

Global Health

IAFS 4500
Fall 2025
Tues. & Thur. 9:30-10:45am CLUB6
Office Hours: Thur. 11:00-1:00pm
211 Hazel Gates Cottage

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Course Description

This course examines health issues in global perspective with a focus on how forms of social inequality influence health and wellbeing. It explores these issues in a wide range of social contexts, including Latin America, sub-Saharan Africa, and the United States. It begins by explaining the rise of Global Health as a field and the interconnectedness of power, inequality, and health. The course then delves into how these issues play out in relation to a host of historical and contemporary health issues.

Expectations and Assignments

Attendance. You are allowed 2 unexcused absences during the semester. Each additional unexcused absence will result in 5 points deducted from your final attendance grade. Excused absences are only allowed with permission of the instructor and must be approved before the class you miss. If you miss class due to an illness, you must inform the instructor within one week.

Grade: 5 percent (graded 100, 95, 90 points etc.)

Participation. This course requires all students to read, and be eager to discuss, all the readings. To encourage active participation you will be assigned to a group and each group will help facilitate discussion one time during the semester. Your participation grade will be based only on this group presentation and clear instructions will be provided to help you get full credit for this portion of your grade.

Grade: 10 percent

Midterm exam. The midterm exam will be an essay exam based on the first section of the course. The exam will be in person and closed book.

Grade: 30 percent

Final research project. The main assignment for this class is a research paper on a topic of your choice. The goal is for you to gain some fluency in a substantive, real-world issue relevant to global health. This paper should not just summarize the empirical literature on a given topic but make an argument about how best to answer your research question

based on our readings, discussions, and your own outside research. This final project has four components:

1. **Research proposal.** About halfway through the course you will submit a 2-page (double spaced) research proposal that specifies your research question, your approach to addressing this question, and possible implications of your research.
2. **Annotated bibliography.** When you submit your research proposal you will also submit a 2-page (double spaced) annotated bibliography. This is a bibliography that provides a brief summary of your most important sources.
3. **Research paper.** Your final research paper will be a 15-page (double spaced) paper that makes an original contribution to your topic.
4. **In-class presentation.** The final classes will be dedicated to student presentations of your research papers. Each student will be required to give a brief summary presentation of your paper.

Further details on each of these four assignments will be provided in class. They will be graded as follows:

Research proposal and annotated bibliography	5 percent
Research paper	40 percent
In-class presentation	10 percent

Late paper policy. For your research proposal, annotated bibliography, and final research paper there is the following late policy: for every 24-hour period the paper is late your grade will be reduced by 5 points. For example, an A paper (95 points) that is 0-24 hours late would go from an A to an A- (90 points). No paper extensions will be granted.

Readings. All readings are available as PDFs on our Canvas site.

Grading scale. The grading scale is posted on our Canvas site. Please note, an A starts at 94 and not 93.

Thursday August 21	Introduction
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- Course overview

PART ONE: Power, Inequality, and Global Health

Tuesday August 26	The Emergence of Global Health
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- Brooke Schoepf, Claude Schoepf and Joyce Millen. **Pages 91-101 only** in Chapter 5 “Theoretical Therapies, Remote Remedies: SAPs and the Political Ecology of Poverty and Health in Africa.” *Dying for Growth: Global Inequality and the Health of the Poor*. 2000.

Thursday August 28

- Jeffery Sachs. Chapter 10 “The Voiceless Dying: Africa and Disease” in *The End of Poverty: Economic Possibilities for Our Time*. 2015.

Tuesday September 2	Structural Violence, Biopower, and Risk
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- Bridget Hanna and Arthur Kleinman. Chapter 2 “Unpacking Global Health: Theory and Critique” in *Reimagining Global Health*. 2013.

Thursday September 4

- Trevor Hoppe. Chapter 1 “Controlling Typhoid Mary” in *Punishing Disease: HIV and the Criminalization of Sickness*. 2018.

Tuesday September 9	A Global Health Exemplar and Its Critics
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- Paul Farmer et al. **Pages 133-165 only (Haiti section)** in Chapter 6 “Building an Effective Rural Health Delivery Model in Haiti and Rwanda” in *Reimagining Global Health*. 2013.
- Film excerpt: *Bending the Arc*

Thursday September 11

- Paul Farmer. “An Anthropology of Structural Violence.” *Current Anthropology*. 2004.
 - **Only read comments** written by 1) Phillippe Bourgois & Nancy Scheper-Hughes (pp 317-318) and 2) Loic Wacquant (p 322) and 3) **Reply** by Paul Farmer (p 323)
 - You are **not** expected to read the essay by Farmer (i.e. the first part of the pdf).
- Sidney Mintz and Paul Farmer. “[Divorce Your Theory](#).” *Savage Minds: Notes and Queries in Anthropology* blog. 2014.
- Sam Dubol. “[Renouncing Paul Farmer: A Desperate Plea for Radical Political Medicine](#).” *Being Ethical in an Unethical World* blog. 2012
- Brian McKenna and Han Baer. “[Dying for Capitalism](#).” *Counterpunch*. 2012.

PART TWO: Plagues and Pandemics

Tuesday September 16 What's Past is Prologue

- Frank Snowden. Chapter 1 "Introduction" in *Epidemics and Society: From the Black Death to the Present*. 2020.

Thursday September 18

- **Groups 1 and 2** presentations additional Snowden chapters:
 - Chapter 5 "Responses to Plague" (**Group 1**)
 - Chapter 7 "The Historical Impact of Smallpox" (**Group 2**)

Tuesday September 23 AIDS and Activism for Health Justice

- Susan Kippax, Niamh Stephenson, Richard Parker, and Peter Aggleton. "Between Individual Agency and Structure in HIV Prevention: Understanding the Middle Ground of Social Practice." *American Journal of Public Health*. 2013.
- Film excerpts: *United in Anger* and *How to Survive a Plague*

Thursday September 25

- Frank Snowden. Chapter 19 "HIV/AIDS: An Introduction and the Case of South Africa" **pages 415-428 only** in *Epidemics and Society*. 2020.

Tuesday September 30 Ebola and COVID-19

- Frank Snowden. Chapter 22 "Dress Rehearsals for the Twenty-First Century: SARS and Ebola" **pages 466-475 and 500-505 only** in *Epidemics and Society*. 2020.
- Film excerpt: *Outbreak*

Thursday October 2

- Lawrence Wright. "The Plague Year." *The New Yorker*. January 2021.
 - **Only read:** Section 1: An Evolving Situation; Section 6: Lost February; Section 14: The Man Without a Mask; Section 20: Surrender.
- **Group 3** presentation on Steven Thrasher. Forward and "An Invitation: Sirens, Silence, Standby" in *The Viral Underclass: The Human Toll When Inequality and Disease Collide*. 2022.

Tuesday October 7 Midterm Review

- In-class review for midterm exam. Please come prepared with questions

Thursday October 9 Midterm Exam

- Essay-format midterm exam administered in class.
 - Closed book, no notes, no computers. **Bring a Blue Book.**

PART THREE: The Art of the Research Paper

Tuesday October 14 Topic, Argument, Voice, and Evidence

- Final research paper topic check in
 - Please come prepared to present your idea for your final research paper
- Discussion of final research paper
 - Wayne Booth et al. Chapter 7 “Making Good Arguments: An Overview” in *The Craft of Research*. University of Chicago Press. 2003.
 - Review Chicago Author-Date Citation Style

Thursday October 16

- Research proposal and annotated bibliography prep day
 - **No class.** Use class period to work on your proposal and bibliography.
 - Prof. Wyrod office hours in his office for drop-in questions.

Tuesday October 21 Research Proposal Discussion

- Research proposal and annotated bibliography due before start of class
 - **Upload** proposal and bibliography (as one document) to Research Proposal and Annotated Bibliography Assignment section on Canvas.
- Informal presentation and discussion of research proposals
 - Everyone will be given a chance to present their topic.

Thursday October 23

- No Class: Prof Wyrod at a conference.

PART FOUR: Health Issues Across Cultures, Borders, and Classes

Tuesday October 28 The Politics of Vaccinations

- Jennifer Reich. Chapter 2 “Parents as Experts” in *Calling the Shots: Why Parents Reject Vaccines*. 2016.

Thursday October 30

- **Group 4** presentation on Elisha Renne. Chapter 1 “Introduction: Protesting Polio” **pages 1-7 only** and Chapter 3 “Politics and Polio in Nigeria” in *The Politics of Polio in Northern Nigeria*. 2010.

Tuesday November 4 Health and the Politics of Migration

- Jason De Leon. Chapter 1 “Prevention through Deterrence” and Chapter 8 “Exposure” in *The Land of Open Graves: Living and Dying on the Migrant Trail*. 2015.

Thursday November 6

- Seth Holmes. Chapter 4 “How the Poor Suffer: Embodying the Violence Continuum” in *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. 2013.

Tuesday November 11 Race, Class, and Health in the United States

- Jonathan Metz. Introduction in *Dying of Whiteness: How the Politics of Racial Resentment Is Killing America's Heartland*. 2019.

Thursday November 13

- **Groups 5 and 6** presentations additional Metz sections:
 - Part 1: Missouri (**Group 5**)
 - Part 2: Tennessee (**Group 6**).

PART FIVE: Your Research

Tuesday November 18 Research Paper Working Sessions

- In-class research paper working session.
 - You will be grouped with other students to share your progress and challenges.

Thursday November 20

- Independent research paper working session.
 - **No class.** Use class period to work on your paper.
 - Prof. Wyrod office hours in his office for drop-in questions.

November 25 & 27 No Class – Fall Break

Tuesday December 2 Student Research Paper Presentations

- **Upload** your slides to Research Presentation Assignment section on Canvas by beginning of the class you are scheduled to present (either Tuesday or Thursday).

Thursday December 4 Student Research Paper Presentations cont.

Tuesday December 9 Final Research Paper Due

- **Upload** your paper to Research Paper Assignment section on Canvas by 9am.

UNIVERSITY POLICIES

Disabilities & Medical Conditions

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu.

If you have a temporary medical condition or injury, see "Temporary medical conditions" under Quick Links at the Disability Services website (www.colorado.edu/disabilityservices) and discuss your needs with your professor.

Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please speak to me well in advance of any religious observance that conflicts with class or assignments.

See <http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams>

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at:

<http://www.colorado.edu/policies/classbehavior.html> and at

http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Discrimination and Harassment

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU-Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the OIEC website:

<http://www.colorado.edu/institutionalequity/>.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy (<http://www.colorado.edu/policies/academic-integrity-policy>) of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible of violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at <http://honorcode.colorado.edu>.