

WGST 310: Health Activism

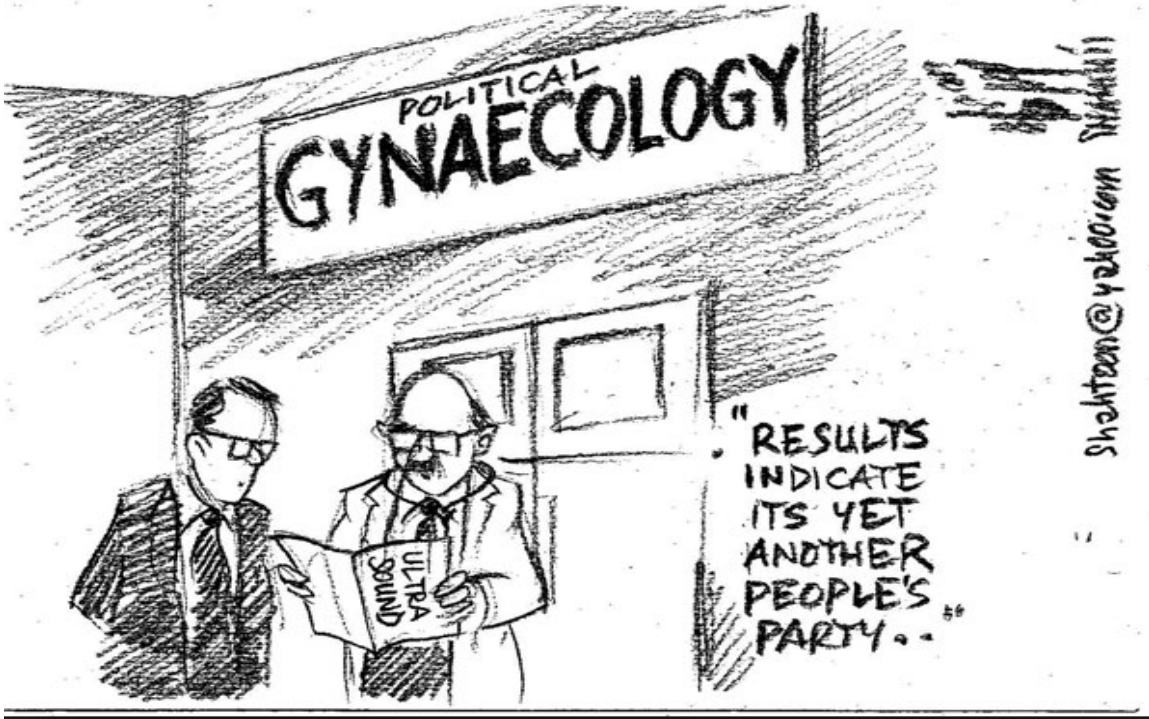
Susan M. Reverby

Fall 2014

Class: Monday 2:50-5:20pm

Office: FND 422B, x2535; Department office, x2538;

Office Hours: Monday, 1:30-2:30pm, Wednesday 11:00-12:15 pm and by appointment



CONSIDER

"Of all forms of inequality, injustice in health is the most shocking and inhumane."
Martin Luther King, Jr.

INTRODUCTION

The diseases, illnesses, and concerns that come under the purview of the health care, public health and global health systems stem from the interplay among scientific understandings, political and economic forces, and the actions of individuals and groups. In this course, we will examine various kinds of what can be labeled "health activism" over the last two centuries. Themes to be addressed will include: activism both in and against health institutions, roles of race/class/gender/disability/ sexuality in health issues, activism in a global health context, reforms, reactions and radicalism.

COURSE REQUIREMENTS

Required books on sale at the bookstore:

Beatrix Hoffman, *Health Care For Some: Rights and Rationing in the US Since 1930* (Chicago: University of Chicago Press, 2012)

Wendy Kline, *Bodies of Knowledge* (Chicago: University of Chicago Press, 2010)

Larry Kramer, *The Normal Heart* (New York: Samuel French, 1985)

Jenna M Loyd *Health Rights are Civil Rights* (Minneapolis: University of Minnesota Press, 2013).

Alondra Nelson, *Body And Soul: The Black Panther Party and the Fight Against Medical Discrimination* (Minneapolis: University of Minnesota Press, 2011)

Vinh-Kim Nguyen *The Republic of Therapy* (Durham: Duke University Press, 2010)

There will also be mostly required reserve reading in e-reserves on the Sakai class conference. These readings will be marked by an asterisk.* If it is easier to get to the reading directly from an ebook in library, or an online link, I will note this in the syllabus.

Do not panic over the size of the books or the length of the reading list. We will divide some of the readings up, or add others. A course syllabus is similar to driving directions. It is a guide on how to get somewhere; however, if we decide we want to take a side trip we have that option. Other suggestions for readings will be made regularly in class. Please be prepared to share your ideas for other resources. Please also add readings or articles you find along the way you think will be of interest to your classmates.

REGULAR ATTENDANCE AND PARTICIPATION ARE ESSENTIAL. You will be expected to stay current on the reading assignments and to contribute to the class discussion. Depending on group interests, differing small groups will be formed for assistance and support during the course. There will be a good deal of "hands on" work in this course that needs all our voices and ideas.

WRITING ASSIGNMENTS for the course will take several different forms. Detailed explanations will be given in class and on the class conference in Sakai. All student work should be posted in Sakai, except for the class questions noted below.

I will post a "Guide to Writing Papers" that lists all the things that make me grouchy when I am grading. Of late I have been particularly annoyed when I find lots of green or red lines under words and sentences that suggest WORD thought you should do something differently. As a poor speller myself, I am always grateful for the help. Some of the grammar issues are a matter of style, i.e. when to put in the last comma or not in a list. However, some of it demonstrates that you did not look over the paper one more time before you pushed send. So if you see a note on the side that says "Green Line Problem" you will know I am on my way to getting miffed. Miffed/annoyed professors take points off. Be prepared.

In brief, you will be asked to do the following:

1) Reading Questions/Concerns: Each week you will be expected to prepare at least three questions/concerns that the reading raised for you. You will also be sharing these questions with the students who are leading the reading critique for each week.. Bring the questions to class and be prepared to be called upon to discuss your concerns, and then make sure you get them to the class leaders within 24 hours of the class. I realize there is a good deal of reading for this course. Some weeks we will divide it up, but be prepared to really do the reading and thinking required to make this seminar work.

2) Reading Critique after discussion. Each student will be assigned to write a short paper (5-8 pages) on one of the week's readings and class discussion. This paper, due one week after the assigned class, will consist of a careful analysis and criticism of the required reading and reports on the classroom discussion, e.g. did the discussion change your thinking on the topic, or did the other students seem to misinterpret the reading, etc. Considering the discussion in class and students' comments is as

important as your reaction to the readings. You will be able to use the other students' questions as a way to also write about responses to the reading. Please note I will return the paper to you if you forget to write about what happened in class and what you learned from the other students' questions.

3) Book or Media Project review. Each student should find either a book or a media project (film, radio or podcasts, performance) that is about some form of health activism in the past. You need to check with me about your choice before this is due. The review should use questions from the course readings, lectures, films and discussions as a way to think about how the author (s) or interviewer has accomplished their tasks, how successfully, what you can learn from this, etc.

4) Blog project or HealthPAC Bulletin. Each student will find a health activist blog, list serv of whatever political position and follow it during the semester.. Or, students can pick a topic from the website www.healthpacbulletin.org. Follow it over time in the Bulletin and see if you can see a change or not. This paper should be about three pages.

6) Final paper. Each student will write a final research paper on a form of health activism. This may also be written as a social media campaign. Details to follow. This paper will be due at the end of semester and before exams begin.

Assignment dates are in the syllabus. Late papers will result in a lowering of the grade. If a paper will be late, you must sign electronically a late paper agreement with me so we have a written record (see form attached to this syllabus) and put in the dropbox in Sakai at the time the paper was due. I will not chase down missing or late papers. This is your RESPONSIBILITY. Always keep a copy of your papers (electronic and otherwise) and please make sure you put all papers in WORD in the Dropbox in Sakai. If the paper is not in WORD or a .doc/docx format, I cannot easily put comments on it. I will return it to you and ask that you do this. Only papers that receive a B- or lower can be re-written, after we meet to discuss the re-writing. Be prepared, however: grades can go down as well as up after re-reading. I will not read drafts of papers, but I will be glad to discuss your work with you.

Unexcused incompletes will not be given except under dire emergencies. There is no January option in this course. Comments will not be given on the final paper unless you remember to ask for this specifically.

Grades will be calculated as follows: class discussion/paper (20%), review (20%), class participation and timely questions posted (15%), blog/Health PAC paper (15%) final paper and presentation (30%).

Grading is based on the Wellesley College, Articles of Government, Article VII. Section I. Grading System

“ 1. Grade A is given to students who meet with conspicuous excellence every demand which can fairly be made by the course.

2. Grade B is given to those students who add to the minimum of satisfactory attainment excellence in not all, but some of the following: organization, accuracy, originality, understanding, and insight.

3. Grade C is given to those students who have attained a satisfactory familiarity with the content of a course and who have demonstrated ability to use this knowledge in a satisfactory manner.

4. Grade D is a passing grade. There is no grade of D+ or D.

5. Grade E is a condition given when a student who has completed all of the in term work for a course at a passing level receives a failing grade on the final examination or final paper. ...Grade F denotes failure and a loss of credit for the course. “

WHAT TO CALL ME/WHAT I CALL YOU. Students are often uncertain what to call their professors. I will answer to any of the following: Professor, Professor Reverby, Susan, and Ms. Reverby. I am aware that some of you are uncomfortable using first names with faculty while others find it acceptable. I defer to whatever will facilitate our communications. I will make a valiant effort to learn your names and connect them to your faces. If you speak in class or come to see me, this makes it easier. If I never hear from you and you do not tell me your name several times, it will take me longer to figure out who you are. I always tell students I will remember their names and faces, just not always together. I will call you by whatever name you tell me to. Please let me know your pronoun preference.

LAPTOPS. I will allow them in the classroom if you assure me you are using them to look at the articles for the class. If, however, I realize that 1) anyone is really reading their email, on social media, etc. and 2) really hiding behind the laptop and not participating, I will ask all of you to put them away. This is a group responsibility. I do understand the temptation to wander, and to imagine you really are just multi-tasking. I know those shoes on Zappos are beautiful, or finishing a small part of a lab report is crucial, or keeping up on social media is urgent, but it not just you that spaces out when you are doing this. The person sitting next to you sees it, and then the next....

CELL PHONES. We all forget sometimes to shut them off before class. I will remind you this once to do it. Please consider shutting them off part of classroom decorum and the creation of a learning environment. If there is some emergency in your life that requires your needing to be notified during class, please let me know. When my daughter was in labor, I kept my cell phone on. It should be that level of concern.

SPEAKING IN CLASS. I am well aware that for some of you speaking in class is a near death experience, but for others it is like breathing. I am very sympathetic to both positions. However, since we are going to be learning from one another, it is really important to try and have your voice heard. I will work with you in anyway to make this possible. That is why in part I am asking you to bring questions to class with you every week.

TOPICS AND ASSIGNMENTS: Asterisk * indicates the reading is an article or part of a book that is in the reserve reading in Sakai. Other sources for readings will be linked when appropriate. Readings for each class are listed under the date.

I. INTRODUCTION: HEALTH ACTIVISM AND THE GROWTH OF THE HEALTH CARE SYSTEM

August 31 Health Activism: What Does it Mean? How Does a Health Care System get Built and Transformed? What is Activism? What is a Social Movement?

DVD clips in class, Lea Pool, "Pink Ribbons, Inc." (New York: First Run Features, 2012)

*Sandra R. Levitsky and Jane Banaszak-Holl, "Social Movements and the Transformation of American Health Care: Introduction," in Banazak-Holl, Levitsky and Mayer N. Zald, eds. Social Movements and the Transformation of American Health Care (New York: Oxford University Press, 2010), pp. 3-18 (will be sent out ahead of class to all registered students).

* Phil Brown, et. al, "Embodied Health Movements," in Contested Illnesses: Citizens, Science, and Health Social Movements (Berkeley: University of California Press, 2012), pp. 15-32. (will be sent out ahead of class to all registered students).

September 7 Labor Day, No Class

September 14 Building a Health Care Infrastructure

*Charles E. Rosenberg, "The Therapeutic Revolution: Medicine, Meaning, and Social Change in 19th Century America," in The Therapeutic Revolution, ed. Morris Vogel and Charles E. Rosenberg (Philadelphia: University of Pennsylvania Press, 1979), pp. 3-25.

*Judith Ann Giesberg, Civil War Sisterhood: The U.S. Sanitary Commission and Women's Politics in Transition (Boston: Northeastern University Press, 2000), pp. vii-xi, 3-52, 152-168, 176-190, 215-218.

*Susan M. Reverby, "A Caring Dilemma: Womanhood and Nursing in Historical Perspective," Nursing Research 36 (January/February 1987): 5-12.

*M. Gretchen Long, Doctoring Freedom (Chapel Hill: University of North Carolina Press, 2012), pp. 90-113 (access ebook through Clapp Library under book title).

*David Rosner, A Once Charitable Enterprise: Hospitals and Health Care in Brooklyn and New York 1885-1915 (New York: Cambridge University Press, 1982), pp. 62-93, 206-210.

*Charlene Galarneau, "Consumer-Sponsored Health Care Plans: Early 20th Century Public Participation in U.S. Health Care," in Susan A. Ostrander and Kent E. Portney, eds. Acting Civically (Hanover: University Press of New England, 2007), pp. 113-129.



Ether Dome, Massachusetts General Hospital

September 21 What is Public, what is Private? Charity, the State, the Responsibilities for Health Care, and the Debate over Prevention vs. Cure

*Nancy Tomes, "The Private Side of Public Health," Bulletin of the History of Medicine 64 (Winter 1990): 509-539.

*Alan M. Brandt and Martha Gardiner, "Antagonism and Accommodation: Interpreting the Relationship between Public Health and Medicine in the US during the 20th Century," American Journal of Public Health 90 (May 2000): 707-715.

*Lillian D. Wald, "The Treatment of Families in Which There is Sickness," American Journal of Nursing 4 (March 1904): 427-431, 4 (April 1904): 515-519, 4 (May 1904): 602-606, reprinted in Karen Buhler-Wilkerson, ed. Nursing and the Public's Health (New York: Garland Publishing, 1989), pp. 145-162.

*Jeremy A. Greene, "Vital Objects: Essential Drugs and their Critical Legacies," in Reimagining Biomedicalization, Pharmaceuticals and Genetics, ed. Susan E. Bell and Anne E. Figert (New York: Routledge, in press).

*Julia Belluz, "The Truvada Wars," British Medical Journal 348: June 24, 2014, pp. 3811-3813.



September 28 The Rise of International Public Health/Global Health

*U.S. Public Health Service, "The Work of the Public Health Service," (Washington DC: Bray Studies, 1936). This is a 1936 film about the PHS's work, access at <http://collections.nlm.nih.gov/vplayer/vplayer.jsp?pid.nlm.nlmuid-8601396A-vid>.

*Randall Packard, "Visions of Postwar Health and Development and their Impact on Public Health Interventions in the Developing World," in International Development and the Social Sciences, ed. Frederick Cooper and Randall Packard (Berkeley: University of California Press, 1997), pp. 93-114.

*John Farley, "The International Health Division of the Rockefeller Foundation," in Paul Weindling, ed. International Health Organizations and Movements, 1918-1939 (London: Cambridge University Press, 1995), pp. 203-243.

*Alfred W. McCoy and Francisco Scarano, eds. Colonial Crucible (Madison: University of Madison Press, 2009), pp. 273-326.

*Theodore Brown, Marcos Cueto and Elizabeth Fee, "WHO and the Transition from International to Global Public Health," American Journal of Public Health 96 (January 2006): 62-72.

II. THE RISE OF REFORM

October 5 What is Maternal-Child Health (MCH)? Are Women Just Mothers?

*Joyce Antler and Daniel M. Fox, "The Movement Toward a Safe Maternity: Physician Accountability in New York City, 1915-40," Bulletin of the History of Medicine 50 (1976): 569-595, reprinted in Judith Walzer Leavitt and Ronald L. Numbers, eds. Sickness and Health in America (Madison: University of Wisconsin Press, 1978, first edition), pp. 375-392.

*Milton Kotelchuck, "Safe Mothers, Healthy Babies: Reproductive Health in the 20th Century," in John W. Ward and Christian Warren, eds. Silent Victories: The History and Practice of Public Health in 20th Century America (New York: Oxford University Press, 2007), pp. 105-134.

*Anne Firth Murray, "The Maternity Death Road: Reproductive and Sexual Health," in From Outrage to Courage (Monroe, Maine: Common Courage Press, 2007), pp. 85-109.

*Allan Rosenfield and Deborah Maine, "Maternal Mortality—A Neglected Tragedy, Where is the M in MCH?" The Lancet 8446 (July 13, 1985): 83-85.

*Lynn Weiner, "Reconstructing Motherhood: The La Leche League in Postwar America," Journal of American History 80 (March 1994): 1357-1381.

DUE: MAKE SURE YOU HAVE DISCUSSED BOOK REVIEW AND FINAL PAPER WITH ME IN PERSON



October 12 Fall Break No Class

October 19 Do we Ration Health Care? How Can it Become a Right? Who Makes this Happen?

Beatrix Hoffman, Health Care for Some: Rights and Rationing in the United States since 1930

DUE: BOOK or SOCIAL MEDIA REVIEW

Oct 26 Birth Control: Doctors, Hucksters, Activists and the State

*Margaret Sanger, What Every Girl Should Know (Girard Kanas: Haldeman Julius Company, Ten Cent Pocket Series No. 14, 1912).

*Alexander Sanger, "Eugenics, Race, and Margaret Sanger Revisited: Reproductive Freedom for All?" Hypatia 22 (Spring 2007): 210-217.

*Andrea Tone, "Contraceptive Consumers: Gender and the Political Economy of Birth Control in the 1930s," Journal of Social History 29 (Spring 1996): 485-506.

*Cathy Moran Hajo, "Clinic Activists" in Birth Control on Main Street: Organizing Clinics in the United States, 1916-1939 (Champaign-Urbana: University of Illinois Press, 2010), pp. 73-101, 207-213.

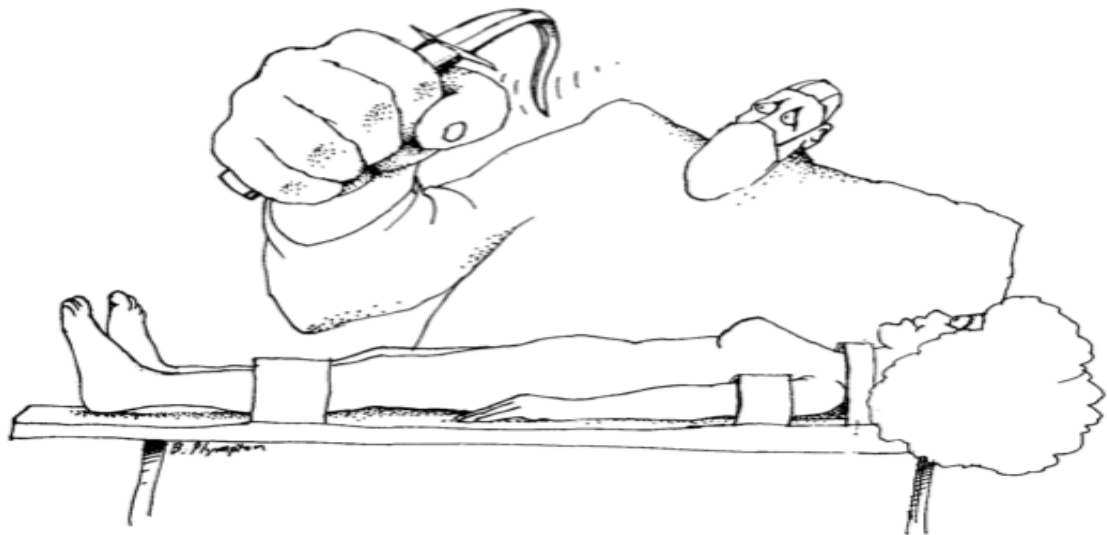
*Jill Lepore, "Birthright: What's Next for Planned Parenthood?" The New Yorker, November 14, 2011,

<http://www.newyorker.com/magazine/2011/11/14/birthright-2?currentPage=all>

*Aaron E. Carroll, "How Hobby Lobby Ruling Could Limit Access to Birth Control," New York Times June 30, 2014,
http://www.nytimes.com/2014/07/02/upshot/how-hobby-lobby-ruling-could-limit-access-to-birth-control.html?_r=0

*Carole Joffe, "Putting Hobby Lobby in Context: The Erratic Career of Birth Control in the United States," Dissent Magazine Blog, July 9, 2014,
<http://www.dissentmagazine.org/blog/hobby-lobby-context-birth-control-supreme-court-united-states>

*Scotus Blog, "Burwell v Hobby Lobby Stores," pick selective blogs,
<http://www.scotusblog.com/case-files/cases/sebelius-v-hobby-lobby-stores-inc/>



III. THE DEMANDS OF PATIENTS/CONSUMERS AND COMMUNITIES: DOES HEALTH BECOME A SOCIAL MOVEMENT or an INDIVIDUAL RESPONSIBILITY?

November 2 Rise of the Women's Health Movement: What are the limits of thinking of Our bodies as Ourselves?

Wendy Kline, *Bodies of Knowledge*.

*Selected pamphlets to be shared in class, Reverby Collection, Women's Health Movement

*Susan Bell and Susan M. Reverby, "Vaginal Politics: Tensions and Possibilities in *The Vagina Monologues*," *Women's Studies International Forum* 28 (2005): 430-444.

*Byllye Y. Avery, "Byllye Y. Avery Oral History," *Voices of Feminism Oral History Project*, Smith College, 2005.

*Karena Gore Schiff, "Helen Rodriguez-Trias" in *Lighting the Way: Nine Women who Changed Modern America* (New York: Hyperion, 2005), pp. 341-389.

November 9 Broadening the Concept of Health Rights

Jenna M. Loyd, *Health Rights are Civil Rights: Peace and Justice Activism in Los Angeles 1963-1978* (Minneapolis: University of Minnesota Press, 2014).

November 16 Radical Action and the Limits of Reform

Alondra Nelson, *Body and Soul: The Black Panther Party and the Fight Against Medical Discrimination*.

*Sandra Opdycke, "The Limits of Reform," in *No One Was Turned Away, The Role of Public Hospitals in New York City since 1900* (New York: Oxford University Press, 1999), pp. 131-158.

*Merlin Chowkwanyun, "The New Left and Public Health: The Health Policy Advisory Center, Community Organizing, and the Big Business of Health, 1967-1975," *American Journal of Public Health* 101 (February 2011):238-249.

*Kathy Boudin and Judy Clark, "A Community of Women Organize Themselves to Cope with the AIDS Crisis: A Case Study from Bedford Hills Correctional Facility," *Columbia Journal of Gender and the Law* 1 (January 1991): 47-66.

*Health/PAC Bulletin, pick one bulletin to discuss in class

<http://www.healthpacbulletin.org>,

DUE: BLOG REPORT OR REPORT ON HEALTH PAC BULLETIN

November 23 Organizing for Health Care in the LGBTQ communities

Larry Kramer, *The Normal Heart*.

*Steven Epstein, "Sexualizing Governance and Medicalizing Identities: The Emergence of 'State-Centered' LGBT Health Politics in the United States," Sexualities 6 (2003):131-171.

*Julia Belluz, "The Truvada Wars," British Medical Journal 348: 24 June 2014.

*Alice Dreger and April M. Herndon, "Progress and Politics in the Intersex Rights Movement," Gay and Lesbian Quarterly 15 (2009): 199-224.

*Institute of Medicine, The Health of Lesbian, Gay, Bisexual and Transgender People (Washington: National Academies Press, 2011). Skim chapters

Film in Class: "How to Survive a Plague"

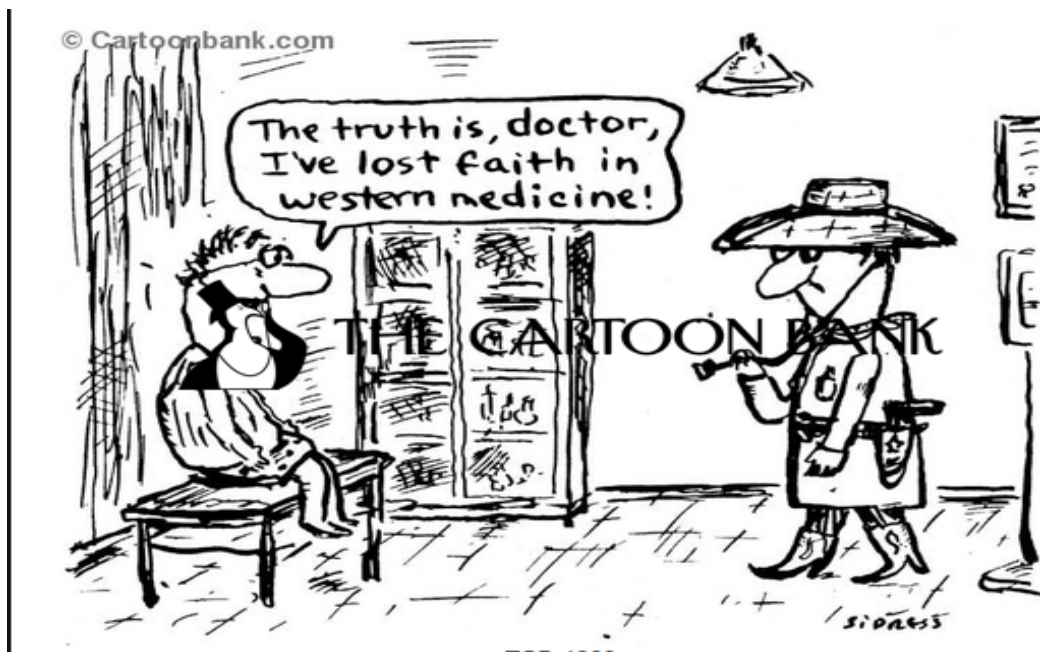
DUE: ONE PAGE PROGRESS REPORT ON FINAL PROJECT

November 30 **AIDS: Organizing in West Africa, Rwanda and South Africa**

Vinh-Kim Nguyen, *The Republic of Therapy: Triage and Sovereignty in West Africa* (Durham: Duke University Press, 2010)

*Ida Susser and Zena Stein, "Bio-insecurity and HIV / AIDS," Open Democracy, 20 July 2014, <http://www.opendemocracy.net>

*View website of <http://www.we-actx.org/>, an international community-based HIV / AIDS initiative in Rwanda



December 7 Structural Violence, the Rise of Biomedicine, Genetics and Pharmaceuticals within the Limits of the Human Rights Paradigm

*Amy Harmon, "Tribe Wins Fight to Limit Research of its DNA," New York Times, April 22, 2010, p. A-1, A-17.

*Sonia Correa, Rosalind Petchesky and Richard Parker, Sexuality, Health and Human Rights (New York: Routledge, 2008), pp. 149-191.

*Joao Biehl and Adriana Petryna, "Legal Remedies: Therapeutic Markets and the Judicialization of the Right to Health," in Biehl and Petryna, eds. When People Come First: Critical Studies in Global Health (Princeton: Princeton University Press, 2013), pp. 325-346.

*Health GAP, explore the website www.healthgap.org

**WOMEN'S and GENDER STUDIES DEPARTMENT
WELLESLEY COLLEGE**

**LATE PAPER NOTICE
WGST 310
Health Activism**

STUDENT NAME

DUE DATE FOR PAPER

EXPECTED DATE FOR LATE PAPER

STUDENT CELL PHONE NUMBER

This notice must be placed in the Sakai dropbox if the paper will be late at the time the paper was due. There are penalties for late papers.