

LB 492 (009)

## HEALTH, SEX, AND FEMINISM IN THE TRANS-PACIFIC WORLD

T/TR 10:20am-12:10pm  
W40 Holmes Hall  
Fall 2019

Instructor: **Prof. Naoko Wake**

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Office Hour: 1:00-2:00pm on Tuesday and Thursday, and by appointment

### Course Description

*Health, Sex, and Feminism in the Trans-Pacific World* explores issues of gender, sexuality, and health/illness in the contexts of nation states, colonialism, and post-colonialism, with a focus on four pertinent areas of conflict and controversy in the trans-Pacific world in the twentieth century: **1)** prostitution and the regulation of women's sexuality in America, Japan, and China in the 1920s and 1930s, **2)** cultural, social, and medical conflicts that arose out of the Nuclear Age in US-Japan relations, **3)** women's health, birth control, and reproduction in America, China, and India, and their cultural and political ramifications in the mid-twentieth century, **4)** HIV/AIDS epidemic in America, India, and China, and its impact on health disparity and human rights since the 1980s.

In addition to offering students solid knowledge of historical change and continuity, as well as a command of major historiographical discussions, *Health, Sex, and Feminism in the Trans-Pacific World* aims to achieve three main goals. First is to understand how the neglect of women's rights has uniquely aggravated violence, disease, and inter/national conflicts, and yet, at the same time, has helped create a distinct grass-roots feminism and feminist agency that go beyond national boundaries. Second is to explore how the concepts of "neglect," "rights," "violence," "disease," "feminism," and "agency" have carried a range of different meanings depending on when and where they formed, resisting a simplistic, one-dimensional definition. The third goal of the course is to examine U.S. history in broad, transnational contexts, so as to understand America's past as part of global transformations as well as unique and local experiences.

### Learning Goals

1. Identify important issues in the history of health, sex, and feminism in the Pacific region.
2. Relate these issues to a specific time, place, and people.
3. Identify important ideas, theories, and practices used in the study of the history of health, sex, and feminism in the Pacific region.
4. Relate these ideas, theories, and practices to race, ethnicity, class, religion, ability, nationality, and culture.
5. Articulate ways in which the history of health, sex, and feminism in the Pacific region is unique to a specific country.
6. Articulate ways in which the history of health, sex, and feminism in the Pacific region is common across national boundaries.

7. Think, speak, and write clearly and critically about science, medicine, and technology.
8. Demonstrate respect for difference and diversity in historical inquiry.

### **Readings**

#### Books

All the books are available for your purchase at Spartan Bookstore in International Center. They are also available at Amazon.com, but be sure to get the right edition with the same ISBN.

1. M. Susan Lindee, *Suffering Made Real: American Science and the Survivors at Hiroshima* (University of Chicago Press, 1997), ISBN: 978-0226482385.
2. Robert A. Jacobs, *The Dragon's Tail: Americans Face the Atomic Age* (Boston: University of Massachusetts Press, 2010), ISBN: 978-1558497276.
3. Andrea Tone, *Device and Desires: A History of Contraceptives in America* (New York: Hill and Wang, 2002), ISBN: 978-0809038169.

#### Coursepack

All the articles and books chapters NOT included in the books above are in the coursepack, available for your purchase at the Collegeville Textbook Company on Grand River.

### ***Part I: Prostitution and the regulation of women's sexuality in America, China, and Japan in the 1920s and 1930s.***

1. Ruth M. Alexander, *The 'Girl Problem,' Female Sexual Delinquency in New York, 1900-1930* (Ithaca, NY: Cornell University Press, 1995), Chapters 1, 2, 3, and 4.
2. Gail Hershat, "Courtesans and Streetwalkers: The Changing Discourses on Shanghai Prostitution, 1890-1949," *Journal of the History of Sexuality*, Vol. 3, No. 2 (October, 1992), pp. 245-269.
3. Christian Henriot, *Prostitution and Sexuality in Shanghai: A Social History 1849-1949*, (New York: Cambridge University Press, 2001), Chapters 4, 11, 12, and 13.
4. Susan Burns, "Bodies and Borders: Syphilis, Prostitution, and the Nation in Japan, 1860-1890." *U.S.-Japan Women's Journal* (English Supplement 15, 1998): 3-30.
5. Sabine Frühstück, "Managing the Truth of Sex in Imperial Japan," *The Journal of Asian Studies*, Vol. 59, No. 2 (May 2000), pp. 332-358.
6. Michiko Suzuki, "Writing Same-Sex Love: Sexology and Literary Representation in Yoshiya Nobuko's Early Fiction," *The Journal of Asian Studies*, Vol. 65, No. 3 (August 2006), pp. 575-599.
7. Donald Roden, "Taisho Culture and the Problem of Gender Ambivalence." In *Culture and Identity: Japanese Intellectuals during the Interwar Years*, ed. J. Thomas Rimer, pp. 36-55 (Princeton, NJ: Princeton University Press, 1990).

### ***Part II: Cultural, social, and medical conflicts that arose out of the Nuclear Age.***

1. M. Susan Lindee, *Suffering Made Real: American Science and the Survivors at Hiroshima* (University of Chicago Press, 1997), Chapters 1, 2, 3, 4, 5, 6, 7, 8, & 9.

2. David Serlin, *Replaceable You: Engineering the Body in Postwar America* (University of Chicago Press, 2004), Chapter 2.
3. Thy Phu, *Picturing the Model Citizens: Civility in Asian American Visual Culture* (Philadelphia, PA: Temple University Press, 2011), Chapter 3.
4. Robert A. Jacobs, *The Dragon's Tail: Americans Face the Atomic Age* (Boston: University of Massachusetts Press, 2010).
5. Rinjiro Sodei, "Were We the Enemy? American Hibakusha" in Laura Hein and Mark Shelden ed., *Living with the Bomb: American and Japanese Cultural Conflicts in the Nuclear Age* (New York: An East Gate Book, 1997), 232-259.
6. Naoko Wake, "Atomic Bomb Survivors, Medical Experts, and Endlessness of Radiation Illness" in eds. Janet Brodie, Vivien Hamilton, and Brinda Sarathy, *Inevitably Toxic? Historical Perspectives on Contamination, Exposure, and Expertise* (Pittsburgh, PA: University of Pittsburgh Press, 2018): 235-258.

***Part III: Women's health, birth control, and reproduction in America, China, and India, and their cultural and political ramifications in the mid-century.***

1. Andrea Tone, *Device and Desires: A History of Contraceptives in America* (New York: Hill and Wang, 2002), Chapters 5, 6, 7, 8, 9, 10, 11, and Epilogue.
2. Nilanjana Chatterjee and Nancy E. Riley, "Planning Indian Modernity: Gendered Politics of Fertility Control," *Signs*, Vol. 26, No. 3 (Spring 2001), pp. 811-845.
3. Heather S. Dell, "Ordinary Sex, Prostitutes, and Middle-Class Wives: Liberation and National Identity in India" in Vincanne Adams and Stacy L. Pigg ed., *Sex and Development: Science, Sexuality and Morality in Global Perspective* (Durham, NC: Duke University Press, 2005), pp. 187-206.
4. Zhongwei Zhao, "Deliberate Birth Control Under a High-Fertility Regime: Reproductive Behavior in China before 1970," *Population and Development Review*, Vol. 23, No. 4 (December 1997), pp. 729-767.
5. Sarah L. Friedman, "The Intimacy of State Power: Marriage, Liberation, and Socialist Subjects in Southeastern China," *American Ethnologist*, Vol. 32, No. 2 (May 2005), pp. 312-327; Susan Greenhalgh, "Planned Births, Unplanned Persons: "Population" in the Making of Chinese Modernity," *American Ethnologist*, Vol. 30, No. 2 (May 2003), pp. 196-215.
6. Hong Zhang, "Bracing for an Uncertain Future: A Case Study of New Coping Strategies of Rural Parents under China's Birth Control Policy," *The China Journal*, No. 54 (July 2005), pp. 53-76.

***Part IV: HIV/AIDS in America, China, and India and its impact on health disparity and human rights since the 1980s.***

1. Jeanne M. Tschann, "What Does It Take to be a Man? What is a Real Man?: Ideologies of Masculinity and HIV Sexual Risk among Black Heterosexual Men," *Culture, Health & Sexuality*, Vol. 13, No. 5 (May 2011), pp. 545-559.
2. Angelique Harris, "Emotions, Feelings, and Social Change: Love, Anger, and Solidarity in Black Women's AIDS Activism," *Women, Gender, and Families of Color*, Vol. 6, No. 2 (Fall 2018), pp. 181-201.
3. Moni Nag, "Anthropological Perspectives on Prostitution and AIDS in India," *Economic and Political Weekly*, Vol. 36, No. 42 (October 20-26, 2001), pp. 4025-4030.
4. Lawrence Cohen, "The Kothi Wars: AIDS Cosmopolitanism and the Morality of

Classification” in Vincanne Adams and Stacy L. Pigg ed., *Sex and Development: Science, Sexuality and Morality in Global Perspective*, 2005, pp. 269-303.

5. Shao Jing, “Fluid Labor and Blood Money: The Economy of HIV/AIDS in Rural Central China,” *Cultural Anthropology*, Vol. 21, No. 4 (November 2006), pp. 535-569.

6. Yanqiu Rachel Zhou, “‘If You Get AIDS . . . You Have to Endure it Alone’: Understanding the Social Constructions of HIV/AIDS in China,” 2007.

## Evaluation

Students’ performance in the course will be evaluated as follows:

participation in the in-class discussion: 30% (10% for each 1/3 of the semester)

group presentation: 10%

2 reflective essays (3~4 pages each): 30% (15% for each)

research paper (10~12 pages): 30%

## Grading Scale

You will receive a score out of 100 for all the requirements. For example, you may receive. . .

89 out of 100 for the first 5 weeks of participation, 80 for the second 5 weeks of participation, 92 for the third 5 weeks of participation.

91 for group presentation

88 for reflective essay I, 92 for reflective essay II

93 for the research paper

At the end of the semester, these scores will be calculated as follows:

$$(89 + 80 + 92) \div 3 \times 0.3 = 26.1$$

$$91 \times 0.1 = 9.1$$

$$(88 + 92) \div 2 \times 0.3 = 27$$

$$93 \times 0.3 = 27.9$$

$$26.1 + 9.1 + 27 + 27.9 = 90.1$$

This means that you have obtained 90.1 out of 100. Because the grading scale for this class is . . .

4.0: 94+    3.5: 90+    3.0: 86+    2.5: 82+    2.0: 78+    1.5: 74+    1.0: 70+

. . . you will receive 3.5 out of 4.0 for the class.

Please be aware that you are expected to come to all the class meetings. Absence must be approved by me in advance. Valid reasons for absence include illness and family emergency with proper documentation. This combination of my approval in advance and documentation that you may submit either before or after your absence constitutes a valid excuse. Absence without my approval in advance or proper documentation will result in 0 for missed participation. Also,

please be aware that simply coming to class does not qualify as valid participation; you need to speak up and contribute to discussion. If you do not speak up, it will result in, again, 0 for missed participation.

### **Disability**

Students with disabilities that may require assistance or who have questions about any accommodation for testing, note taking, reading etc. need to inform the instructor and provide certification from the Resource Center for Persons with Disabilities.

### **Civility**

As members of this class, you are expected to be courteous and respectful of one another's ideas, life experience, and identities that might be different from yours. We all work together to learn to be fair and open-minded, by separating stigma, bias, and anachronism from well-informed thoughts and interpretations that we strive to acquire in this class. We also work together to become comfortable with and skilled in clarifying or revising our thoughts during our discussion; it is a dynamic aspect of any intellectual inquiry that we discover something new about ourselves. Thus, we can all expect that our first thought on a subject will not be our final thought.

This is a small class in which everyone's thinking, speaking, and sharing are essential. I ask you to put away your electronic devices (laptop, iPad, smartphone etc.) unless otherwise instructed, and to listen while someone in class—either a student or the professor—is speaking. I also ask you not to eat during class. This class is a professional environment, not your snack or meal time. If you have medical or other conditions that necessitate an exemption from these rules, please consult with the instructor.

### **Academic Honesty**

Students in this course are expected and required to follow the principles of academic honesty, broadly defined. Any assignments that violate the principles—for instance, assignments that involve cheating, fabrication, and plagiarism—will receive 0. Students who have violated the policy more than once will receive 0 for the class.

These rules are in line with the Spartan Code of Honor academic pledge, created by the Associated Students of Michigan State University (ASMSU) to value academic integrity and honest work ethics, which reads as follows:

“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.”

This pledge was formally adopted by ASMSU in 2016 and subsequently endorsed by faculty governance, the Provost, President, and the Board of Trustees.

## **Schedule of readings, lectures, and assignments**

### **Part I: Prostitution and the regulation of women's sexuality in America, Japan, and China in the 1920s and 1930s**

**Week 1**

August 29 Introduction

**Week 2**

September 3 Reading: Ruth Alexander, *The "Girl Problem,"* Introduction, Chapters 1 & 2 (CP: 1~34).

September 5 Reading: Ruth Alexander, *The "Girl Problem,"* Chapters 3 & 4 (CP: 35~63).

**Week 3**

September 10 Readings: Gail Hershatter, "Courtesans and Streetwalkers"; Christian Henriot, *Prostitution and Sexuality in Shanghai*, Chapter 4 (CP: 64~98).

September 12 Reading: Christian Henriot, *Prostitution and Sexuality in Shanghai*, Chapters 11, 12, & 13 (CP: 99~129).

**Week 4**

September 17 Readings: Susan Burns, "Bodies and Borders"; Sabine Frühstück, "Managing the Truth of Sex" (CP: 130~174).

September 19 Readings: Michiko Suzuki, "Writing Same-Sex Love"; Donald Roden, "Taisho Culture and the Problem of Gender Ambivalence" (CP: 175~210).

**Part II: Cultural, social, and medical conflicts that arose out of the Nuclear Age in US-Japan relations**

**Week 5**

September 24 Reading: M. Susan Lindee, *Suffering Made Real*, Chapters 1, 2, & 3.

September 26 Reading: M. Susan Lindee, *Suffering Made Real*, Chapters 4 & 5.  
**(Group presentation, Take I: Lindee Chapter 4)**

**Week 6**

October 1 Reading: M. Susan Lindee, *Suffering Made Real*, 7 & 8.

**(Group presentation, Take II: Lindee Chapter 7)**

October 3 Readings: David Serlin, *Replaceable You*, Chapter 2 or Thy Phu, *Picturing the Model Citizens*, Chapter 3 (CP: 211~238 or 239~257).

Pair & Share

**Reflective essay for Part I (3~4 pages) due at 5pm on D2L**

**Week 7**

October 8 Readings: Robert A. Jacobs, *The Dragon's Tail*, Introduction, Chapters 1 & 2.

October 10 Reading: Robert A. Jacobs, *The Dragon's Tail*, Chapters 3 & 4.

**(Group presentation, Take III: Jacobs Chapter 2)**

**Week 8**

October 15 Reading: Robert A. Jacobs, *The Dragon's Tail*, Chapters 5, 6, & Conclusion  
**(Group presentation, Take IV: Jacobs Chapter 5)**

October 17      Reading: Rinjiro Sodei, "Were We the Enemy?"; Naoko Wake, "Atomic Bomb Survivors, Medical Experts, and Endlessness of Radiation Illness" (CP: 258~295).

**Part III: Women's health, birth control, and reproduction in America, China, and India, and their cultural and political ramifications in the mid-twentieth century**

**Week 9**

October 22      Reading: Andrea Tone, *Device and Desires*, Chapters 5 & 6 or 6 & 7.  
Pair & Share

October 24      Reading: Andrea Tone, *Device and Desires*, Chapters 8 & 9.  
**(Group presentation, Take V: Tone Chapter 8)**

**Week 10**

October 29      Reading: Andrea Tone, *Device and Desires*, Chapters 10 & 11  
**(Group presentation, Take VI: Tone Chapter 10)**

October 31      Reading: Heather S. Dell, "Ordinary Sex, Prostitutes, and Middle-Class Wives" (CP: 296~306)  
**Reflective essay for Part II (3~4 pages) due at 5pm on D2L**

**Week 11**

November 5      Reading: Nilanjana Chatterjee and Nancy E. Riley, "Planning Indian Modernity (CP: 307~342).

November 7      Readings: Zhongwei Zhao, "Deliberate Birth Control Under a High-Fertility Regime"(CP: 343~382)

**Week 12**

November 12      Reading: Susan Greenhalgh, "Planned Births, Unplanned Persons" or Hong Zhang, "Bracing for an Uncertain Future" (CP: 383~402 or 403~427).  
Pair & Share

**Part IV: HIV/AIDS epidemic in America, India, and China, and its impact on health disparity and human rights since the 1980s**

November 14      Reading: Jeanne M. Tschann, "What Does It Take to be a Man? What is a Real Man?"; Angelique Harris, "Emotions, Feelings, and Social Change" (CP: 428~465). **(Group presentation, Take VII: Harris)**

**Week 13**

November 19      Reading: Moni Nag, "Anthropological Perspectives on Prostitution and AIDS in India"; Lawrence Cohen, "The Kothi Wars: AIDS Cosmopolitanism and the Morality of Classification" (CP: 466~490).

November 21      Reading: Shao Jing, "Fluid Labor and Blood Money" (CP: 491~525).

**Week 14**

November 26      Reading: Yanqiu Rachel Zhou, "If You Get AIDS . . . You Have to Endure it Alone": Understanding the Social Constructions of HIV/AIDS in China," (CP: 526~537).

**Research presentations**  
**Reflective essay for Part III (3~4 pages) due at 5pm on D2L**

**Thanksgiving!**

December 3       Readings: 1~2 articles or book chapters of your choice  
**Research presentations**

**Week 15**

December 5       Readings: 1~2 articles or book chapters of your choice  
**Research presentations**

December 6       Readings: 1~2 articles or book chapters of your choice  
**Research presentations**

**Week 16**

**Research paper (10~12 pages) due at 5:00pm, Thursday, December 12, 2019, on D2L.**

**Guide for Participation**

In assessing your participation, I will take into consideration your contribution to all forms of discussion that occur in class, including both your response to my question to the entire class and your participation in student group discussion. I will also occasionally ask you to submit a worksheet that I give you to fill out during group discussion, so as to ensure that you are fully engaged in class activity. Additionally, I will ask you to assess one another's contribution to collective thinking three times in the semester (more explanation of this will be given in class). By coming to class well prepared to participate, you will be able to *practice* skills to accomplish content-specific, basic learning goals like Nos. 1~4 and the skill-oriented goal of No. 7.

**Guide for Group Presentation**

Your group is required to present one of the readings designated for a presentation on the schedule above. Your group presentation should be 50 minutes, and it needs to include *your* analysis of and *your* response to the reading (What are the main arguments made by the author? What evidence does the author use to make these arguments? Which part of the reading is most interesting to you, and why? Which part of the reading do you agree or disagree with, and why? How does the reading relate to the topics we have discussed in class?). Also, think of questions to ask other members of class. (I think A, B, and C, but what do you think? What issues or ideas do you think are raised by the reading? What issues or ideas could or should have been included in the reading but are not? How do you evaluate the strength and weakness of the evidence used by the reading? How do you compare the reading to other readings we have discussed in class?) You may use any form of presentation, including PowerPoint, but keep in mind that the presentation should focus on discussion, not lecture. By designing your group presentation, you will be able to *integrate* different learning goals—basic goals like Nos. 1~4 & 7 and advanced goals such as Nos. 5 and 6—as a foundation for accomplishing goals related to your personal growth such as No. 8.



## Guide for Research Presentation

Toward the end of the semester, you will have an opportunity to present your research-in-progress that you will be conducting for your research paper. Your presentation should be 15~20 minutes, and although you are encouraged to use time creatively, you need to include at least the following: 1) the topic that you have chosen for your research paper, 2) why you are interested in the topic, 3) what historical dynamism in the history of health, sex, and feminism in the trans-Pacific World you hope to explore through the topic, 4) what books, articles, films, online resources etc. you have been using in your research, 5) how these resources are helping you to learn about 3). The research presentation encourages you to *demonstrate* your accomplishment of all learning goals in well-integrated ways.

## Guide for Writing Assignments

Students are required to write **two reflective essays** (3~4 pages for each, double-space)—one for Part I and another for either Part II or III—of the class. These reflective essays do not need to cover the readings' contents meticulously; rather, students are encouraged to identify 3~4 most important themes, tie the related readings, lectures, and discussions together through the themes, and discuss their own critical thoughts about them. As such, these reflective papers *assess* your accomplishment of basic learning goals such as Nos. 1~4 and the skill-oriented goal of No. 7. The papers are due two weeks after the end of a part.

Students are also required to write **a research paper** (10~12 pages, double-space), which they are expected to continue to work on throughout the semester. An early planning and a consistent effort are crucial for a successful paper. Do not wait until the end of semester; begin to make plans at least by the end of Part II. The topic of this paper should be related to the main themes of the course—health, sex, and feminism—in the trans-Pacific world, and students are required to discuss additional sources of their own choosing as well as any relevant required readings. It is crucial that students **consult with the professor** in the process of identifying the paper's topic and locating additional sources. The additional sources should be **4~5 articles or their equivalent**, and they should be scholarly and peer-reviewed. The final paper assesses all learning goals comprehensively, with a strong focus on advanced learning goals like Nos. 5~8. With these foci in mind, I will evaluate your writing according to the following 6 main criteria:

1. Clarity of thesis statement (Your paper contains a clear thesis that offers a concise, articulate argument).
2. Effectiveness of argument (Your argument, presented in the thesis statement, is sustained throughout paper and convincingly substantiated).
3. Effective use of evidence (Your paper's conclusions are derived from and supported by sound, critical analysis of relevant evidence. There are no errors in interpretation of evidence).
4. Critical analysis of context (Your paper places its subjects into relevant social and historical contexts. It articulates significance of findings within context).
5. Coverage (Your paper responds fully to all aspects of the question asked).
6. Style and clarity (Your paper is consisted of polished and articulate prose and it offers clear organizational structure)

The submission of all papers must be made on D2L. Be sure to include your name at the beginning of your paper itself, so that I can tell who you are. There is no need to create a bibliography or works cited for the response papers, while the research paper requires endnotes and a bibliography. When you submit your final paper, be sure to combine your paper with your endnotes and bibliography in a single document, so that I can see everything you submit to me in a single file. Please also note that the endnotes and bibliography are not included in the required length of 8~10 pages; the bibliography should be in Chicago Style. You can find information about Chicago Style here: <https://www.citefast.com/styleguide.php?style=Chicago&sec=Book>. By the way, 3~4 pages means just that—at least 3 pages (not 2.5) and no longer than 4 pages (not 3.5). The same rule applies to the research paper. Please take this requirement seriously. To be able to write effectively within a specific length is an important part of writing skill. Everything should be typed in **“Times” or “Times New Roman” font, double-space, size 12, 1-inch margins all around.** In case you are wondering, yes, I know what these fatty fonts such as **Ariel** and **Helvetica** look like. I also know that they occupy much more space than “Times” and “Times New Roman.” There are reasons for my specifications above, so please take time to follow them.