

Global Health, Inequality, and International Affairs

IAFS 3000
Fall 2018
Tues. & Thur. 3:30-4:45pm HLMS 237
Office Hours: Wednesdays 9:30-11:30
Hazel Gates Woodruff Cottage 211

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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, the Middle East, and the United States. It begins by explaining the recent rise of Global Health as a discipline 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 issues, including development and health, women's health, the global AIDS pandemic, and health activism.

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 provide a doctor's note within one week.
Grade: 10 percent (graded 100, 95, 90 points etc.)

Close reading and active participation in discussion. This course is part lecture and part discussion and this requires all students to read, and be eager to discuss, all the required readings. The goal of our discussions is to create a space where we can draw on our own interests, experiences, and backgrounds to examine the assigned readings. Your active participation is an integral part of this course. Come to class with questions about the day's readings, including points needing further clarification, a critique of the author's arguments, a comparison with earlier readings in the class, or comments about what you found particularly engaging about the readings. More than one substantive comment per class is considered "excellent" participation.

Reading responses. To facilitate your participation in discussion, twice during the semester you will write a short response to all of the required readings for one class. This should be two double-spaced pages. Do not summarize the readings but instead focus on

your response to the readings for that day. This can be what you found particularly engaging and informative about the readings, points needing clarification, a critique of the authors' arguments, and/or comparisons with earlier readings in the class. These reading responses will be used during class discussion so be prepared to elaborate on your comments. A schedule for your responses will be provided early in the semester. Upload your response to the appropriate Canvas folder by midnight the day before class. Grade: 10 percent total (5 percent each). A grading rubric will be provided.

Quizzes. Periodically throughout the semester you will be required to complete short, in-class quizzes administered online via Canvas. Grade: 10 percent total for all quizzes.

Midterm exam. The midterm exam will be an in-class exam where you will be required to answer several short answer and essay questions related to the first section of the course. No books or notes will be allowed. Grade: 30 percent

Final exam. The final exam will be an essay exam during finals week where you will be required to answer several short answer and essay questions related to the second half of the course (material after the midterm). No books or notes will be allowed. Grade: 40 percent

Grade scale. The standard CU Boulder grade scale is posted on our Canvas site.

Policies. At the end of this syllabus, I have provided important information on disabilities & medical conditions, religious observances, classroom behavior, discrimination & harassment, and the honor code. Please read these policies carefully.

The use of laptops or phones is not permitted in this class.

Tuesday August 28 Introduction to the Course

PART ONE: Conceptualizing Power, Inequality, and Global Health

Thursday August 30 What is Global Health?

- Paul Farmer et al. Preface and Chapter 1 “Introduction” **pp 1-10** only in *Reimagining Global Health: An Introduction*. 2013.
- Joao Biehl and Adriana Petryna. “Critical Global Health” **pp 1-10 only** in *When People Come First: Critical Studies in Global Health*. 2013.
- Film excerpt: *A Closer Walk*

Tuesday September 4 Structural Violence and Biopower

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

Thursday September 6 How to Think about Risk and Stigma

- Deborah Lupton. Chapter 2 “Theorizing Risk” in *Risk*. 2013.

Tuesday September 11

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

Thursday September 13 Linking Gender & Sexuality to Global Health

- Will Courtenay. “Constructions of Masculinity and Their Influence on Men’s Well-Being: A Theory of Gender and Health.” *Social Science & Medicine*. 2000.

Tuesday September 18 Conceptualizing Health Interventions

- Gustavo Millan. Chapter 11 “Women’s Health and Empowerment after the Decriminalization of Abortion in Mexico City” in *Women’s Health and Empowerment: A Twenty-First-Century Agenda*. 2016

Tuesday September 20

- Pallavi Gupta. Chapter 1 “Taking Services to the Doorstep: Providing Rural Indian Women Greater Control Over Their Fertility” in *Women’s Empowerment and Global Health: A Twenty-First-Century Agenda*.” 2016.

PART TWO: The Development-Health Nexus

Tuesday September 25 Global Health as Development

- Salmaan Keshavjee. Chapter 6 “Bretton Woods to Bamako: How Free-Market Orthodoxy Infiltrated the International Aid Movement” in *Blind Spot: How Neoliberalism Infiltrated Global Health*. 2014.

Thursday September 27

- Jeffery Sachs. Chapter 10 “The Voiceless Dying: Africa and Disease” and “Preface to the 2015 Edition” in *The End of Poverty: Economic Possibilities for Our Time*. 2015.
- Read FAQ on Millennium Villages Project: <http://millenniumvillages.org/about/faq/>
- Jeffery Sachs. “Lessons from the Millennium Villages Project: A Personal Perspective.” *The Lancet Global Health*. 2018.
- Eran Bendavid. “The Fog of Development.” *The Lancet Global Health*. 2018.

Tuesday October 2 Global Health Exemplars and Their Critics

- Explore the Raising Voices website, especially sections on CEDOPVIP and SASA!
 - <http://raisingvoices.org/activism/local/>
 - <http://raisingvoices.org/sasa/>
- Explore the Partners in Health website: <https://www.pih.org>
- Daniel Palazuelos, Paul Farmer, and Joia Mukherjee. “Community Health and Equity of Outcomes: The Partners in Health Experience.” *Lancet Global Health*. 2018.

Thursday October 4

- Read **Comments** written by 1) Phillippe Bourgois & Nancy Scheper-Hughs (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.
- 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.
- Sidney Mintz and Paul Farmer. “Divorce Your Theory.” *Savage Minds: Notes and Queries in Anthropology* blog. 2014.

Tuesday October 9 Global Health as Neocolonialism?

- Johanna Crane. Chapter 5 “Doing Global Health” in *Scrambling for Africa: AIDS, Expertise, and the Rise of American Global Health Science*. 2013.
 - Optional: Introduction, pages 1-9 only, in Johanna Crane book.

Thursday October 11

- Amy Patterson. Chapter 3 “International Confusion, Local Demands: Challenging Global Health Governance during the 2014-2015 Ebola Outbreak” in *Africa and Global Health Governance: Domestic Politics and International Structures*. 2018.

Tuesday October 16 Midterm Review

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

Thursday October 18 Midterm Exam

- In-class, essay-format exam
 - Closed book and no notes
 - Bring a bluebook

PART THREE: The Global AIDS Pandemic**Tuesday October 23 How HIV Went Global**

- Tony Barnett and Alan Whiteside. “Why Africa?” In *AIDS in the Twenty-First Century: Disease and Globalization*. 2006.

Thursday October 25

- Linda Villarosa. “[America’s Hidden HIV Epidemic](#).” *New York Times Magazine*. 2017. Best viewed online.
- Film excerpt: *Wilhemina’s War*

Tuesday October 30 AIDS Activism

- 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 November 1

- Samantha Power. “The AIDS Rebel.” *The New Yorker*. 2003.
- Lisa Ann Richey and Stefano Ponte. Chapter 5 “Doing Good by Shopping Well” in *Brand Aid: Shopping Well to Save the World*. 2011.
 - If you are unfamiliar with the (RED) campaign see website first: <https://red.org/>

Tuesday November 6 Critiquing the Global Response to AIDS

- Anne Esacove. Chapter 5 “Prevention Strategies: Individualized and Bureaucratic Practices for Creating Modern Actors” in *Modernizing Sexuality: U.S. HIV Prevention in Sub-Saharan Africa*. 2016.

Thursday November 8

- Ann Swidler and Susan Watkins. Chapter 3 and Chapter 9 in *A Fraught Embrace: The Romance and Reality of AIDS Altruism in Africa*. 2017.

PART FOUR: Health Issues Across Cultures and Borders

Tuesday November 13 The Politics of Vaccinations

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

Thursday November 15

- 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.

November 19 - 23 No Class - Thanksgiving Break

Tuesday November 27 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 29

- 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 December 4 Men’s Reproductive Health

- Marcia Inhorn. Chapter 2 “Infertile Subjectivities” in *The New Arab Man: Emergent Masculinities, Technologies, and Islam in the Middle East*. 2012.

Thursday December 6 The Opioid Crisis in Global Perspective

- New York Times. [“Inside a Killer Drug Epidemic: A Look at America’s Opioid Crisis.”](#) *New York Times*. 2017. Best viewed online.
- U.S. Department of Health and Human Services. “Final Report: Opioid Use, Misuse, and Overdose in Women.” 2017. **Read pages 7-24 only.**

- Monica Mark. "[The Opioid Crisis is Not Just an American Epidemic.](#)" *BuzzFeed News*. 2018.
- Donald McNeil. "[Opioidphobia Has Left Africa in Agony.](#)" *New York Times*. 2017.

Tuesday December 11 Final Exam Review Session

- In-class review for final exam
- Please come prepared with questions

Thursday December 13

- No class
- Extra office hours for any additional final exam questions
- Location: Professor Wyrod's office, Hazel Gates Woodruff Cottage 211

Tuesday December 18 FINAL EXAM 1:30-4pm

- Final essay-format exam
 - Closed book and no notes | Bring a bluebook

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 my 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>.