

SEHE 176

Race, Gender, and Health: Diasporic Perspectives

Dr. Cassia Roth, Associate Professor

T/TH 2:00 PM–03:20 PM

Office Hours T 3:30–5pm (INTN 3030)

Riverside Campus | Sproul Hall | Room 2360



Gê Viana, [“Sentem para jantar,”](#) 2021, série atualização traumática de Debret

“Sit down for dinner,” 2021, traumatic update of Debret series

Course Description: 4 Lecture 3 hours; Extra reading 1 hour; Research 1 hour; Written work 1 hour. Surveys ways in which historical legacies of slavery and racialization affect the health of racialized peoples from a diasporic perspective, mainly focusing on but not limited to the African diaspora in the Americas.

This course surveys the ways in which the historical practice and legacies of slavery and the subsequent process of racialization of different populations continue to affect the health and lives of racialized peoples from a diasporic perspective. The course mainly focuses on the history of health and gender in the African diaspora in the Americas, from the United States to Brazil, but it also extends locally (Los Angeles) and globally (Ukraine and India) to situate this context within a global perspective.

Themes will include the history of slavery, gender, and reproductive health; the development of the medical profession within the context of slavery; the scientific “creation” of race as a medical category; the afterlives of slavery in health outcomes; the racialization of ethnicity among immigrant populations; indigenous health worldviews within colonialism; the transnational and racialized politics of surrogacy; and definitions of race and ethnicity in public health and medicine, and biogenetics and the future of racial categories in medicine.

Learning Objectives: This course is for both SEHE students and students in pre-med, gender and sexuality, and Black Study, who are interested in historicizing the problems of race, gender, and health. Thus, we will read both secondary literature in the fields of history and public health and medicine and primary sources during slavery and its aftermath in the Americas.

This course has two sets of learning objectives:

First, we will develop a broad knowledge of the main issues, themes, and debates surrounding the intersections of race, gender, and health from a diasporic perspective.

Second, we will learn to critically read and interpret a variety of primary and secondary sources from the perspective of a historian. For primary sources, we will learn to ask what perspectives the sources highlight or marginalize, to pinpoint authors' implicit understandings, and to acknowledge historical uncertainties.

Please see the section on assignments below and the assignments themselves for further detail.

Course Policies

Grading Scale:

100-98: A+	87-89: B+	77-79: C+	67-69: D+	>60: F
93-97: A	83-86: B	73-76: C	63-66: D	
90-92: A-	80-82: B-	70-72: C-	60-62: D-	

Attendance: Because our classroom time is discussion-based, attendance is required for this course. To succeed in my class, you will need to attend all classes. You are allowed 3 total absences (excused or unexcused, including for health reasons). After that, your entire grade will drop *by 5 points per absence*. Nonetheless, no one should come to class if they are sick, whether with COVID-19 or any other infectious disease. I would advise banking your sick days in case you really need to use them. The course schedule below includes several regular instruction days for which there is no in-person class. I do not take attendance during the add-drop period.

Late Policy: Late policies are dependent on both the reason and the assignment. For all assignments *except* the first submission of both primary source analysis essays *and* the final project presentations, I allow you to turn in *one* assignment *no longer than one week late*. However, for the policy to go into effect, you must notify me of your intentions before the assignment is due. For the first submissions of both primary source analysis essays and the final project presentation, there are no standard late policies. I will decide on a case-by-case basis.

Technology: You are welcome to use laptops, tablets, e-readers, and other technology in the classroom to assist with learning. Please refrain from using your cell phone in class.

Academic Honesty: Plagiarism – taking credit for work that is not your own – will not be tolerated. Anyone who plagiarizes will receive an F in the class and will be referred to the Dean

for disciplinary action. Students who take this course must abide by the [Academic Integrity Policies and Procedures](#) at UCR.

Email Policy: *I answer student emails M-F from 9am to 5pm.* Please ONLY email logistical questions/comments that I can respond to quickly. Come see me during office hours to discuss substantive questions/comments (about course material, your progress in the course, etc.). Remember, emails to your professors are a formal mode of communication. Write in complete sentences, use proper addresses (Professor or Dr. Roth), and check spelling. I do not respond to emails that do not address me respectfully or at all.

Content Notice: This class studies issues like race, class, gender, sexuality, and violence. You are required to attend all films and read all required texts. Our class aims to foster an atmosphere in which we all feel free to express our ideas without fear of judgment. Please feel free to see me in my office hours if you need to discuss class content.

Required Texts: There are no required textbooks in this class. All readings are available via the online learning platform.

Generative Artificial Intelligence (GenAI) Policy: A full GenAI policy is available on ELC. It is your responsibility to read it in its entirety. Here is a summary of my guidelines for using GenAI in your work in this class. Please note, these can change at any time during the semester.

The bottom line is that all work you submit must be your own. You should never include anything that was not written directly by you without proper citation (including quotation marks and CMS footnotes) in your assignment. Doing so will be treated as academic misconduct.

The use of GenAI is *permitted* for the following activities:

- Brainstorming and refining your ideas;
- Fine-tuning research questions;
- Drafting an outline to organize your thoughts;
- Checking grammar and style.

The use of GenAI is *forbidden* for the following activities:

- Producing any part of an assignment in its entirety including thesis statements;
- Finding and citing both primary and secondary sources;
- Copying and pasting directly from a GenAI program.

I have based these policies on ones created by [Dr. Noël Ingram](#) and [Dr. David Joyner](#).

If you use GenAI in an assignment, I require you to submit a short paragraph detailing how you used it, including but not limited to: what questions you asked of it and pinpointing specific sentences you edited in the program.

Campus Resources and Policies

Student Disability Resource Center: If you need accommodations because of a disability (permanent or temporary), please inform me as soon as possible. Please see me privately after class, in my office hours, or send me a message via elearn.ucr.edu or an email with **SEHE 176** in the subject line. To request academic accommodations (for example, a note taker or special testing arrangements), you must register with the campus office called “Student Disability Resource Center” (951-827-3861). This office is responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements.

Other Campus Resources for UCR Students:

Academic Resource Center (including reading & writing support): <https://arc.ucr.edu/>

Mental Health resources: mentalhealth.ucr.edu

Student Health Center: campushealth.ucr.edu

Case Management and Crisis resources: casemanagement.ucr.edu

Counseling and Psychological Services: counseling.ucr.edu

Wellness Center, preventive health resources: well.ucr.edu

Food, shelter, clothing resources: basicneeds.ucr.edu

Campus Advocacy, Resource, and Education (confidential interpersonal violence and sexual harassment resources): care.ucr.edu

Coronavirus information and resources: <https://ehs.ucr.edu/coronavirus>

Learning resources: keeplearning.ucr.edu

Research resources: keepresearching.ucr.edu

Office of Diversity, Excellence, and Inclusion: <https://diversity.ucr.edu/>

Ombudsperson (confidential resource): <https://ombuds.ucr.edu/>

Office of Title IX, Equal Opportunity, and Affirmative Action: <https://titleix.ucr.edu/>

Administrative Resolution: <https://administrativeresolution.ucr.edu/>

NOT SURE WHERE TO GO? THEN GO HERE: <https://help.ucr.edu/>

Personal disclosures of relationship violence or sexual harassment: You are welcome to talk with me about your concerns. Before you tell me specifics, you should know that in my teaching role, I have certain mandated reporting obligations. I want you to stay in control of the situation until you decide what you want to do. So, you're welcome to tell me about your situation, in general terms, without identifying anyone. There are other resource people with whom you can talk who don't have the same reporting obligations as faculty – specifically, the Campus Advocacy, Resource and Education Program (care.ucr.edu)

Assignments

All assignments are due *before class* via the online learning platform.

Keeping Up, Being There, Breaking the Silence (10%): In this upper-division course, we will engage each other, courteously and constructively, in a thoughtful and reflexive conversation about the impact of race, gender, and health on diasporic experiences. Your major assignment in this seminar is simply being there each Tuesday and Thursday afternoon, with reading assignments and podcasts completed, in order to “break the silence,” individually and collectively, about many important issues of race, gender, and health. Everyone is expected to participate in these conversations, which are intended to be very friendly and welcoming, but nonetheless thought-provoking and rigorous. [Text adapted from Marcia Inhorn]

Assignment Calendar (5%): You will have to complete an assignment calendar on the online learning platform. This calendar is to help you map out your coursework **for all your courses** over the entire quarter. This assignment is a *completion grade only*.

Reverse Outlines (10%): You will have to complete two (2) reverse outline assignments, each worth 5%. Please see the Reverse Outline Assignment for further instructions.

Health Highlights (30%): You will write two (2), 400-word news reports on a current event (last 2 years) related to race, gender, and health. Each HH will address an aspect of a theme of your choice related to this topic (e.g. maternal mortality and morbidity) in a *different* country during the past two years. In the first half of the essay, you will provide an overview of the issue. You will dedicate the second half to your own analysis of the issue at hand. You must base their synthesis and analysis on three news articles from reputable news sources. Please cite your sources in a bibliography using Chicago Manual of Style. You will submit all written assignments (including revisions) via the online learning platform as a word document.

Although each essay is worth 15% of your overall grade, the initial essay is only the first step in the writing process. I will read and provide feedback on the essay, which you will receive no later than one week after first turning it in. By the following week, you will have to resubmit your revised essay, *and* submit a 300-word response detailing how you have revised your essay. Thus, each Hemisphere Highlight essay is broken down into the following percentages: initial essay, 7.5%; revised essay, 5%, and written response, 2.5%. The revised essay grade depends on you effectively incorporating my feedback.

Midterm (20%): There is one in-class, multiple choice midterm exam, which is closed book.

Final (25%): There is one in-class, multiple choice final exam, which is cumulative and closed book.

Course Schedule

All readings, videos, and podcasts should be completed *before* class unless otherwise noted.

Week 1: Introduction – Problems of Race and Ethnicity in Health, Past and Present

January 7

- *Read:* Syllabus

January 9

- *Read:* Annette Flanagin, Tracy Frey, and Stacy L. Christiansen, et al., “Updated Guidance on the Reporting of Race and Ethnicity in Medical and Science Journals,” *JAMA* 326, no. 7 (2021): 621–27.

Week 2: Colonialism, Indigenous Peoples, and Disease

January 14: Library Day

****Due: Assignment Calendar****

****Meet in Rivera Library 140 and bring computers****

January 16

- *Read:* Carmen A. Miranda, “[How a vital record of Mexican indigenous life was created under quarantine](#),” *Los Angeles Times*, March 26, 2020.
- *Read:* “Reading Images as Primary Sources.”
- *Read:* “Aztec Account of the First Pandemic.”

****ADD/DROP Ends 1/17****

Week 3: Slavery and Reproduction in Theory

January 21

****Due: HH1****

January 23

- *Read:* Sasha Turner, “Home-Grown Slaves: Women, Reproduction, and the Abolition of the Slave Trade, Jamaica, 1788–1807,” *Journal of Women’s History* 23, no. 3 (2011): 39–62.

Week 4: Slavery and Reproduction in Practice

January 28

****Due: Reverse Outline 1 (Turner)****

****In-class HH revisions****

January 30

- *Listen*: Lulu Garcia-Navarro and Maria Helena Machado, [“Brazil Enslaved”](#) NPR, September 12, 2015 (6min).
- *Read (primary source)*: “Wet Nursing Advertisements in Brazil, 3.6–3.8,” from *Children of God’s Fire*, pp. 133–39.

Week 5: Race, Gender, and the Medical Profession

February 4

****Due: Revision HH1****

- *Read*: Deirdre Cooper Owens and Sharla M. Fett, “Black Maternal and Infant Health: Historical Legacies of Slavery,” *American Journal of Public Health* 109, no. 10 (2019): 1342–45.
- *Listen*: Emily Cureton, Celeste Headlee, and Deirdre Cooper Owens, [“How Modern Medicine Was Born of Slavery,”](#) *Georgia Public Radio*, November 15, 2017 (13:49 min)

February 6

- *Read*: Kelly M. Hoffman et al., “Racial Bias in Pain Assessment and Treatment Recommendations, and False Beliefs about Biological Differences Between Blacks and Whites,” *Proceedings of the National Academy of Sciences* 113, no. 16 (2016): 4296–4301.

Week 6: Midterm

February 11

- In-class midterm review

February 13

****In-class midterm****

Week 7: Scientific Racism and Racial “Difference”

February 18

****Due: HH2****

- *Read*: Rana Hogarth, “The Myth of Innate Racial Differences Between White and Black People’s Bodies: Lessons From the 1753 Yellow Fever Epidemic in Philadelphia, Pennsylvania,” *American Journal of Public Health* 109, no. 10 (2019): 1339–41.
- *Listen*: Rana Hogarth, “[Medicalizing Blackness](#),” in *Series: Perspectives on ‘Race Science’ and Scientific Racism*, Consortium for History of Science, Technology and Medicine (12:10min)

February 20

- Lundy Braun, “Race, Ethnicity and Lung Function: A Brief History,” *Canadian Journal of Respiratory Therapy* 51, no. 4 (2015): 99–101.

Week 8: The Racialization of Ethnicity in Public Health

February 25

- *Read*: Natalia Molina, “Medicalizing the Mexican: Immigration, Race, and Disability in the Early-Twentieth-Century United States,” *Radical History Review* 94 (Winter 2006): 22–37.

February 27: *In-class film, No más bebés [No More Babies] (US, 2015) (79 min)*

****Due: Reverse Outline 2 (Molina)****

Week 9: Indigenous Worldviews, Western Healthcare – Colonialism and Medicine

March 4: *In-class film, La Teta Assustada [Milk of Sorrow] (Peru, 2009) (95 min)*

****Due: Revision HH2****

- *Read*: Kimberly Theidon, “The Milk of Sorrow: A Theory on the Violence of Memory,” *Canadian Women’s Studies* 27, no. 1 (2009): 8–16.

March 6: *In-class film, La Teta Assustada [Milk of Sorrow] (Peru, 2009) (95 min)*

Week 10: Beyond the Genome – Biopolitics, Racial Difference, and the Future of Healthcare

March 11

- *Read*: Maurizio Meloni et al., “A Biosocial Return to Race? A Cautionary View for the Postgenomic Era,” *American Journal of Human Biology* 34 (2022): e23742.
<https://doi.org/10.1002/ajhb.23742>

March 13

****In-class final****

After reading this syllabus, please send me your favorite dog photo/meme from the internet before class.

Further Resources:

Podcasts

Consortium for the History of Science and Medicine – [*Perspectives on Racial Science*](#)

Science History Institute – [*Innate: How Science Invented the Myth of Race*](#)