Overview:
This class examines how race as an organizing principle has been central to the construction and treatment of disease in the US and globally. We will discuss these processes by exploring how social forces and beliefs acted in concert with medicine, technology and science in the course of disease diagnosis and treatment. This will reveal the power dynamics involved in medical treatment and point to how it is not a value-free enterprise. Studying the intersections of disease and race illustrates how immigrants and people of color have historically been subject to nativist beliefs that attach the stigma of disease to them. As we cover how race as well as gender, class, sexuality and nation affect both the unequal distribution of diseases and unequal access to medical treatment, we will also consider their human rights and social justice consequences.

Creating a learning environment: Only a portion of what you learn in this course will be from the instructor and the readings. Your classmates will play an instrumental role in your learning experience. For success, you will need to come to class prepared to share your ideas. The more involved you become, the more you will gain. Support your opinions with what you have learned in the readings, prior discussion, and lecture. Listen carefully to others before you decide where you stand in relation to their argument. Please also read the UCSD Principles of Community, https://ucsd.edu/about/principles.html.

Ground rules:
We are discussing complex and difficult 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. Classes will not be recorded to respect privacy, but lecture slides will be posted on Canvas.

Class etiquette:
Please devote the lecture hours 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.

Logistics and Policies:
Late Policy: 10 points will be deducted from projects for every 24 hours they are late. There is no way to accommodate lateness or absence for group assignments. If you do not participate in them, you will receive a zero. If you have a medical emergency, please obtain a doctor’s note and I will do my best to work with you.
**Missed classes:** If you must miss a class, you need to make up the class by turning in a 2-3-page paper organized around the themes of the readings within one week of the class you missed. The paper should be an analysis of the main theories introduced in the readings, not a summary. Failure to turn in the paper will result in the deduction of 10 points off your total score in the course. You may only miss one class. 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.

**Email:** Due to email volume I cannot guarantee a response within 24 hours. Please email me through Canvas. Speaking during office hours, and after lecture is the sure way to communicate with me. In case of a personal medical emergency, you must provide a Doctor’s note or other documentation in order for an exception to be made.

**Policy on Phones:** Please do not use phones in class in order to be respectful of classmates.

**Resources:** Office of Academic Support &Instructional Services (OASIS) for writing support, 858 534-3760 or oasis@ucsd.edu. Teaching and Learning Commons in Geisel Library, https://commons.ucsd.edu/about/index.html, (858) 246-2659, or commons@ucsd.edu.

**Plagiarism and other Academic Misconduct:** 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. Reusing 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. No scratch paper (virtual or actual) allowed on exams. All exams are closed book – no materials allowed during all exams.

Please refer to the guidelines from the Academic Integrity Office:
https://academicintegrity.ucsd.edu/excel-integrity/define-cheating/index.html
https://academicintegrity.ucsd.edu/process/consequences/sanctioning-guidelines.html

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

**Accommodations:** 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:**
If you would like information about the Ethnic Studies major or minor at UCSD, please contact the Ethnic Studies Program Advisor via email at ethnicstudies@ucsd.edu or visit www.ethnicstudies.ucsd.edu.

**Evaluation and Course Requirements**
Please complete readings before class and bring scheduled texts to class. All course requirements must be completed by the specified due date and time in order to pass the course and receive a grade. A missing assignment will result in a course failure.

**Grading:** Based on participation, five in-class pop reading quizzes, two in-class midterm exams, and a final project and presentation.

Participation (20%)
Reading quizzes (20%)
Midterm Week 5 4/29/2022 (20%)
Second Midterm Final Exam Week 6/6/2022 (20%)
Project and Presentation (20%)

**Participation:** Attendance is mandatory, and participation constitute a significant portion of your grade. Video will be on for everyone during class, microphones will be on mute unless asking a question. Online etiquette will be followed. Do not share Zoom links/passwords with others outside of class. No recordings allowed. Active participation means thoughtful engagement in the readings/lectures, meaningful contributions to class discussions, and respectful collegiality toward your classmates and instructor. For participation credit, you will be making electronic chat entries to a classmate(s) for each day of lecture. You will take a screenshot of the chat after class and upload it the same day to Canvas as proof of attendance and participation. Please include the date/time in your screenshot.

Arrive to each class session on time and stay for its duration. Tardiness and absences will be noted and result in the lowering of your grade. Maximum of 2 excused absences (Doctor’s note required). If speaking in public is difficult for you, come to office hours or e-mail your extensive thoughts on the readings.

**In Class POP Reading quizzes:** These reading quizzes will occur randomly in order to encourage on-time reading. Each will consist of 10 identifications questions that substantively demonstrate your knowledge of the key concepts, historical/cultural individuals and/or events drawn from the assigned reading and course lectures. Quiz on Canvas. 20 minutes for each quiz.

**In Class Midterms:** Each will consist of 40 identifications questions that substantively demonstrate your knowledge of the key concepts, historical/cultural individuals and/or events drawn from the assigned reading and course lectures. Midterms on Canvas. 50 minutes for each exam.

**Community Improvement Project and Project Presentation:** Project is worth 100 points total. 20 points for outlining your dream organization (approximately 1 page). 30 points for project presentation (maximum 5 minutes each PowerPoint presentation). 50 points for completed project narrative. **Must get at least 50 points on project to pass class. See rubric on Canvas.**

*All written work must be typed in 12 pt. Times New Roman font with 1-inch margins. For proper essay format and citation guidelines, please refer to the MLA stylebook. Please proofread, spell-check, paginate and staple all work.*
*It is highly recommended that each student follows one science-based journal, popular journal or news feed. Science, Scientific American, New York Times “Science” column, New England Journal of Medicine, etc.

**General Grading Standards:**
A+ = Performance exceeding an A. Extra effort. Academic integrity.
A = **Superior** performance; meets assignment requirements, and demonstrates exceptional execution of those requirements (meaning that your work exceeds the ordinary effort and execution); reflects outstanding insight and depth; grammatically and stylistically excellent; would be considered a model example of assignment completion.
B = **Good**, solid performance; meets assignment requirements, and demonstrates competent execution of those requirements; reflects insight and depth; grammatically and stylistically strong; may have one or more problem areas.
C = **Average** performance; meets assignment requirements, minimally; grammatically and stylistically adequate; may have two or more problem areas; projects have more than two factual, typographical, or grammatical errors per page.
D = **Below average** performance; does not meet minimal assignment requirements; has several fundamental problem areas; has several errors throughout the project.
F = **Inferior** performance; does not meet assignment requirements; not deserving of credit.

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

***Note: If you are taking this course P/NP, you must take the quizzes, take the midterms, complete the project, attend class and participate in order to get a passing grade***

Please familiarize yourself with everything on this syllabus and in the rubric on Canvas assigned for the course. Please consult the syllabus and rubric before you send any e-mails. This syllabus is subject to change; any changes will be announced in class or by email.

**Required texts:** All readings will be available on the syllabus via links except for two readings, which will be on the UCSD Canvas course. Please use the links to access readings.
Time management is key to completing ALL readings. Please block off at least 6 hours a week to complete the assigned reading for this course.

Schedule:

**Week 1**
March 28, March 30, April 1 (Project Overview)

Introduction: Framing Disease, Racializing Disease (Social Constructions)
- Samuel K. Roberts, Jr. Infectious Fear: Politics, Disease, and the Health Effects of Segregation (UNC Press, 2009), **MULTIPLE CHAPTERS:**
  - Chapter 1: “Toward a Historical Epidemiology of African American Tuberculosis” 19-40.
  - [http://roger.ucsd.edu/record=b8998163~S9](http://roger.ucsd.edu/record=b8998163~S9)
  - [https://search.proquest.com/docview/614453198/D7C6DD09A5FA4109PQ/3?accountid=14524](https://search.proquest.com/docview/614453198/D7C6DD09A5FA4109PQ/3?accountid=14524)

**Is Race Real?**
- Troy Duster, "Race and Reification in Science."
  - [https://science.sciencemag.org/content/307/5712/1050.summary](https://science.sciencemag.org/content/307/5712/1050.summary)
- Alan Goodman, "Two Questions About Race."
  - [http://raceandgenomics.ssrc.org/Goodman/](http://raceandgenomics.ssrc.org/Goodman/)
  - [https://link.springer.com/content/pdf/10.1007/BF02600511.pdf](https://link.springer.com/content/pdf/10.1007/BF02600511.pdf)
  - [https://ajph.aphapublications.org/doi/pdfplus/10.2105/AJPH.93.7.1084](https://ajph.aphapublications.org/doi/pdfplus/10.2105/AJPH.93.7.1084)

**Week 2**
April 4, April 6, April 8

Inequalities: Is Access to Health Care a Human Right?
  
  o [http://roger.ucsd.edu/record=b8998163~S9](http://roger.ucsd.edu/record=b8998163~S9)

  
  o Chapter 1: “On Suffering and Structural Violence” 29-50.

  

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**Week 3**

April 11, April 13, April 15

**APRIL 15, 2022 at 11:59 PM  Community Improvement Project Outline Due**

**Ethics and Experimentation: Contributions to Current Health Disparities and Outcomes**

• U.S. Public Health Service Syphilis Study at Tuskegee. Centers for Disease Control and Prevention (CDC) website: EXPLORE **ALL TABS.**
  
  o [https://www.cdc.gov/tuskegee/index.html](https://www.cdc.gov/tuskegee/index.html)

  

• Priscilla Wald, “American Studies and the Politics of Life.” *American Quarterly,* Vol. 64, No. 2 (June 2012), The Johns Hopkins University Press. 185-204.
  

  

  ○ https://heinonline.org/hol-bin/get_pdf.cgi?handle=hein.journals/mipr12&section=19

Week 4
April 18, April 20, April 22

AIDS – United States and Global Interactions

  ○ https://publishing.cdlib.org/ucpressebooks/view?docId=ft1s20045x&brand=ucpress

  ○ Introduction: 1-16.
  ○ Chapter 14: “AIDS in the Caribbean: The ‘West Atlantic Pandemic’” 141-150.
  ○ Chapter 19: “AIDS and Racism: Accusation in the Center” 208-228.
  ○ Conclusion: “AIDS and an Anthropology of Suffering” 252-264.

  ○ https://www.jstor.org/stable/656647?seq=1#metadata_info_tab_contents

Week 5
April 25, April 27, April 29 (Midterm #1 Exam at 7 PM)
Mental Health and Perpetuation of Inequities

- Gabriel N. Mendes, Under the Strain of Color: Harlem’s Lafargue Mental Hygiene Clinic and the Promise of an Antiracist Psychiatry (Cornell University Press, August 2015).

  **MULTIPLE CHAPTERS:**
  - Chapter 2: “Intangible Difficulties” 53-84.
  - Chapter 3: “Between the Sewer and the Church” 85-119.
  - [https://www.jstor.org/stable/10.7591/j.ctt1h4mj4g](https://www.jstor.org/stable/10.7591/j.ctt1h4mj4g)


**Midterm #1 Exam   APRIL 29, 2022 at 7 PM**

**Week 6**
May 2, May 4, May 6

**Aesthetics and Socio-cultural (Re)Mappings of the Body**


  - [http://journals.cambridge.org/article_S1060150399271094](http://journals.cambridge.org/article_S1060150399271094)


  ✓ https://www.jstor.org/stable/649247

**Week 7**
May 9, May 11, May 13

**Eugenics and “Race Betterment”**
• Alexandra Minna Stern, 2016. *Eugenic Nation: Faults and Frontiers of Better Breeding in Modern America*. **MULTIPLE CHAPTERS:**
  ✓ Chapter 4: “I Like to Keep My Body Whole” 111-138.
  ✓ https://www.jstor.org/stable/10.1525/j.ctt19631sw
  ✓ https://www.jstor.org/stable/1185911
  ✓ https://www.jstor.org/stable/40553252
  ✓ https://www.jstor.org/stable/684874
  ✓ PDF on Canvas

**Week 8**
May 16, May 18, May 20
Surrogacy and Socioeconomic Inequities
  - https://pdfs.semanticscholar.org/3ee8/4c36650bd809fb47135aae107869de569612.pdf
  - Chapter 1: “Limits of Labor” 15-41.
  - Epilogue: “Imperial Pasts and Mortgaged Futures” 141-147.
  - https://www.jstor.org/stable/10.5749/j.ctt155jms0
  - https://scholarship.law.upenn.edu/cgi/viewcontent.cgi?article=2423&context=faculty_scholarship

Week 9
May 23, May 25, May 27

Transplant Medicine and Markets in Human Bodies and Organs
  - http://dx.doi.org/10.18785/ojhe.1401.02.
  - https://link.springer.com/article/10.1057/sub.2016.1
- Siby K George, “The unfair trade: Why organ sale is indefensible” in Indian Journal of Medical Ethics, Published online: January 4, 2017.

Climate Change, Environmental Racism and Health
- Merrill Singer, Climate Change and Social Inequality: The Health and Social Costs of Global War, 2019. MULTIPLE CHAPTERS:
Week 10
June 1, June 3

Climate Change, Environmental Racism and Health (cont.)

  - [https://ajph.aphapublications.org/doi/pdfplus/10.2105/AJPH.92.9.1410](https://ajph.aphapublications.org/doi/pdfplus/10.2105/AJPH.92.9.1410)
  - [https://link.springer.com/article/10.1007/s40572-017-0140-5](https://link.springer.com/article/10.1007/s40572-017-0140-5)
  - PDF Canvas

**Final Exam** JUNE 6, 2022 (MONDAY) at 7 PM-9:59 PM

**Midterm #2 Exam – ONE HOUR**

**Project Presentations - TWO HOURS**
Student Consent for Release of Student Information

I hereby authorize the UCSD Ethnic Studies Department to return my graded examinations/papers/project by placing the examinations/papers/project in a location accessible to all students in the course. I understand that the return of my examinations/papers/project as described above may result in the disclosure of personally identifiable information, that is not public information as defined in UCSD PPM 160-2, and I hereby consent to the disclosure of such information.

Quarter:

Course:

Instructor:

Student I.D. #: 

Print Name:

Signature: