GENDER 185: Performing Health: Transnational Perspectives

Prof. Kimberly Clair
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Class Meetings: T/R 11:00 am – 12:15 pm (Haines A25)
Office Hours: Thursdays, 12:30 pm – 1:30 pm and by appointment (Rolfe 1120L)

Course Description
This course invites students to critically examine the practices that individuals and communities engage in to promote health and prevent illness. Through lectures, in-class activities, and written assignments, students will investigate how gender, race, class, sexuality, nationality, and culture act as determinants of health that produce differential health outcomes, behaviors, and beliefs. Viewing health through the lens of Gender Studies, Medical Anthropology, Public Health, and Performance Studies, students will gain familiarity with interdisciplinary methodologies, current debates, and emerging theories within these fields. At the same time, students are encouraged to reflect on and develop creative approaches to addressing critical health issues that impact their own communities.

This course will cover the following topics: gender and the professionalization of medicine; healthcare as a human right; cultural appropriation and traditional healing; the commodification of health, beauty, and self-care; caregiving as gendered and racialized labor; representations of illness and impairment in visual media and popular culture; health, space/place, and migration; environmental illness and medical tourism; applications of expressive arts therapies; historical and transgenerational traumas; and new directions in community health activism.

Course Materials
The following required texts are available for purchase at the UCLA campus bookstore and from online retailers:


All other required and optional materials are available on our course website. Please see me if you have any concerns about accessing the course materials.

Course Requirements
- Classroom Engagement (15%)
- Critical Analysis Paper #1 (25%)
- Critical Analysis Paper #2 (25%)
• Final Project (35%)

Classroom Engagement
You are expected to come to class prepared to discuss the assigned materials in depth; this means that the readings must be completed before our class meetings, and you should be familiar with the authors’ main points and arguments. Note-taking while reading is highly recommended.

In addition to verbal participation, you must be willing to take part in solitary and partner exercises, which will be presented in class by the instructor. These exercises require familiarity with the assigned readings as well as an ability to think creatively and spontaneously about the course themes. Participation points will be deducted if: you are unexpectedly absent during discussions or activities; you discuss non-course-related topics with their peers; you fail to follow activity instructions properly.

Posting questions, comments, and links to related materials on the course discussion board is strongly recommended, though not required. The discussion board offers a platform for you to continue our class conversations online. **Online posts are not a substitute for in-class participation.**

Attendance Policy
You are permitted one absence without penalty. To receive full credit for participation in class activities, you must arrive on time and stay for the entirety of the class. If you are more than five minutes late for class or leave before class ends, you will be marked absent. **Please do not send any documentation, explanations, or other excuses** if you are absent. You are entitled to privacy regarding your personal issues and health matters and should, as a general practice, avoid freely distributing this information online.

Critical Analysis Papers
You will be required to write two original 750-1000 word papers for this class. The first paper is due **Monday 11/6/17 by 11:59 pm.** The second paper is due **Wednesday, 12/13/17 by 11:59 pm.** To receive credit for these assignments, you must submit your papers via Turn-It-In. Please refer to the “Critical Analysis Paper Guidelines” document for specific instructions.

Final Project
For your final project, you are encouraged to conduct independent research and to engage with materials that were not assigned for this course. Please refer to the “Final Project Guidelines” for specific instructions. To receive full credit for your final project, you must submit an original 500-750-word paper via Turn-It-In, give a 5-10-minute in-class presentation, and submit a completed Final Presentations Comments Form. Please see me if you anticipate being absent during Week 10. Your final project is due **Monday, 12/11/17 by 11:59 pm.**
**Academic Integrity:** All students in the course must comply with the University’s code of academic integrity, including policies prohibiting plagiarism. The academic honor code is available for review at: [http://www.deanofstudents.ucla.edu/conduct.htm](http://www.deanofstudents.ucla.edu/conduct.htm).

**Accommodations:** If you require specific accommodations to successfully participate in this course, please contact the UCLA Center for Accessible Education at A255 Murphy Hall (Ph. 310-825-1501). The CAE website is: [http://www.cae.ucla.edu/](http://www.cae.ucla.edu/)

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**SCHEDULE OF CLASSES**

**WEEK 0 – Introduction**

9/28

- Please read the syllabus thoroughly and bring any questions you have about the course

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**WEEK 1 – Embodied Knowledge: Gender, Health, and Medicine**

10/3

- Barbara Ehrenreich and Deirdre English, *Witches, Midwives, and Nurses: A History of Women Healers*
- Silvia De Simone and Claudia Scano, “Discourses of Sameness, Unbalance and Influence: Dominant Gender Order in Medicine”

10/5

- Aurora Levins Morales, “Kindling” (*Kindling*, pp. 31-36)
- Emily Martin, “The Woman in the Flexible Body”
- Sabrina Strings, “Obese Black Women as ‘Social Dead Weight’: Reinventing the ‘Diseased Black Woman’

### Week 1 Learning Objectives

* Explain how gender is a determinant of health
* Identify how gendered assumptions influence the perception and utilization of health services
* Examine the relationship between the professionalization of medicine and ongoing inequalities in health care

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**WEEK 2 – Global Movements: Gender and Sexuality in Policy and Practice**

10/10

- Aurora Levins Morales, “Mountain Moving Day” (*Kindling*, pp. 3-11)
- Ramya Kumar et al., “Agenda-Setting in Women’s Health”

10/12
• James A. Smith et al., “Applying a Genders Lens to Public Health Discourses on Men’s Health”
• Benjamin Eveslage, “Sexual Health or Rights? USAID-funded HIV/AIDS Interventions for Key Populations in Ghana”

**Week 2 Learning Objectives**

* Explain the advantages and limitations of a “human rights” approach to health
* Identify the aims and key features of a “social justice” approach to health
* Investigate the construction of gender within public health campaigns; assess related policy implications

**WEEK 3 – Cultural Flows: Traditional Healing in Modern Contexts**

10/17
- *Kumare* (film screening)

10/19
- Todd J. Pesek, Lonnie R. Helton, and Murali Nair, “Healing Across Cultures: Learning from Traditions”
- Martha Ann Selby, “Sanskrit Gynecologies in Postmodernity”

**Week 3 Learning Objectives**

* Identify the social significance and role of a healer
* Investigate issues pertaining to the integration of “tradition” within contemporary health practices and movements
* Discuss examples, and effects, of the commodification of health, beauty, and self-transformation

**WEEK 4 – Rethinking Care: Mental Health and the Community**

10/24
- Katie Rose Hejtmanek, “Care, Closeness and Becoming ‘Better’”
- R.V. Herron and M.W. Rosenberg, “‘Not There Yet’: Examining Community Support from the Perspective of People with Dementia

10/26
- Lisa Dodson and Rebekah Zincavage, “It’s Like a Family: Caring Labor, Exploitation and Race in Nursing Homes”

**Week 4 Learning Objectives**

* Identify diverse cultural and historical approaches to treating mental illness
* Evaluate key features of “person-centered care” and the “community integration model”
* Investigate how care-giving practices are impacted by gender, race, class, and culture
### WEEK 5 – Health, Space and Place: Resisting Biopower

**10/31**
- Nolan Kline, “Pathogenic Policy: Immigrant Policing, Fear, and Parallel Medical Systems in the US South”
- Paige Sweet, “Chronic Victims, Risky Women: Domestic Violence Advocacy and the Medicalization of Abuse”

**11/2**
- Aurora Levins Morales, “Patients” (pp. 57-59 in *Kindling*)

#### Week 5 Learning Objectives

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<th>*</th>
<th>Identify key features and criticisms of the “biomedical model”</th>
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<td>Explain why immigrant policing may be considered “pathogenic” and discuss the significance of “informal” care systems</td>
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<td>Investigate the relationship between space, place, illness and wellness</td>
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* **Paper #1 due: Monday 11/6/17 by 11:59 pm**

### WEEK 6 – Illness, Impairment and Identity

**11/7**
- Meghan O’Rourke, “What’s Wrong with Me?”
- Susan Wendell, “Unhealthy Disabled: Treating Chronic Illnesses as Disabilities”
- Darcy Holtgrave, “Broadcasting the Stigmatized Self: Positioning Functions of YouTube Vlogs on Bipolar Disorder”
- Aurora Levins Morales, “Coming Out Sick” (pp. 87 – 92) and “Exoskeleton” (pp. 159-162 in *Kindling*)

**11/9**
- Alexandre Baril, “Needing to Acquire a Physical Impairment/Disability: (Re)Thinking the Connections Between Trans and Disability Studies Through Transability”

#### Week 6 Learning Objectives

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<th>Examine the impact of centering health practices around the “neoliberal self”</th>
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<td>*</td>
<td>Assess the limitations and advantages of constructing an “illness identity”</td>
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<td>Explain how individuals can create more diverse representations of illness, impairment, or disability</td>
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### WEEK 7 – Intoxicating Method: Health and Environment
11/14
• Babushkas of Chernobyl (film screening)

11/16
• Mel Y. Chen, “Unpacking Intoxication, Racialising Disability”
• Rahul Mukherjee, “Toxic Lunch in Bhopal and Chemical Publics”
• Aurora Levins Morales, “Some Thoughts on Environmental Illness” (pp. 61-76 in Kindling)

### Week 7 Learning Objectives

* Explain the concept of “intoxicating method” and how this applies to the study of gender and environmental health/illness

* Investigate how socio-psychological factors impact health outcomes and behaviors

* Examine the role of performative protests in producing “embodied logics” around toxicity

### Week 8 – Medical Mobility: Health Across Borders

**11/21**
• Marcia C. Inhorn, “Globalization and Gametes: Reproductive ‘Tourism’, Islamic Bioethics, and Middle Eastern Modernity”
• Aurora Levins Morales, “Cuba” (pp. 93-156 in Kindling)

**11/23 – Thanksgiving holiday**

### Week 8 Learning Objectives

* Identify motivations for and critiques of medical “tourism”

* Explain the concept and theoretical significance of a “reproscape”

### Week 9 – Arts Interventions and The Politics of Trauma

**11/28**
• Neely Anne Lorenza Myers and Tali Ziv, “‘No One Ever Even Asked Me That Before’: Autobiographical Power, Social Defeat and Recovery Among African American with Lived Experiences of Psychosis”
• Kimberly Clair, “Art-Making as Social Justice in Za’atari and Calais”

**11/30**
• Arthur Kleinman and Joan Kleinman, “Cultural Appropriations of Suffering”
• Marita Eastmond, “Refugee Trauma as Mobilising Metaphor: Policy and Practice in the Integration and Care of Refugees in Sweden”

### Week 9 Learning Objectives

* Assess the impact of arts-based healing interventions on individuals and community

* Identify current examples of the commodification of suffering in visual and narrative representation
* Discuss how “trauma” and “discourses of deficiency” are mobilized within humanitarian aid and relief work

**WEEK 10 – New Directions in Community Health Activism**

**12/5**
- Aurora Levins Morales, “Healing Justice” (pp. 37-45 in Kindling)
- Lawrence J. Kirmayer, Joseph P. Gone and Joshua Moses, “Rethinking Historical Trauma”
- Juanita Sherwood, “Colonisation - It’s Bad for Your Health: The Context of Aboriginal Health”

**12/7**
- Tina Rosenberg, “Talking Female Circumcision Out of Existence”
- Flora Cornish et. al., “Trust the Process: Community Health Psychology After Occupy”
- Maharawal, “So Real It Hurts: Notes on Occupy Wall Street”

**Week 10 Learning Objectives**

* Explain how colonization, historical trauma, and transgenerational trauma impact health outcomes and behaviors
* Identify key features and applications of “trusting the process” as a methodology

* **Final Project due: Monday, 12/11/17 by 11:59 pm**

* **Paper #2 due: Wednesday, 12/13/17 by 11:59 pm**