

Global Health, Inequality, and International Affairs

IAFS 3000
Fall 2019
Tues. & Thur. 3:30-4:45pm VAC 1B90
Office Hours: Wednesdays 9:00-11:00
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, 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 vaccinations, drug use, infectious diseases, 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: 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.

Short Paper. To facilitate your participation in discussion, once during the semester you will write a short paper in response to all of the required readings for one class. This should be two double-spaced pages (no more or less). On page 1, summarize what you see as the 2-3 main arguments or contributions of the readings. On page 2, give your own reaction to

the readings. 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. Conclude with 1 question, listed separately as a bullet point, that you think would be good for the entire class to discuss. It's fine if this question is similar to your reaction to the readings. These short papers will be used during class discussion so be prepared to elaborate on your comments. If you write your response well before it is due be sure to review it before class. A schedule for your responses will be provided early in the semester.

Upload paper to the appropriate Canvas folder by 9am the day **before** class.

Grade: 10 percent. A grading rubric will be provided.

Quizzes. Three times during the semester you will be required to complete short, in-class quizzes administered online via Canvas. Quizzes will be on Thursdays and cover material from both the Tuesday and Thursday classes of that week.

Grade: 5 percent each (15 percent total)

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: 35 percent

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

Tuesday August 27 Introduction to the Course

PART ONE: Conceptualizing Power, Inequality, and Global Health

Thursday August 29 What is Global Health?

- Joao Biehl and Adriana Petryna. "Critical Global Health" **pp 1-11 only** in *When People Come First: Critical Studies in Global Health*. 2013.

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 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

Thursday September 12

- QUIZ 1
- 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.

Tuesday September 17 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 19

- 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/>

PART TWO: The Practice of Global Health

Tuesday September 24 Global Health Exemplars and Their Critics

- Paul Farmer et al. 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 26

- 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
- Sidney Mintz and Paul Farmer. “[Divorce Your Theory.](#)” *Savage Minds: Notes and Queries in Anthropology* blog. 2014.
- Brian McKenna and Han Baer. “[Dying for Capitalism.](#)” *Counterpunch*. 2012.

Tuesday October 1 Global Health as Development

- No class. Professor Wyrod at a conference.

Thursday October 3

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

Tuesday October 8 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 10

- 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 15 Midterm Review

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

Thursday October 17 Midterm Exam

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

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

- QUIZ 2
- 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 Drug Crises in Global Perspective

- Phelim Kine. “Philippine President Rodrigo Duterte’s ‘War on Drugs.’” *Harvard International Review*. 2017.

Thursday November 7

- 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.**

Tuesday November 12 Health and the Politics of Race and Class

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

Thursday November 14

- QUIZ 3
- Alexander Edmonds. Chapter TBA in *Pretty Modern: Beauty, Sex, and Plastic Surgery in Brazil*. 2010.

Tuesday November 19 HIV and Men

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

Thursday November 21

- Robert Wyrod. Chapter 3 "Providing in Poverty" in *AIDS and Masculinity in the African City*. 2016.

November 25 - 29 No Class - Thanksgiving Break

Tuesday December 3 Health and Climate Change

- Boyd Swinburn et al. "The Global Syndemic of Obesity, Undernutrition, and Climate Change." *The Lancet* 2019.

Thursday December 5

- Reading TBA

Tuesday December 10 Final Exam Review Session

- Judith Lasker. Chapter TBA in *Hoping to Help: The Promises and Pitfalls of Global Health Volunteering*. 2016.
- In-class review for final exam
 - Please come prepared with questions

Thursday December 12

- 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 4:30-7pm

- 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>.