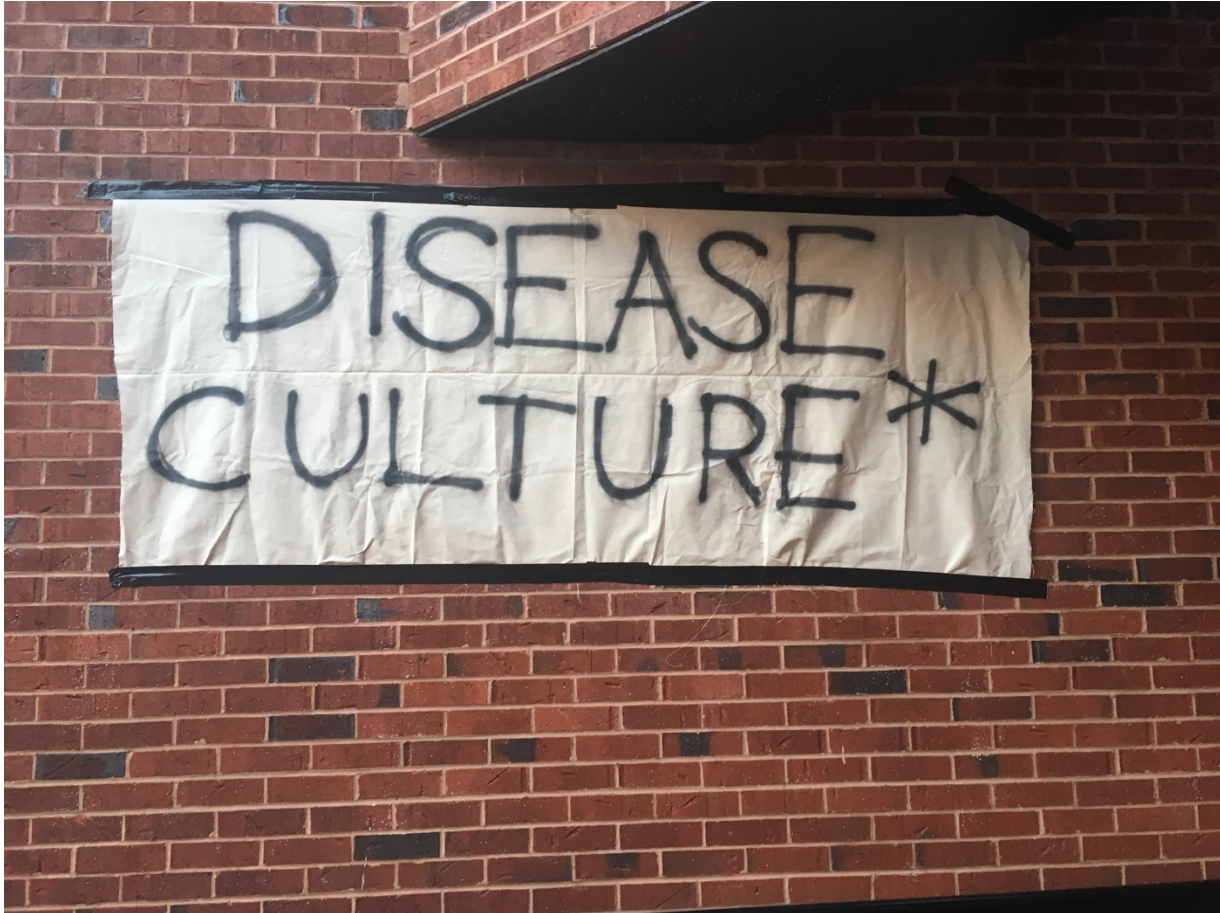


WGST 239: CULTURE, MEDICINE, and GENDER/RACE

Dr. Theodora Danylevich
Email: td87@georgetown.edu
Office: ICC 456



Course Description

The Hippocratic oath begins, “first, do no harm.” And yet, the language of medical diagnosis or what has been called “the medical gaze” has a very long history of impacting the lives and experiences of those whose bodies are deemed to deviate from an ideal norm in ways that *are* harmful. Medicine and medical diagnosis have been used politically, as a tool of control and oppression. Those affected have historically included women, people of color, LGBTQ folks, and people with disabilities. This course introduces students to the thoroughgoing role of medical language, labels, and concepts in the social, political, and cultural classifications and control of women and people of color, with a primary geographic focus of the United States, with some consideration of transnational and geopolitical repercussions. Also, as a disability studies minor course, we will study and learn to apply a disability studies approach as we read a range of texts, from political theory and historical analysis to personal narrative, art, film, and literature concerned with the power and control that the medical realm might impose on certain bodies.

Your Professor: Dr. Danylevich

I have a PhD in English and am a scholar of 20th Century American literature and cultural production, specializing in representations and/or productions of sickness and disability specifically as they relate to African American, gender/sexuality, and critical media studies. I am excited to engage in meaningful conversations with you on topics I feel strongly about, as we collectively extend the depth and breadth of our critical literacy skills and knowledge base.

The best way to contact me is through email. Before emailing, please be sure to double check the syllabus. I encourage you to only ask simple questions over email. If a question requires more than a few sentences in response then it is probably best to just come to office hours or use that email to schedule a time to meet with me. I place great value in meeting with and speaking with my students in office hours, as it gives me the opportunity to get to know you better, and in turn positions me to better assist you in your learning process. This is especially helpful in a class such as this one, as we have students from a variety of backgrounds and disciplines all in the same class. I invite and encourage you to meet with me at least once over the course of the semester. It is imperative that you email me ahead of time when you think you'd like to come in, so that I do not double-book myself.

Learning Goals

You can expect to gain competency with literary, cultural, and philosophical conversations around the social and political histories and current implications of medicine and medical practice in relation to social control, and the categories of race, gender, and sexuality. We will focus on developing your facility with reading and critically engaging with scholarly texts based in the humanities, as well as some more creative and literary texts.

In your final project, you will learn and apply scholarly practices of research and citation while engaging in a research project guided by personal interests and investments in a topic.

Course Requirements

COURSE COMPLETION:

Failing to complete course requirements will result in a failing or incomplete grade.

ATTENDANCE (10%):

In class we will cover and clarify the reading, introduce new material, and have discussion about the materials and assignments so your attendance is crucial to your success. You are responsible for all of the material on the syllabus and what is covered in classes. Unexcused absences will count against your attendance grade. If you must miss class because of an emergency situation, please notify me as soon as possible. If you exceed two unexcused absences your final grade will be affected.

***Being physically present is one thing, but if you are on social media and/or studying for another class, and I notice this, I will not count your attendance for this day.

PARTICIPATION (20%):

1. Reading Questions/Connections (15%): Before/by 9am the day of each class meeting, you will post to Canvas several questions or connections to your own life, or to current events. This is not an exhaustive post and can be quite brief on occasion, but these are vital to our class as they give me a sense of what aspects of each text require further explanation, among other things.
**The first day of class we will discuss reading practices and strategies, such as underlining, highlighting, and note taking.
2. Active class participation (5%): Listen actively and participate orally to the level that you are comfortable. If you are not comfortable speaking much in class, and are worried this will impact your participation grade, I invite you to submit a note card of comments and questions (different from those you posted ahead of class) at the end of class to me. Be sure to include your name and today's date.

NOTE TAKER (5%):

For accessibility purposes, each day, one person will be assigned as the designated note-taker. These notes can be hand-written or typed, and you will post them to our Discussion Board page on Canvas for that day, as an attachment for yourself and your classmates to reference. When it is your turn to be note-taker, you will do your best to document class discussion, especially any key terms that we defined together, or questions that were asked and/or answered (we may not always be able to answer certain questions, but these are equally important as they open up avenues for further research and conversation). **Photographs of our white-board are also welcome!

DISCUSSION LEADER (10%):

Each student will choose a day to lead discussion on our reading for the day. You will lead for the first 15 mins of class, with some slides. I am available to guide you on these as you prepare.

REFLECTIONS (10%):

We will have a sequence of reflection activities centered around personal experience and to keep track of your learning process as you acquire new information and come to understand different genres and disciplines of scholarship.

KEYWORD RESEARCH WRITE UPS (15%):

Several times throughout the term, we will have a self-guided internet research project to expose us to common knowledges and current events and/or histories of certain concepts and issues as we proceed. You will write these up, reflecting on what you find.

FINAL (30%):

Your final will be a 7-10 page research paper on a topic of your choice. Over the course of the term, our readings and discussions will help guide your topic choice and approach, and your Wikipedia project will warm up your research skills and further hone your interests in preparation for your final project. We will have a proposal and annotated bibliography as part of your grade. If you wish to submit a draft for feedback, please do so within a week of the final due date.

Course Texts

You are responsible for reading the assigned readings for each class session. Additional Resources/Recommended Readings are optional. We have a book order with the bookstore. That said, I always do my best to provide PDFs of as many readings as possible. Because I strongly advise annotating as you read, PDFs or hard copies are the best way to read (use a PDF reader that allows you to annotate – if you don't know of one, your classmates and I can help). If purchasing texts is a hardship for you, let me know ASAP.

Course Schedule: This schedule is subject to change; Canvas will always be up to date.

INTRODUCTORY CLASSES: History and Concepts of Care, Cure, “For Whom?”

6/1 Introduction to course, How to Read, **reflection activity 1**

6/2 Foucault, Michel. “The Birth of Social Medicine” (pp. 134-156, PDF),

6/3 Clare, Eli. *Brilliant Imperfection: Grappling With Cure*

*INTERSEX Keyword Search

6/4 Puenzo, Lucía. XXY. and Spurgas, Alyson “(Un)queering Identity: The Biosocial Production of Intersex/DSD” and Serano, Julia “Trans People Still Disordered in DSM” *Social Text DSM Crip*

UNIT 1: Gynecology, Scientific Racism, Resistance

*SCIENTIFIC RACISM Keyword Research

6/8 Washington, Harriet. *Medical Apartheid* (2007) (Intro, Ch 1) (PDF or Book)

6/9 Briggs, Laura. “Race of Hysteria” (2000), Snorton, C. Riley. *Black on Both Sides* (ch. 1) (2017)

6/10 Rusert, Britt. *Fugitive Science: Empiricism and Freedom in Early African American Culture*. (2017) (Intro, Ch. 5, Conclusion) (PDF of whole book)

UNIT 2: (In)Equity and Power: Diagnosing/Incarcerating Otherness

*HYSTERIA Keyword Research

6/11 Perkins Gilman, Charlotte. “The Yellow Wall-Paper”

*GENDER BIAS IN BORDERLINE PERSONALITY DISORDER Keyword Search

6/15 Johnson, Merri Lisa. *Girl In Need of A Tourniquet: Memoir of a Borderline Personality*. +Brilliant Imperfection: Ch. 3 (pp. 37-48) +DSM CRIP

6/16 Metzl, Jonathan. *The Protest Psychosis: How Schizophrenia Became a Black Disease*

*MEDICAL INDUSTRIAL COMPLEX Keyword Research

6/17 Ben Moshe et al, *Disability Incarcerated* and Mingus, Mia. "Medical Industrial Complex Visual"

6/18 Geary, Adam. *State Intimacies*

UNIT 3: Reproductive Bodies: Gender, Trauma, Pain

6/22 Biehl, João. *Vita: Life in a Zone of Social Abandonment*

6/23 Patsavas, Alyson. "Recovering a Cripistemology of Pain," Hedva, Joanna. "Sick Woman Theory." Helen. "To Be Queer, Black, and 'Sick.'"

6/24 Killing the Black Body Excerpt, Opioid Crisis, Racial Questions (audio): A (npr, 2017), B (npr, 2019) **supplemental: New Yorker 2017 article on Purdue Pharma

6/25 Labuski, Christine. *It Hurts Down There: The Bodily Imaginaries of Female Genital Pain.*, Lorde, Audre. *The Cancer Journals.*

*BLACK MATERNAL HEALTH Keyword Search

6/29 Tajima-Peña. *No Mas Bebés* and Smith, A. "Better Dead than Pregnant" and Washington, "The Black Stork"

*HENRIETTA LACKS Keyword Research

6/30 Ball, *The Immortal Life of Henrietta Lacks.* (Film)

"Absent Presence of Elsie Lacks" Erevelles/Gill

CONCLUDING CLASSES

7/1 "Toward a Black Feminist Health Science Studies" and "Work in the Intersections"

7/2 Final Projects

COURSE BIBLIOGRAPHY

Bailey, "Toward a Black Feminist Health Science Studies" (tbd)

Ben-Moshe, Liat, et al., editors. *Disability Incarcerated: Imprisonment and Disability in the United States and Canada.* Palgrave MacMillan, 2014.

Biehl, João. *Vita: Life in a Zone of Social Abandonment.* 2008. University of California Press, 2014.

Briggs, Laura. "The Race of Hysteria: 'Overcivilization' and the 'Savage' Woman in Late Nineteenth-Century Obstetrics and Gynecology." *American Quarterly.* vol. 52, no. 2, 2000, pp. 246-273.

Clare, Eli. *Brilliant Imperfection: Grappling With Cure.* Duke, 2017.

- Foucault, Michel. *The Essential Works of Foucault, 1954-1984*. Edited by James D. Faubion. Translated by Robert Hurley, Vol. 3: Power. The New Press, 2001.
- Geary, Adam. *Antiblack Racism and the AIDS Epidemic: State Intimacies*. Palgrave MacMillan, 2014.
- Hedva, Johanna. "Sick Woman Theory." *Mask Magazine*. Web. 19 Jan. 2016.
- Helen. "To Be Queer, Black, and 'Sick.'" *Autostraddle*. Web. 19 Feb. 2014.
- Johnson, Merri Lisa. *Girl in Need of a Tourniquet: Memoir of a Borderline Personality*. Seal Press, 2010.
- Labuski, Christine. *It Hurts Down There: The Bodily Imaginaries of Female Genital Pain*. SUNY, 2015.
- Lorde, Audre. *The Cancer Journals*. Aunt Lute, 1980.
- Metzl, Jonathan. *The Protest Psychosis: How Schizophrenia Became a Black Disease*. Beacon, 2009.
- . "Structural Competency." *American Quarterly*. vol. 64, no. 2, 2012, pp. 213-218.
- Mingus, Mia. "'Disability Justice' is Simply Another Term for Love." *Leaving Evidence*. Web. 3 Nov. 2018.
- . "Medical-Industrial Complex Visual." *Leaving Evidence*. 6 Feb. 2016.
- Patsavas, Alyson. "Recovering a Cripistemology of Pain: Leaky Bodies, Connective Tissue, and Feeling Discourse." *Journal of Literary and Cultural Disability Studies*. vol. 8, no. 2, 2014, pp. 203-218.
- Patton, Cindy. Tbd.
- Perkins-Gilman, Charlotte. "The Yellow Wallpaper." Tbd.
- . "Why I Wrote the Yellow Wallpaper." Tbd.
- Piepzna Samarasinha, Lakshmi. Tbd.
- Plemons, Eric and Chris Straayer. "Introduction: Reframing the Surgical." *TSQ*. vol. 5, no. 2, 2018, pp. 164-173.
- Puenzo, Lucía. *XXY*. Cinéfondation, 2007.
- Schalk, Sami. *Bodyminds Reimagined: (Dis)Ability, Race, and Gender in Black Women's Speculative Fiction*. Duke, 2018.
- Roberts, Dorothy. *Killing the Black Body*.
- Smith, Andrea. Tbd.
- Snorton, C. Riley. *Black on Both Sides: A Racial History of Trans Identity*. Minnesota, 2017.
- Tajima-Peña, Renée, director. *No Más Bebés*. PBS, 2015.
- Ball, Alan, director. *The Immortal Life of Henrietta Lacks*. HBO, 2017.
- Washington, Harriet. *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*. Doubleday, 2006.