

ANSC/GLBH 105: Global Health and Inequality
Spring 2023
MWF 8-8:50 am PST
Warren Lecture Hall 2205

Instructor: Alex Stewart, Ph.D.

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he/him pronouns

Office Hours: M/W/F 10-10:50 am (no appt. necessary) at picnic table outside Peterson Hall
or by appointment in Zoom personal meeting room: <https://ucsd.zoom.us/j/3969178702>

Course Overview

We have become all too used to the fact that there is a strong correlation between wealth and health. Disparities in rates of sickness and well-being exist between rich and poor nations, but also within each nation, even the most wealthy and developed nations in the world. Marginalization according to race, ethnicity, gender, disability, sexual identity, and citizenship/documentation status tends to become embodied in higher rates of mental and physical illnesses. Furthermore, those nations with the largest gaps between rich and poor also tend to have lower life expectancies, higher rates of chronic diseases, and lower overall subjective quality of life across the population as a whole. In this class, we will seek to uncover how these disparities in wealth and health came to be, what forces perpetuate them, and what we can do to lessen or eliminate them.

Course Requirements:

Daily Discussion Posts 10%

Before each class, you must make a post to that day's discussion forums on the Canvas course page. Your post may either introduce a discussion question about one or more of the readings and/or films assigned for the upcoming class OR respond to a question posted by one of your classmates. **Questions should be posted by 11:59 p.m. on the night before each class, and responses must be posted before lecture begins.** You should ask debatable (not factual) questions that could have a variety of plausible answers, and give your post a title that will inspire other students to read it and respond. The goal of these questions is to help you think critically about the readings and to inspire discussion in class. Each student should review the online discussion before each class in addition to doing the assigned readings..

Attendance / Asynchronous Assignments 10%

To get the most out of this class, it is essential that you attend all of our class meetings and actively participate in class discussions and group activities. If you are unable to attend live lectures, you may still simulate this participation and receive full credit by completing asynchronous assignments instead. **Asynchronous assignments will be posted after each**

lecture and must be completed before the next lecture begins. No late asynchronous assignments will be accepted, except in cases of verifiable emergencies.

Paper 1: Reflective Essay 10%

This assignment will assess your ability to apply the concepts learned in the first weeks of the course to your own experiences and perceptions. Write 2-3 pages about how structures of race, ethnicity, class, and gender have shaped your own relationship to traditions of wellness and healing and your perceptions of inequalities in global health, their causes, and solutions. Cite at least three different assigned course materials as you reflect on how your position in our global society affects your experiences and perceptions of wellness and healing as compared to others.

Global Health Program Case Study Description 10%

In a 2-3 page paper, you will identify and describe an attempt to improve equity in health. This might be in the form of medical outreach to a specific marginalized group, a program focused on treating those suffering from a specific ailment, an attempt to reform a national or regional health system, or some combination of all of these. It could be initiated by local activists, a transnational NGO, religious organization, foreign government, or existing public or private health systems. It could focus on education, expanding insurance, providing free treatment or vaccinations, improving the capacity of local providers, or anything else related to improving equity in health and wellness, broadly construed. Your paper should introduce the goals of the project, the parties responsible for initiating and implementing it, the community(ies) it aims to serve, any and all potential shortcomings of the program, and its broader relevance for understanding the relationship between inequalities and health and how to address them. You will have to cite at least three sources for this assignment, including sources not assigned for this class. (You can look to Heckert's discussion of various HIV/AIDS interventions in Bolivia for an example, but you cannot use the programs she covers in-depth for this assignment.)

Global Health Program Case Study Evaluation 25%

For this assignment, you will write a 5-7 page paper evaluating the potential and/or outcome of the intervention you introduced in the proposal with specific attention to health equity. This means you should pay careful attention to not only whether the project met its goals, but also what aspects and types of people were/may be left behind by its efforts. Did the project have potentially counterproductive side effects? Does it have the potential to establish long-term overall improvements in health equity or are its gains likely to be temporary and/or relegated to a specific ailment? Take into consideration the various critiques of global health programs discussed in this course to see if they might apply to your case study. Consider how the health program you are studying could be improved or how its successes might be scaled up and/or applied elsewhere. You will have to cite at least five sources for this assignment, including sources not assigned for this class.

Midterm Exam 15%

Making and explaining connections between key terms and using class material to make an argument in response to an essay prompt will assess your ability to apply the material presented in the first half of the course.

Final Exam 20%

The final will be similar in format to the midterm, but focused on the second half of the course, except it will also include an additional comprehensive essay question.

All information that is not your own original work must be cited, and we will be using [turnitin.com](https://www.turnitin.com) to check for originality. Chicago style citations are preferred in anthropology and most social sciences (Author's last name, year: page #) (Stewart 2015:1), but MLA, APA or any other recognizable style will work as long as you **include an in-text citation that points to a reference on a works cited or bibliography page that identifies the publication information of the source** of your information.

*****Students must complete all papers and exams in order to pass the course*****

Policies

Attendance

You are required to either attend lecture OR submit an asynchronous assignment each week. Attendance at live lectures is strongly recommended, but lectures also will be podcast or recorded and posted. You are responsible for all material presented in lecture. PowerPoint slides will be posted online, but they are only a rough outline of the material and not a substitute for attending class. **Asynchronous assignments will be posted after each lecture and must be completed before the next lecture begins. No late asynchronous assignments will be accepted**, except in cases of verifiable emergencies.

Late Work

Electronic submissions are due before midnight on the dates specified. Please plan to submit in advance, because extensions will not be granted in case of technical difficulties or incomplete submission. Assignments submitted after the due date will be docked 4% for each day (24 hrs) they are late (including weekends). (Note that this means you can still get an A if you submit a perfect assignment one day late.) Late discussion questions and asynchronous assignments will not be accepted unless a student gives prior notice or has a documented excuse.

Communication

You can contact us via email for basic questions about the course, **but please specify which course**, and we will do our best to respond within 48 hours. You also can post questions on Canvas for an even faster response. **Please check Canvas and your UCSD email regularly for class updates**. However, for complex questions about course material or paper topics and a more in depth response, please **come talk with us in person during office hours**.

Classroom Environment

We will discuss some sensitive issues in this class, and you are expected to approach them with an open mind. **You are encouraged to contribute critical and alternative viewpoints, but you must always be respectful** and refrain from using any language that could be construed as a personal attack.

Academic Integrity

Plagiarism and cheating are very serious offenses; all quotations and paraphrasing must be properly cited and everything not cited must be your own, original work. Canvas will automatically submit your papers to turnitin.com to confirm their originality. Those suspected of misconduct will be referred to the Academic Integrity Office, and will be subject to failing the course in addition to appropriate disciplinary sanctions. See <http://students.ucsd.edu/academics/academic-integrity/policy.html>.

Academic Support Services

If you require accommodations due to a disability, you must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD). Please present AFAs as soon as possible to allow time for appropriate planning for the provision of reasonable accommodations.

Grade Disputes

If you have questions about why you received a grade, please talk to your teaching assistant or professor in office hours right away about how you can do better in the future. Grade changes will only be made for errors in calculation or in extreme circumstances. Please do not wait until after your final grade has been calculated to ask questions about how assignments are graded.

Required Texts and Films

All texts are available for free electronically on Canvas. Required and recommended films are available at the links below or viewable on campus or through a vpn on the Library's E-reserves: <http://libraries.ucsd.edu/borrow-and-request/course-reserves/index.html>.

If you prefer to acquire hard copies of books to read and annotate, we will be reading all or extensive portions of these books:

Wilkinson, Richard and Kate Pickett. 2010. *The spirit level: Why equality is better for everyone*. Penguin UK.

Heckert, Carina. 2018. *Fault Lines of Care: Gender, HIV, and Global Health in Bolivia*. Rutgers University Press.

Course Schedule*

all readings available on Canvas

All readings are due by lecture on the day they are listed.

***Like all things, subject to change**

Week 1: Foundations

4/3: Introductions

4/5: A Biosocial Approach to Inequality and Disease

Nguyen, Vinh-Kim and Karine Peschard 2003. "Anthropology, Inequality and Disease: A Review." *Annual Review of Anthropology* 32:447-74.

4/7: Effects of Inequality

Wilkinson, Richard and Kate Pickett. 2010. "Part One: Material Success, Social Failure." *The spirit level: Why equality is better for everyone*. Penguin UK. 21-67

Week 2: Post-Colonial Inequalities

4/10: Colonial Legacies

Green, Jeremy, Marguerite Thorp Basilico, Heidi Kim, and Paul Farmer. 2013. "Colonial Medicine and its Legacies." *Reimagining Global Health: An Introduction*. Paul Farmer, Jim Yong Kim, Arthur Kleinman, and Matthew Basilico, eds. University of California Press. 33-71.

4/12: AIDS and Inequality in Bolivia

Heckert, Carina. 2018. "Fault Lines." *Fault Lines of Care: Gender, HIV, and Global Health in Bolivia*. Rutgers University Press. 1-28.

4/14: Colonial Legacies in Bolivia

Heckert, Carina. 2018. "Decolonizing Bolivia." *Fault Lines of Care: Gender, HIV, and Global Health in Bolivia*. Rutgers University Press. 29-49.

Week 3: How Inequalities Become Embodied

4/17: Unequal Social Environments and their Effects

Wilkinson, R., & Pickett, K. 2010. "Community Life and Social Relations" and "Mental Health and Drug Use." *The spirit level: Why equality is better for everyone*. Penguin UK. 49-72.

Eckersley, R. 2015. "Beyond inequality: Acknowledging the complexity of social determinants of health." *Social Science & Medicine* 147: 121-125.

Assigned Film: *Place Matters* (E-Reserves)

4/19: Structural and Symbolic Violence

Heckert, Carina. 2018. "When Care is a 'Systemic Route of Torture.'" *Fault Lines of Care: Gender, HIV, and Global Health in Bolivia*. Rutgers University Press. 50-67.

4/21: Embodied Inequalities

Reflective Essay DUE

Wilkinson, R., & Pickett, K. 2010. "Physical Health and Life Expectancy" and "Obesity: Wider Income Gaps, Wider Waists." *The spirit level: Why equality is better for everyone*. Penguin UK. 73-102.

Week 4: Gendered Inequality

4/24: Costs of Gender Inequality

Osmani, Siddiq and Amartya Sen. 2003. "The Hidden Penalties of Gender Inequality: Fetal Origins of Ill-Health." *Economics and Human Biology* 1:105-121.

4/26: Challenges of Aiding Women

Heckert, Carina. 2018. "Aiding Women." *Fault lines of care: Gender, HIV, and global health in Bolivia*. Rutgers University Press. 68-87.

4/28: Female Genital Cutting

Boddy, Janice. 2016. "The Normal and the Aberrant in Female Genital Cutting: Shifting Paradigms." *HAU: Journal of Ethnographic Theory* 6.2:41-69.

Week 5: Intersectional Stigmas and Inequalities

5/1: Sexuality, Stigma, Silence

Heckert, Carina. 2018. "Synergistic Silences." *Fault lines of care: Gender, HIV, and global health in Bolivia*. Rutgers University Press. 88-105.

5/3: Gendered Blame and Shame

Heckert, Carina. 2018. "Blaming Machismo." *Fault Lines of Care: Gender, HIV, and Global Health in Bolivia*. Rutgers University Press. 106-124.

5/5: Midterm

Week 6: Inequality and Immigration

5/8: Intersectional and Transgendered Inequalities

Wesp, Linda M., Lorraine Halinka Malcoe, Ayana Elliott, and Tonia Poteat. 2019. "Intersectionality Research for Transgender Health Justice: A Theory-Driven Conceptual

Framework for Structural Analysis of Transgender Health Inequities.” *Transgender Health* 4.1: 287-296.

5/10: Immigration and Health

Holmes, Seth. “Introduction: Worth Risking Your Life.” *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. University of California Press. 1-29.

5/12: Constructing Inequality Among Immigrants ***Case Study Description DUE***

Horton, Sarah. “Different Subjects: The Health Care System’s Participation in the Differential Construction of the Cultural Citizenship of Cuban Refugees and Mexican Immigrants.” *Medical Anthropology Quarterly*. 18.4: 472–489.

Week 7: Neoliberal Solutions and Their Discontents

5/15: Public and Private in Global Health

O’Laughlin, Bridget. “Pragmatism, Structural Reform and the Politics of Inequality in Global Public Health.” *Development and Change* 47.4: 686–711.

5/17: Famine and Flawed Interventions

Devereux, Stephen. 2009. “Why Does Famine Persist in Africa?” *Food Security* 1:25-35.

5/19: The Neoliberal Pandemic

Sparke, Matthew and Owain David Williams. “Neoliberal Disease: COVID-19, Co-pathogenesis and Global Health Insecurities.” *Economy and Space*. 54.1:15-32.

Week 8: Foreign Aid and Global Inequality

5/22: A Critique of Foreign Aid

Weigel, Jonathan, Matthew Basilico, and Paul Farmer. 2013 “Taking Stock of Foreign Aid.” *Reimagining Global Health*. Paul Farmer, Jim Yong Kim, Arthur Kleinman, and Matthew Basilico, eds. University of California Press. 287-301.

5/24: Non-Governmental Organizations and Public Health

Pfeiffer, James. 2013. “The Struggle for a Public Sector: PEPFAR in Mozambique.” *When People Come First: Critical Studies in Global Health*. João Biehl and Adriana Petryna, eds. Princeton University Press. 166-181.

5/26: Biopolitics of HIV/AIDS Funding

Heckert, Carina. 2018. “The Biopolitical Drama of HIV Funding.” *Fault lines of care: Gender, HIV, and global health in Bolivia*. Rutgers University Press. 125-144.

Week 9: Local Successes

5/29: NO CLASS - MEMORIAL DAY (great opportunity to watch *Bending the Arc*)

5/31: Partners in Health in Haiti

Drobac, Peter, Matthew Basilio, Luke Messac, David Walton, Paul Farmer. 2013. "Building an Effective Rural Health Delivery Model in Haiti and Rwanda." *Reimagining Global Health: An Introduction*. Paul Farmer, Jim Yong Kim, Arthur Kleinman, and Matthew Basilio, eds. University of California Press. 133-165.

Required Film: *Bending the Arc* (stream on E-Reserves with a vpn)

6/2: Building a Public Health System in Rwanda

Drobac, Peter, Matthew Basilio, Luke Messac, David Walton, Paul Farmer. 2013. "Building an Effective Rural Health Delivery Model in Haiti and Rwanda." *Reimagining Global Health*. Paul Farmer, Jim Yong Kim, Arthur Kleinman, and Matthew Basilio, eds. University of California Press. 165-183.

Week 10: The Future of Global Health

6/5: Decolonizing Global Health

Case Study Evaluation DUE

Heckert, Carina. 2018. "Decolonizing Global Health." *Fault lines of care: Gender, HIV, and global health in Bolivia*. Rutgers University Press. 145-157.

6/7: Scaling Up Local Successes

Kim, Jim Yong, Michael Porter, Joseph Rhatigan, Rebecca Weintraub, Matthew Basilio, Cassia Van Der Hoof Holstein, and Paul Farmer. 2013. "Scaling Up Effective Delivery Models Worldwide." *Reimagining Global Health*. Paul Farmer, Jim Yong Kim, Arthur Kleinman, and Matthew Basilio, eds. University of California Press. 184-211.

6/9: Equality as Global Health

Wilkinson, R., & Pickett, K. (2010). "Building the Future." *The spirit level: Why equality is better for everyone*. Penguin UK. 235-272.

Final Exam: Opens Monday 6/12 at 8am, Submission due at 11:59 pm

Other Policies and Resources

Preferred Pronouns: I will gladly honor your request to address you by your chosen name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make the appropriate adjustments to my records.

Academic Honesty and Integrity: Plagiarism is the use of someone else's work or ideas as one's own. UC San Diego expects that both faculty and students will honor academic integrity to protect the validity of our intellectual work. For students, this means that all academic work will

be done by the individual to whom it is assigned, without unauthorized aid of any kind. When you use the words and ideas of others in any written work, you must cite it properly. Instructors, for their part, will exercise care in planning and supervising academic work, so that honest effort will be upheld. Submitting assignments online through Canvas automatically checks for potential violations against anything openly available on the internet, including samples of firewalled written assignments. All suspected instances of plagiarism will be reported. A verdict of violation of academic integrity for any course assessment will result in failure of this course. Additional information is available at <https://academicintegrity.ucsd.edu/>

Accommodations: UC San Diego welcomes students who have (dis)abilities and wish to participate in the academic and professional opportunities available in the community. Students requesting accommodations and services due to (dis)abilities should let the professor know in private within the first two weeks of class. They will need to receive authorization through the Office for Students with Disabilities. For more information, visit University Center Room 202, call them at 858.534.4382, visit them online at <https://osd.ucsd.edu/> or email them at osd@ucsd.edu (requests for deaf/hard of hearing services: deaf-hohrequest@ucsd.edu).

Religious Holidays: Students who miss work for the purpose of religious observance are permitted to make up this work. Students should submit to me, in writing by the end Week 2, their documented religious holiday schedule for the semester.

Title IX Compliance: Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination. Sexual misconduct and physical and/or psychological abuse will not be tolerated. This includes sexual assault, dating violence, domestic violence, and stalking. As an instructor, I am committed to promoting a safe and healthy environment, and should I learn of any sexual misconduct or physical and/or psychological abuse, I am required to report the matter to the Title IX Coordinator. Should you wish to speak to a confidential source, you may also contact the Title IX Coordinator. Title IX Office ((858) 534-8298, ophd@ucsd.edu) provides information and assistance to students, faculty, and staff regarding reports of bias, discrimination, harassment, sexual harassment, and sexual violence. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center (858-534-5793, sarc@ucsd.edu , <http://care.ucsd.edu>) or Counseling and Psychological Services (CAPS, 858-534-3755, <http://caps.ucsd.edu>).

Office of Academic Support & Instructional Services (OASIS): OASIS offers free, one-on-one tutoring for students (<http://oasis.ucsd.edu>). Tutoring services are designed to guide students to the point at which they become independent learners, no longer needing a tutor.

Counseling and Psychological Services (CAPS): CAPS is pleased to provide a wide range of services to assist students, including confidential short-term counseling, crisis intervention, psychiatric consultation, and 24/7 crisis counseling. CAPS is located in Galbraith Hall 190 and can be reached at 858-534-3755. You can also visit <http://caps.ucsd.edu> .

Teaching + Learning Commons: The Teaching + Learning Commons offers a range of services that will benefit you in this class and others. Their free services include one-on-one and group consultations for written assignments and oral presentations, content tutoring, or understanding various learning strategies. You can drop by in person on the lower level of Geisel Library, or make an appointment online at <http://commons.ucsd.edu> .

Basic Needs: If you are or someone you know is experiencing hunger or homelessness, there are resources on campus to assist you. Visit <http://basicneeds.ucsd.edu> for more information on services such as the Triton Food Pantry and the Food Recovery Network.

Office of Students with Disabilities (OSD): If you are a student with a (dis)ability requesting reasonable accommodations in this course, please visit OSD at University Center 202 or call 858-534-4382. All requests for reasonable accommodations require registration with OSD in advance of need. You can apply for OSD services at <http://osd.ucsd.edu> .