is that **health is a kind of ideology**—i.e. it is a site that is imbued with power differentials around gender, race, class, sexuality, national identity and able-bodiedness. Health is not simply a neutral fact but a site through which certain populations are placed in greater proximity to poverty, violence, illness, and death. In terms of methodology, it is important to understand that this class is informed by feminist, queer, and anti-racist perspectives to matters as diverse as: reproductive rights, transgender health care, the AIDS epidemic, pharmaceutical profiteering, disability, the history of eugenics, and colonial medicine. Through a wide range of topics, we will encounter the ways in which health advocates and political activists have fought for cheaper medicines and universal access to healthcare, and against the regulation of women’s access to birth control, the pathologization and exploitation of black bodies across the globe, and normative attempts to “fix” queerness and “rehabilitate” disability.

Learning Goals:

1. Understand the notion of reproductive health as theorized by feminist scholarship and activism.
2. Examine structural inequalities power differentials that accrue around the access to healthcare in local and global contexts.
3. Understand how western science and institutions of pharmacy have operated as ideological state apparatuses.
4. Historicize the global emergence of the AIDS epidemic and activist responses to the distribution of crisis.
5. Articulate how queer politics of health through an analysis of intersex and transgender politics.
6. Employ reading and writing skills through the process of critical thinking around issues of global health.

7. Determine information needed, access information efficiently, and use information effectively in course assignments. Demonstrate information literary skills.
8. Informally and formally write and speak to communicate concepts, arguments, and beliefs that are germane to the field of gender studies coherently and concisely.

Course Requirements

Required Texts:

1. Course Packet [CP for short – See course schedule below for specific reading titles]. **Your course packet is available at Cougar Copies only.**

Films to be purchased/rented:

2. *How to Survive a Plague* – (Dir: David France): Itunes/Netflix
3. *God Loves Uganda* – (Dir: Roger Ross Williams): Kanopy
4. *Fire in the Blood* – (Dir: Dylan Mohan Gray): Kanopy
5. *Pink Ribbons Inc* – (Dir: Lea Pool): Kanopy

Assignments and Evaluation (Grading):

Your grade will be calculated, using a 1000 point scale, as follows:

Reading Responses 10%

Quizzes 10%;

Class participation 10%;

Exams 20%

Presentation and Annotated Bibliography 10%

Final Research Paper (5-6 pages) 40%.

All work should be completed by the due dates in the syllabus. **No incompletes will be given in this course unless there are extraordinary circumstances and the student must be passing the class at the time the incomplete is requested.** Requests for incompletes must be made in writing (email ok) before the last class.

Reading Response Folder/Blog (100pts/10%): You will write brief responses (approx 1 paragraph or 250 words) to readings and films before the reading/discussion due date. I will begin each class by asking some of you to read out your response to the day's readings. For your response, note down the main arguments of the essay, with one question or comment about the essay that engages with its implications or applications

Pop Quizzes (100 pts/10%): Surprise quizzes will be given at any point during the semester to ensure you are doing the reading. **You cannot make up quizzes if you are absent or late to class.**

Class Participation (100pts/10%): Active participation in class discussions, group activities, and application exercises that are based on class readings and lectures is expected. Specific in-class group activities will be conducted throughout the semester; additionally, readings will be taught through class discussions (and not only lectures) in which you must participate. While I encourage difference of opinion (from the text under consideration, the instructor, or a point of view expressed by a

classmate), I expect you to be respectful and civil. Any form of bigotry will not be tolerated. Please note that class participation does not only mean “talking” in class. You must engage with the text under consideration. If you are failing quizzes, you are obviously not reading the required materials. **Failing quizzes will drastically affect class participation points. If you fail 3 quizzes or more, you automatically lose 50 class participation points.** Sleeping, chatting with friends, reading a newspaper, eating, not submitting assignments on time, not preparing for class, will all result in low class participation points. I reserve the right to confront you about your conduct and participation in class. I also reserve the right to call on you to ask you your response to any of the readings that you have done for the day. You must come to class prepared with an insight or a question about the reading. I recognize that not everyone is confident speaking in front of a large number of people – there are various ways you can make up for this – emailing me questions before class, visiting my office hours to discuss materials one on one.

Below is a break up of your class participation grade:

100-80 points: Excellent participation; Active and insightful contributions; Significantly enhances the classroom dynamic with questions, comments, and responses. Engages the text under consideration and does all the reading. **To get full points on class participation you should not fail any quizzes.**

79-60: Consistent participation with adequate insight into text. Good but somewhat basic contributions.

59-40: Rarely contributes but attentive and not disruptive in any way.

39-20: Indifferent, consistently failing quizzes, physically present but checked out of class.

19-0: Disruptive to classroom activities; use of cell phone/texting; disrespectful of professor and fellow students.

Exams (200pts 20%): The in class exam will be comprised of identification of key terms & concepts and essay type answers. It will cover information from the assigned readings, films excerpts, and material presented in class. You will receive all the questions for the exam two weeks prior to the exam date.

In class Presentation and Annotated Bibliography (100 points/10%): Your presentation will be the first 2 pages of your final paper with an annotated bibliography. The bibliography must contain 3 external sources (academic peer-reviewed sources only) with a 6-10 sentence summary of each source with an explanation of how it connects with your thesis.

Final Research Paper (400 pts/40%): The final research paper (5-6 pages) which will consist of an analysis and illustration of theoretical framework or topic we have discussed in class. Hand-outs for all the assignment requirements with grading criterion will be given to you prior to the assignment. See course schedule below for due dates.

Extra Credit Options: Extra credit will be offered for a number of events that are relevant to our class this semester. They will be announced in class or you may inquire whether events of your

choice might count for extra credit. You must turn in a written summary and response to the event (minimum two pages, typed, double-spaced) in the class immediately following the event.

Grading Scale:

930-1000	A	800-820	B-	670-690	D+
900-920	A-	770-790	C+	600-660	D
870-890	B+	740-760	C	Below 600	F
830-860	B	700-730	C-		

Course Policies

Attendance & Absences

Attendance is compulsory. You are allowed a maximum of 3 personal absences and 1 absence for which you have university sanctioned documentation (given to me BEFORE you miss the class). For your 3 personal absences, I do not distinguish between excused and unexcused absences, so please use these absences for genuine emergencies. For every additional absence beyond this, your grade will drop. In other words, if your final class grade is B+ and you have 4 personal absences, your final grade will drop to B. You are responsible for any work you might have missed during your absences.

Tardies

If you are more than 5 minutes late to class, you will receive a tardy. Tardies will be calculated in accordance to the class watch, not yours. Three tardies will constitute an absence. In other words, **if you miss more than 15 minutes of class, you will be marked absent for the day.** I take attendance at the very beginning of class. If you come to class late and miss attendance, it is your responsibility to come up to me after class and inform me that you were present. I will change the absence into a tardy, but you are allowed to do this only two times during the semester. If you miss a quiz because you are late, you will not be able to make up the quiz, and will not receive any points for it. In general, you are requested to be very mindful of time—entering class late is a distraction to the instructor as well as to your peers. **The same rules apply to leaving early. So if for any reason you need to leave early, let me know at the beginning of class, but keep in mind that “tardy” rules still apply. In other words, leaving 10 minutes early will give you two tardies. If you need to leave 15 minutes early, you will not be marked as present on that day.**

Disability Accommodation

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.

Technology and Academic Etiquette

* **Students must turn off all phones and electronic gadgets during class.** (Your cell phone is not considered “off” when it is on vibrate). If a student's cellular phone rings during class hours, she/he will be penalized with an absence. Cell phones must not be placed on your desks or in front of you during class. In other words, anything that beeps, vibrates, flashes... (you get the point) must be turned off during class hours.

- * Please do not begin to pack your things at the end of class before I have let the class go. I will never keep you beyond the class time, but I expect this common courtesy.
- * **If I see you texting or using any electronic device during class hours, (this includes during film screenings), you will be marked absent. I may also ask you to leave the class which will count as one of your absences.**
- * You do not have permission to record class lectures or discussions on your phone or any other device.
- * Please do not use your cell phone even to look at the time.
- * Please do not use laptops during class hours. If you wish to use your laptop to take notes, you must take special permission from me and always sit in the front row.
- * If you miss class, I cannot go over the lecture/discussion over with you during my office hours, nor can I provide you with notes. Please ask one of your classmates to share their notes or update you about any important announcements or deadlines you might have missed.
- * While healthy disagreement and difference in opinion is expected and encouraged, I do expect that discussions should be conducted in a respectful and civil manner. If I interpret any of your comments as verbal harassment, I will ask you to leave the class.
- * If you want feedback on your writing or class performance, please visit my office hours or make an appointment to see me. **I do not give feedback on your papers via email. All email correspondence must be limited to questions for which I can give you a quick response.**
- * Unless specified by me, all your assignments must be turned in as hard copies. Electronic submissions or attachments via email are not acceptable. Visit my office hours for feedback on assignments.
- * **Please do not get up and leave the class during class hours unless it's a genuine emergency since this distracts your classmates and the instructor.**
- * Do not use class hours as breakfast/lunch time. You must not be eating during class hours.
- * If I see you engaged in any activity that does not pertain to classroom pre-occupations (reading newspapers, doing homework for another class) I reserve the right to give you an absence for that day even though you are technically present in class.
- * If I interpret any of your behavior to be disruptive, unprofessional, or rude, I reserve the right to ask you to leave the class (which will then be counted towards your absences)
- * **Please maintain appropriate email etiquette** when communicating with me (or any instructor). All emails should have apposite greetings (It is not appropriate to email instructors with “Hey” “Hi there,” or with no greeting at all). Similarly, use appropriate communication when signing off. Most professional etiquette guides recommend “Sincerely.” **Please do not email for information you will find on the syllabus or in hand-outs that I give you in class.**

Academic Integrity

Washington State University’s Student Handbook on Academic Dishonesty provides specific definitions (WAC 504-26-010) of “dishonesty” and “cheating,” (<http://conduct.wsu.edu/default.asp?PageID=338>). Cheating includes, “submitting a false excuse for absence or tardiness or a false explanation for failing to complete a class requirement or scheduled examination at the appointed date and time.” Plagiarism, a form of cheating, is “presenting the information, ideas, or phrasing of another person as the student's own work without proper acknowledgement of the source. This includes submitting a commercially prepared paper or research project or submitting for academic credit any work done by someone else.” At the least, students guilty of cheating in this course will receive a zero for the work in question, but the consequence of cheating may include failure of the course. Be sure to familiarize yourself with the

University's definitions and policies on Academic Integrity to understand your rights and responsibilities. (<http://academicintegrity.wsu.edu/>).

Campus Safety Information

WSU has made an **emergency notification system** available for faculty, students and staff. Please register at myWSU with emergency contact information (cell, email, text, etc). You may have been prompted to complete emergency contact information when registering for classes. Please refer to the University emergency management website <http://oem.wsu.edu/emergencies> as well WSU ALERT <http://alert.wsu.edu> for information on WSU's communication resources WSU will use to provide warning and notification for emergencies. The entire WSU safety plan can be found at <http://safetyplan.wsu.edu>.

Course Schedule

Note: You are expected to have read the assignments *by* the date indicated on the schedule. Come to class prepared with commentary and notes for the day's reading. I reserve the right to make changes, which I will announce in advance. All readings are in the Course Packet.

Week 1: Introductions

Aug 21 M: Introduction

Aug 23 W: In class writing assignment

Aug 25 F: Group exercise on Health, Intersectionality, and Ideology

Week 2: Key Concepts

Aug 28 M: Lecture on Key Concepts

Aug 30 W: Lecture Continued

Sept 1 F: Hanna and Klienman, "Unpacking Global Health: Theory and Critique" AND "Loretta Scott, "Understanding Reproductive Justice"

Week 3: Histories of Comparative Anatomy and Scientific Racism

Sept 4 M: Labor Day, HOLIDAY

Sept 6 W: Siobhan Sommerville, "Scientific Racism and the Invention of Homosexuality"

Sept 8 F: Janell Hobson, "Venus Hottentot: The Emergence of an Icon"

Week 4: Reproductive Rights

Sept 11 M: Dorothy Roberts, “The Welfare Debate: Who Pays for Procreation?”

Sept 13 W: Dorothy Roberts, “Making Reproduction a Crime”

Sept 15 F: Discussion Contd.

Week 5: Transgender Healthcare

Sept 18: Dean Spade, “Medicaid Policy and Gender Confirming Healthcare for Trans People”

Sept 20 W: R. Nick Gorton, “Transgender Health Benefits”

Sept 22 F: Discussion Contd.

Week 6: Queer Politics and Bodies that Matter

Sept 25 M: Cheryl Chase, “Hermaphrodites with Attitude”

Sept 27 W: Katrina Roen, “Clinical Intervention and Embodied Subjectivity: Atypically Sexed Children and their Parents”

Sept 28 F: Discussion Contd.

Week 7: Disability Politics and Activism

Oct 2 M: Eli Clare, “The Mountain” Eli Clare, “Ideology of Cure”

Oct 4 W: Eli Clare, “Structure of Cure,” “How Cure Works”

Oct 6 F: Martha Saxton “Disability and Selective Abortion”

Week 8: AIDS and the Global Histories

Oct 9 M: Viviane Namaste, “AIDS Histories Otherwise: The Case of Haitians in Montreal”

Oct 11 W: Clips from *United in Anger*

Oct 13 F: Discuss *United in Anger* and *How to Survive a Plague*

Week 9: Spatial Politics of the Body

Oct 16 M: Michael Warner, “Zoning out Sex”

Oct 18 W: Sarah Schulman, “The Dynamics of Death and Replacement” AND “The Gentrification of AIDS”

Oct 20 F: Discussion Contd.

Week 10

Oct 23 M: Exam 1

Oct 25 W: Conference (NO CLASS)

Oct 27 F: Conference (NO CLASS)

Week 11: AIDS and its Afterlives

Oct 30 M: Linda Villarosa: America’s Hidden H.I.V Epidemic”

Nov 1 W: Discuss *Fire in the Blood*

Nov 3 F: Discussion Contd.

Week 12: Global Health and Colonial Constructions

Nov 6 M: Cindy Patton, “Inventing African AIDS”

Nov 8 W: Discussion *God Loves Uganda*

Nov 10 F: Veteran’s Day HOLIDAY

Week 13: Global Health and Reproductive Technologies

Nov 13 M: Twine, “The Industrial Womb,” “Racism, Capitalism, and Reproductive Labor,” “Google Babies”

Nov 15 W: Exam 2

Nov 17 F: Conference: NO CLASS

Week 14

Nov 20 M: Thanksgiving Week– HOLIDAY

Nov 22 W: HOLIDAY

Nov 24 F: HOLIDAY

Week 15: Pinkwashing Healthcare

Nov 27 M: Samantha King, “Breast Cancer and the Culture of Giving”

Nov 29 W: View *Pink Ribbons Inc.*

Dec 1 F – Discussion Contd.

Week 16

Dec 4 M: Presentations; Annotated Bibliographies with first two pages of paper due.

Dec 6 W: Presentations

Dec 8 F: Presentations; Paper Due