

**ETHN142:** Race, Medicine, and Global Inequality

**Instructor:** Dr. Nadeen Kharputly

**Office hours:** Mondays 12:10pm-2pm (and by appointment) in Social Sciences Building 252

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**Please familiarize yourself with everything on this syllabus and in the rubrics assigned for each segment of the course. Consult the syllabus and rubrics before you send me any e-mails: I will not respond to questions that have already been addressed here or in the rubrics.**

Any changes to this syllabus will be announced in class and via e-mail.

**Course description:**

This course presents the opportunity to understand the intersections between race, medicine, and global inequality. How have colonialism and white supremacy shaped the field of medicine, access to healthcare, and the landscape of human inequality? How does race factor into presentations of the body or in discussions of the value of human life? How do racial inequalities operate on a global scale with respect to health and the body? With the few examples we will explore in this class, you should be able to develop concrete responses to these questions and apply your own examples towards these questions.

**Learning outcomes:**

By the end of this class you will be able to:

- Identify central arguments in the texts we read and examine them from multiple angles
- Take and defend a particular position while considering the viability of other positions
- Talk about the issues presented in this class in an academic manner and engage in thoughtful, sensitive debate with peers
- Apply the concepts and readings we discuss to everyday examples

**Ground rules:**

We are discussing complex, difficult, and very necessary topics, and while differences in opinion are expected and welcome, please be sure to voice your responses generously. This is a space where every student has chosen the opportunity to learn in an open and supportive environment, and in order to maintain this co-operative space, everyone in this class is expected to be as open-minded and gracious as possible. Personal attacks and hate speech will not be tolerated. Please go over the Principles of Community to ensure that you adhere by the expected guidelines: (<https://ucsd.edu/about/principles.html>).

**Class etiquette:**

Please devote the 50 minutes of class to listening attentively to everyone in this space. We are covering difficult topics so your full attention is required.

Be mindful of the space you take up – make sure you respond to the questions posed during our discussions directly and efficiently, and do not forget that your classmates need to be able to participate as well.

Laptops are permitted for referring to the texts and taking notes only. Any distracting behavior – attempting to text discreetly, browsing through social media, etc. - will be cited, and you will be marked as absent for the class. Fiddling with technology is rude and distracting, both to me and your peers, and a colossal waste of your time and tuition money. If you are dealing with an emergency that requires you to be on your phone, please do not come to class. When you are not taking notes, please have your laptop screens down to fully engage in our space and listen to your peers with respect.

### **Communication:**

I encourage you to attend office hours whenever you need to talk through ideas and issues, even early on in the quarter. Please check your UCSD e-mail at least once a day to keep up to date with any possible changes to our schedule. Expect responses to your e-mails within 24 hours during the week and 48 hours over the weekend. Courteous correspondence is expected—e-mails must begin with a salutation (“Dear>Hello Dr. Kharputly”) and end with your signature (Sincerely/Thanks, [your name]”).

Make sure you read over the syllabus and any instructions I have shared via e-mail and Canvas carefully before you ask any questions. I will not respond to e-mails asking me what my office hours are, for example, or looking for any information that is readily available on the syllabus or other class documents.

### **Class readings and other requirements:**

Bring the readings of the day with you to each class. You will not be asked to purchase any texts. All required readings – PDFs and links to articles –will be available online on Canvas. Please access links listed on the syllabus via Canvas as they may have changed in the meantime.

Bring writing tools with you to class – pen and notebook, laptop, or tablet (no cell phones) – you may be asked to undertake in-class writing exercises at any point during the quarter.

### **Course requirements and percentage of final grade:**

*Please see the rubrics for each section on Canvas for additional information.*

#### 25% Participation and attendance

This includes *regular attendance* and *active participation* in class. A large portion of your grade relies on participation and attendance, so any absences can quickly take a toll. Please check in with me **immediately** if you anticipate any difficulties with regular attendance. This is not a class where you can come in and check out – your participation and critical engagement will be assessed carefully.

You may have two unexcused absences, no questions asked. Additional unexcused absences will affect the attendance portion of your grade. Please make the arrangements to procure necessary documentation for medical issues and/or disabilities as soon as possible. I understand that documentation and/or access to healthcare are not always possible to obtain, so please talk to me if you encounter or anticipate any issues.

Perpetual tardiness will also affect your attendance. One or two late arrivals is of course

understandable, but a consistent inability to arrive to class on time will affect the attendance portion of your grade.

It is your responsibility to make up for your absences: reach out to a classmate to see what you missed. If you have additional questions **after** you have caught up, you're welcome to reach out to me. E-mailing me to ask if you "missed anything in class" serves no purpose; the answer is always yes, and it is your duty to catch up.

25% Weekly share (due on Fridays)

On Friday of each week you will share an item on Canvas relating to the theme of the week. This can include anything from an image, book or film recommendation, or article. Please see the weekly share rubric for additional information.

15% "Quizzes" on Canvas

A regular series of guided questions and/or exercises on Canvas in order to assess your progress in this class, boost your engagement with the readings, and prepare you for your final project. These will be graded pass/fail.

25% Final video project (due 6/10 by 11:59pm)

A short (5 minutes) video project of your own design that addresses a specific topic relating to the subject of the class. Further instructions will be sent ahead of time. You will receive a letter grade for this project. There is no final exam scheduled for this class.

10% Self-evaluations (x2) (due 5/5 and 6/13 by 11:59pm)

In the middle and the end of the course, you will be asked to complete two short (500-1000 words) evaluations of your learning outcomes. Due Sunday of week 5 and Thursday of finals week. Further instructions will be sent ahead of time. These will be graded pass/fail.

***All assignments must be completed in order to pass this class.***

## WEEKLY SCHEDULE

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Week 1: Introduction

**Monday April 1**

Introduction and syllabus

**Wednesday April 3**

Chimamanda Ngozi Adichie, "The Danger of a Single Story," TED Talk, July 2009

[https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story/transcript](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story/transcript)

In class viewing: Robin DiAngelo, "Why 'I'm not racist' is only half the story," *Big Think*, October 2018 <https://www.youtube.com/watch?v=kzLT54QjclA>

**Friday April 4**

In-class community building exercises

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Week 2: Racism in life and death

**Monday April 8**

Paul Farmer, "Introduction," in *Infections and Inequalities: The Modern Plagues*, 2001 edition

**Wednesday April 10**

Michelle Morse, "Healthcare in America Is Structural Racism. Didn't They Teach You That in Medical School?" *Praxis Center*, February 13 2019

Rozina Sini, "Publisher apologises for 'racist' text in medical book," *BBC News*, October 20 2017

**Friday April 12**

Rachel Aviv, "What Does It Mean to Die?" in *The New Yorker*, February 5 2018

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Week 3: Medicine and colonialism

**Monday April 15**

NO CLASS

**Wednesday April 17**

Frantz Fanon, "Medicine and Colonialism," in *A Dying Colonialism*, 1959 (trans. Haakon Chevalier)

**Friday April 19**

Jaspir Puar, "'Will Not Let Die' Debilitation and Inhuman Biopolitics in Palestine" in *The Right to Maim: Debility, Capacity, Disability*, 2017

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Week 4: Climate change and global health

**Monday April 22**

Merrill Singer, "Changing World of the Indigenous Alaskan Yupik and Inupiat Peoples" in *Climate Change and Social Inequality: The Health and Social Costs of Global War*, 2019

**Wednesday April 24**

Jones et al, "Climate Change and the Right to Health for Māori in Aotearoa/New Zealand," *Health and Human Rights Journal*, June 2014, 16 (1): 54-68

**Friday April 26**

NO CLASS

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Week 5: The ethics of experimentation and consent

**Monday April 29**

Harriet Washington, "Introduction," in *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*, 2006

**Wednesday May 1**

Sushma Subramanian, "Worse than Tuskegee," in *Slate*, Feb 26 2017

**Friday May 3**

"Henrietta's Tumor," *Radiolab*, May 16 2010 (25 minutes)

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Week 6: Pick your own topic!

Come to class prepared to talk about a topic of your choice

**Monday May 6**

Pick your own topic discussion

**Wednesday May 8**

Pick your own topic discussion

**Friday May 10**

Pick your own topic discussion

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Week 7: The global scope of white beauty standards

**Monday May 13**

Amina Mire, "'Skin Trade': Genealogy of Anti-aging 'Whiteness Therapy' in Colonial Medicine" in *Medicine Studies*, May 2014, 1 (1-4): 119-129

**Wednesday May 15**

Eugenia Kaw, "Medicalization of Racial Features: Asian American Women and Cosmetic Surgery" in *Medical Anthropology Quarterly*, March 1993 7 (1): 74-89

**Friday May 17**

Jordan Amadio, "Are Cosmetic Surgeons Complicit in Promoting Suspect Norms of Beauty?" in *Medicine and Society*, May 2010

Maureen O'Connor, "Is Race Plastic? My Trip into the 'Ethnic Plastic Surgery' Minefield" in *The Cut*, July 27 2014

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Week 8: Fatphobia

**Monday May 20**

C.E. Forth, "Fat, desire and disgust in the colonial imagination" in *History Workshop Journal*, 2012, 73(1): 211-39.

**Wednesday May 22**

Sabrina Strings, "Obese black women as 'social dead weight': reinventing the 'diseased black woman'" in *Signs: Journal of Women in Culture and Society*, Autumn 2015, 41(1): 107-130.

**Friday May 24**

Roxane Gay, *Unruly Bodies*, 2018 @ <https://medium.com/s/unrulybodies>

Pick any article from this anthology and come prepared to discuss it

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Week 9: Spirituality and cultural competence in medicine

**Monday May 27**

NO CLASS

**Wednesday May 30**

Anne Fadiman, *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*, 1997

Chapters 1-9 only

**Friday May 31**

Fadiman continued

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Week 10: Conclusion

**Monday June 3**

Q&A session about final project

**Wednesday June 5**

Q&A session about final project

**Friday June 7**

Conclusions

**Additional information:**

The university's statement on academic integrity must be reviewed before turning in any assignments: <http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>. Plagiarism consists of but is not limited to the following: presenting another person's ideas or language as if they were your own, copying (words AND ideas) from the Internet, and failure to acknowledge and properly cite the sources of the ideas presented. Re-using language from a paper you have previously written for another class is unacceptable. If you are unsure about what

constitutes plagiarism, please check in with me ahead of time. It is your responsibility to be aware of all of this; lack of awareness is no excuse.

***Any instances of plagiarism will result in a failing grade for the assignment (and possibly the class) and a referral to the Academic Integrity Office.***

Please let me know as soon as possible if you need accommodation for disability purposes or religious reasons so that we may make alternate arrangements ahead of time. It is best to get accommodation from the Office for Students with Disabilities (located behind Center Hall, 858-534-4382) as soon as possible so that we can work together to ensure that your needs are met in the event of an emergency.

**Majoring or minoring in Ethnic Studies:**

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a university or college requirement. Students have taken three or four classes out of *interest* yet have no information about the major or minor and don't realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, public policy, education, public health, social work, non-profit work and many other careers. If you would like information about the Ethnic Studies major or minor at UCSD, please contact Monica Rodriguez, Ethnic Studies Program Advisor, via email at [ethnicstudies@ucsd.edu](mailto:ethnicstudies@ucsd.edu)