

Global Health

IAFS 4500
Spring 2021
Tues. & Thur. 9:35-10:50am. Zoom/JILA B111
Office Hours: Thur. 11:00-1:00pm via Zoom

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

Close reading and active participation in discussion. This course is a seminar 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 readings, 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.

Quizzes. There will be three in-class quizzes administered via Canvas. Be sure to bring a laptop on those days if we are in-person. Quizzes are always on a Thursday and cover required readings and lecture from the Tuesday class and required readings from the Thursday class.
Grade: 15 percent total for all quizzes (5 percent each).

Midterm exam. The midterm exam will be an essay exam based on the first section of the course. The exam will be online via Canvas.

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 globalization and Africa. 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.** One week after the midterm, 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	5 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 required 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 January 14 Introduction

- Course and research paper overview

PART ONE: Power, Inequality, and Global Health

Tuesday January 19 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.

Thursday January 21

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

Tuesday January 26 Structural Violence, Biopower, and Risk

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

Thursday January 28

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

Tuesday February 2 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 February 4

- **Quiz 1**
- 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.

PART TWO: Plagues and Pandemics

Tuesday February 9 What's Past is Prologue

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

Thursday February 11

- **In-Class Group Discussion**
 - Group 1: Key points Chapter 5 "Responses to Plague" in *Epidemics and Society*.
 - Group 2: Key points Chapter 18 "Polio and the Problem of Eradication" in *Epidemics and Society*.

Tuesday February 16 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 February 18

- 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 February 23 Ebola and Neocolonial Global Health

- Jolie Kaner and Sarah Schaack. "Understanding Ebola: The 2014 Epidemic." *Globalization and Health*. 2016.
- Film excerpt: *Outbreak*

Thursday February 25

- **Quiz 2**
- Amy Patterson. **Read pages 80-103 and 118-120 carefully; OK to skim other sections** 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 March 2 COVID-19: Failure and Success

- Lawrence Wright. "The Plague Year." *The New Yorker*. January 2021.

Thursday March 4

- **In-Class Group Discussion**
 - Group 1: Key elements of response in New Zealand and Germany
 - Group 2: Key elements of response in South Korea and Vietnam

Tuesday March 9 Midterm Review

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

Thursday March 11 Midterm Exam

- Essay-format midterm exam administered online via Canvas

Tuesday March 16 The Art of the Research Paper

- Final research paper topic check in
 - Please come prepared to present your idea for your final research paper
- Discussion of final research paper: argument, voice, sources, and citations
 - 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 March 18

- **Research proposal and annotated bibliography due**
 - No class. Use class period to finish your proposal and bibliography.
 - Upload proposal and bibliography (as one document) to Research Proposal and Annotated Bibliography Assignment section on Canvas.
 - **Upload by 5pm on Friday.**

Tuesday March 23 Wellness Break

- No class

Thursday March 25

- No class

PART THREE: Health Issues Across Cultures and Borders

Tuesday March 30 The Politics of Vaccinations

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

Thursday April 1

- **Quiz 3**
- 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 April 6 Adolescent Sexual Health in the Global North

- Amy Schalet. Chapter 2 “Dutch Parents and the Sleepover” in *Not Under My Roof: Parents, Teens, and the Culture of Sex*. 2011.

Thursday April 8

- Amy Schalet. Chapter 3 “American Parents and the Drama of Adolescent Sexuality” in *Not Under My Roof: Parents, Teens, and the Culture of Sex*. 2011.
- **In-Class Group Discussion**
 - Group 1: Key aspects of Dutch approach to adolescent sexual health
 - Group 2: Key aspects of American approach to adolescent sexual health

Tuesday April 13 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 April 15

- 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 April 20 Global Warming and Global Health

- Jonathan Patz et al. “Climate Change: Challenges and Opportunities for Global Health.” *Journal of the American Medical Association*. 2014.

Thursday April 22

- Philip Alston. “Climate Change and Poverty.” United Nations Human Rights Council. 2019.

PART FOUR: Your Research

Tuesday April 27 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 April 29 Student Research Paper Presentations cont.

Monday May 3 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>.