

Global Health

IAFS 3000

Fall 2024

Tues. & Thur. 12:30-1:45pm ECON 13

Office Hours: Wednesdays 9:00-11:00

Hazel Gates Woodruff Cottage 211

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International Affairs Program

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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 well-being. It explores these issues in a wide range of social contexts, including Latin America, sub-Saharan Africa, Asia, 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 contemporary health issues, including infectious diseases, vaccinations, sexual health, and the effects of climate change.

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.

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

Participation. This course requires all students to read, and be eager to discuss, all the required 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

Exam 1. This exam will consist of several short answer and essay questions related to the first part of the course.

Grade: 30 percent

Exam 2. This exam will consist of several short answer and essay questions related to the second part of the course (material after Exam 1).

Grade: 30 percent

Paper. You will write a paper that focuses on a topic related to the course. Full guidelines will be provided later in the semester.

Grade: 25 percent

Readings. All readings are available on Canvas.

Tuesday August 27 Introduction

PART ONE: Power, Inequality, and Global Health

Thursday August 29 The Emergence of Global Health

- 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.

Tuesday September 3 Structural Violence, Biopower, and Risk

- Bridget Hanna and Arthur Kleinman. Chapter 2 “Unpacking Global Health: Theory and Critique” in *Reimagining Global Health*. 2013.

Thursday September 5

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

Tuesday September 10 A Global Health Exemplar and Its Critics

- 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 12

- 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) in “An Anthropology of Structural Violence.” *Current Anthropology*. 2004.
- 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.

Tuesday September 17 Exam 1

- **Exam 1** in class. Bring a blue book. No computers or notes.

Thursday September 19

- No Class – Professor Wyrod at a conference.

PART TWO: Plagues and Pandemics

Tuesday September 24 What's Past is Prologue

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

Thursday September 26

- Group presentations additional Snowden chapters:
 - Chapter 5 "Responses to Plague"
 - Chapter 7 "The Historical Impact of Smallpox"

Tuesday October 1 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 October 3

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

Tuesday October 8 Ebola and Neocolonial Global Health

- 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 10

- Amy Patterson. **Pages 80-103 and 118-120 only** in Chapter 3 "International Confusion, Local Demands: Challenging Global Health Governance during the 2014-2015 Ebola Outbreak." *Africa and Global Health Governance: Domestic Politics and International Structures*. 2018.

Tuesday October 15 COVID-19 in Perspective

- Steven Thrasher. "An Invitation: Sirens, Silence, Standby" in *The Viral Underclass: The Human Toll When Inequality and Disease Collide*. 2022.

Thursday October 17

- Group presentations additional Thrasher chapters (chapters TBA).

PART THREE: Health Issues Across Cultures and Borders

Tuesday October 22 The Politics of Vaccinations

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

Thursday October 24

- 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 October 29 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 October 31

- 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 5 Biological Citizenship in Russia and West Africa

- Adriana Petryna. Chapter 5 “Biological Citizenship” in *Life Exposed: Biological Citizens after Chernobyl*. 2002.

Thursday November 7

- Adia Benton. Chapter 5 “For Love of Country: Model Citizens, Good Governance, and the Nationalization of HIV” in *HIV Exceptionalism: Development through Disease in Sierra Leone*. 2015.

Tuesday November 12 Race, Class, and Health in the United States

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

Thursday November 14

- Group presentations additional Metzl chapters (chapters TBA).

Tuesday November 19 Exam 2

- **Exam 2** in class. Bring a blue book. No computers or notes.

Thursday November 21

- No class.

November 25 – 29 No Class – Thanksgiving Break

Tuesday December 3 Health and Climate Change

- Tanya Lewis. "Climate Change is Having a Major Impact on Global Health." *Scientific American*. 2019.
- Jonathan Patz et al. "Climate Change: Challenges and Opportunities for Global Health." *Journal of the American Medical Association*. 2014.

Thursday December 5 Global Health and You

- Judith Lasker. Conclusion and Appendix B (Introduction optional) in *Hoping to Help: The Promises and Pitfalls of Global Health Volunteering*. 2016.

Tuesday December 10 Paper Presentations

- In-class paper presentations.

Thursday December 12

- No Class – Professor Wyrod at a conference.
- Paper Due: Upload to Canvas (no late papers accepted).

UNIVERSITY POLICIES

ATTENDANCE POLICY

STUDENT MAY BE DROPPED FROM COURSE FOR NON-ATTENDANCE. THIS WGST COURSE SECTION USES A RE-SEQUENCED WAITLIST, ASSIGNING HIGHER PRIORITY TO WGST MAJORS/MINORS [OR TO STUDENTS IN THE LGBTQ STUDIES CERTIFICATE PROGRAM, FOR LGBT COURSES]. WAITLISTED STUDENTS WHO REGULARLY ATTEND CLASSES DURING THE FIRST TWO WEEKS OF THE SEMESTER MAY BE GIVEN PRIORITY IF A SEAT BECOMES AVAILABLE IN THE CLASS.

ACCESSIBILITY STATEMENT FOR COTTAGE OFFICE HOURS

PLEASE NOTE THAT THE WGST GATES WOODRUFF COTTAGE IS A HISTORIC BUILDING, AND THUS ONLY PARTIALLY ACCESSIBLE. WHILE THE FIRST FLOOR CAN BE ACCESSED, THERE IS NO ELEVATOR LEADING TO THE SECOND FLOOR WHERE FACULTY OFFICES ARE LOCATED. IF ACCESSING THE SECOND FLOOR IS DIFFICULT FOR YOU, THE FACULTY ARE HAPPY TO MEET ON THE GROUND FLOOR LIBRARY AND/OR MEET WITH YOU VIA ZOOM OR ANOTHER ONLINE SERVICE.

CLASSROOM BEHAVIOR

Students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote, or online. Failure 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 race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy. For more information, see the [classroom behavior policy](#), the [Student Code of Conduct](#), and the [Office of Institutional Equity and Compliance](#).

REQUIREMENTS FOR INFECTIOUS DISEASES

Members of the CU Boulder community and visitors to campus must follow university, department, and building health and safety requirements and all public health orders to reduce the risk of spreading infectious diseases. The CU Boulder campus is currently mask optional. However, if masks are again required in classrooms, students who fail to adhere to masking requirements will be asked to leave class. Students who do not leave class when asked or who refuse to comply with these requirements will be referred to Student Conduct & Conflict Resolution. Students who require accommodation because a disability prevents them from fulfilling safety measures related to infectious disease will be asked to follow the steps in the "Accommodation for Disabilities" statement on this syllabus. For those who feel ill and think you might have COVID-19 or if you have tested positive for COVID-19, please stay home and follow the [further guidance of the Public Health Office](#). For those who have been in close contact with someone who has COVID-19 but do not have any symptoms and have not tested positive for COVID-19, you do not need to stay home.

Accommodation for Disabilities, Temporary Medical Conditions, and Medical Isolation

[Disability Services](#) determines accommodations based on documented disabilities in the academic environment. If you qualify for accommodations because of a disability, submit your accommodation letter from Disability Services to your faculty member in a timely manner so your needs can be addressed. Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or required medical isolation for which you require accommodation, see [Temporary Medical Conditions](#) on the Disability Services website.

PREFERRED STUDENT NAMES AND PRONOUNS

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

HONOR CODE

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [Honor Code](#). Violations of the Honor Code may include but are not limited to: plagiarism (including use of paper writing services or technology [such as essay bots]), cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution: honor@colorado.edu, 303-492-5550. Students found responsible for violating the [Honor Code](#) will be assigned resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Visit [Honor Code](#) for more information on the academic integrity policy.

SEXUAL MISCONDUCT, DISCRIMINATION, HARASSMENT AND/OR RELATED RETALIATION

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits [protected-class](#) discrimination and harassment, sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, and related retaliation by or against members of our community on- and off-campus. These behaviors harm individuals and our community. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who believe they have been subjected to misconduct can contact OIEC at 303-492-2127 or email cureport@colorado.edu. Information about university policies, [reporting options](#), and support resources can be found on the [OIEC website](#). Please know that faculty and graduate instructors have a responsibility to inform OIEC when they are made aware of incidents related to these policies regardless of when or where something occurred. This is to ensure that individuals impacted receive an outreach from OIEC about their options for addressing a concern and the support resources available. To learn more about reporting and support resources for a variety of issues, visit [Don't Ignore It](#).

RELIGIOUS HOLIDAYS

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, email me in advance and we will work out a mutually agreed-upon arrangement regarding make-up work. See the [campus policy regarding religious observances](#) for full details.

MENTAL HEALTH AND WELLNESS

The University of Colorado Boulder is committed to the well-being of all students. If you are struggling with personal stressors, mental health or substance use concerns that are impacting academic or daily life, please contact [Counseling and Psychiatric Services \(CAPS\)](#) located in C4C or call (303) 492-2277, 24/7. Free and unlimited telehealth is also available through [Academic Live Care](#). The Academic Live Care site also provides information about additional wellness services on campus that are available to students.

BASIC NEEDS CENTER STATEMENT

I believe that to learn, students need to have their basic needs met. If you need support with food insecurity, a safe place to live, health and wellness, or financial, mental, or physical health emergencies contact the Basic Needs Center online or in person.

- Email: basicneeds@colorado.edu
- Phone: 303-725-9938
- 1669 Euclid Ave. Boulder, CO 80309
- UMC458 | Buff Pantry: UMC 1B73