ANTH 2311
Global Health and Social Justice: Interdisciplinary Approaches to Illness and Insecurity

Professor: Rosalynn Vega
Email: Rosalynn.Vega@utrgv.edu
Classes: Tu & Th 10:50-12:05am
Office Hours: Tu & Th 12:15-1:30pm
ELABN 125
ELBAN 330

Resource Materials
All materials will be provided and submitted via Blackboard.

Course Description and Prerequisites
This lower-division interdisciplinary course in global health and social justice is designed to enrich the educational experiences of undergraduates across all disciplines. It teaches students to critically analyze the strengths and weaknesses of intersecting (and at times contrasting) disciplinary approaches related to health. Students will gain familiarity with the disciplinary orientations of medical anthropology, social medicine, global health law, health policy/health economics, public health, and epidemiology. Furthermore, students will learn to write concisely, synthesize information, evaluate related arguments, and develop their own critical perspectives. There are no prerequisites for this course.

Learning Objectives
This course provides students with multiple disciplinary perspectives for thinking about illness and insecurity across the globe. Students will consider the role of cultural perceptions, social representations, and biopolitics in determining human health outcomes. Specifically, the course explores the causes of health (in)equity, how politics and community action impact globalized health hazards, the relationship between governance and health, and how macro and micro economic forces shape the medical resources individuals have access to. Students will perform meta-analysis of health anthropology and social epidemiology interventions and identify the value and limitations of both qualitative and quantitative techniques. In so doing, students will acquire knowledge about different cultures, develop an appreciation for various disciplines, and sharpen their analysis of the underlying assumptions in empirical and social science perspectives. The course will include topics such as tobacco use, influenza, AIDS, obesity, mental illness, international surrogacy, and the health of migrants.

Learning Objectives for Core Curriculum Requirements
This course meets standards of The Texas Higher Education Coordinating Board for core courses within the Integrative Learning Option and the Social and Behavioral Foundational Component by addressing four core objectives concerned with (1) Critical Thinking Skills, (2) Communication Skills, (3) Empirical and Quantitative Skills, and (4) Social Responsibility. This course is not designed to train students in discipline-specific methods and techniques, nor does it aim for students to memorize content. Rather, the course requires students to think critically about human health and illness through the lens of social justice, given divergent tools and perspectives for scientific inquiry. Students will evaluate the coherence and validity of a variety of written sources, and determine their utility for solving contemporary global health problems. They will be encouraged to develop mixed-methods and integrative conclusions and
solutions. Students will learn to manage different genre conventions and communicate their thoughts effectively to different audiences through writing and oral participation in class discussions. Furthermore, students will develop and improve their empirical skills, thus increasing their ability to reason and solve complex problems from a wide array of social contexts. After taking the course, students will be able to interpret both qualitative and quantitative data and results, thus creating conjectures and arguments supported by empirical reasoning. Importantly, students will explore the value of cultural diversity, civic engagement, and ethics in achieving social justice and improving human health outcomes globally.

Grading Policies
Students have three areas in which they may earn points, each worth one third of their grade. Each area is worth 100 points, for a total of 300 possible points over the course of the semester. There are no weighted values for points—that is, “a point is a point is a point.”

Précis—100 possible points—33.3%
Oral Responses/In-class Participation—100 possible points—33.3%
Empirical Data Analysis Project—100 possible points—33.3%

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Tardy individual assignments will be graded based on quality, then given half the credit they would have earned had they been turned in on time. All written assignments must be submitted via Blackboard as a PDF attachment.

Précis
Designed to develop: Critical Thinking Skills, Written Communication Skills, Empirical Skills & Social Responsibility

Précis demonstrate students’ close reading of texts. Each précis is worth up to 10 points. You are expected to complete 10 précis over the course of the semester. Précis should be written in the following format:

- One paragraph with a word length of 250-350 words for each author/reading (about a half page per author/reading). The name of the author and reading should be explicitly named in each paragraph. Each paragraph should including a maximum of 50 words of direct quotations since the primary purpose of this assignment is to synthesize key arguments (not simply reiterating them).
- A concluding paragraph relating the different argument’s to each other (comparing, contrasting, evaluating) and including the students’ own critical perspectives.
- At the end of each précis, students should include a written question. Written questions demonstrate students’ active engagement with texts and are intended to stimulate discussion. Questions should be 50-150 words. Students are encouraged to make direct references to the text,
providing direct quotations and page numbers. However, direct quotations may account for no more than half of the entire question. The professor will select questions to present to the class for discussion.

- Single space, Times New Roman, 12 pt. font, and 1” margins.
- Since you are naming the reading and author in the body of your writing, no works cited is necessary.

Unless otherwise indicated, précis are due by noon on Wednesday of each week. Examples of successful précis are posted on Blackboard.

**Oral Responses/In-Class Participation**

*Designed to develop: Critical Thinking Skills, Verbal Communication Skills, Empirical Skills & Social Responsibility*

Students are required to respond to their peers’ written questions ten times throughout the semester. Each participation in Thursday discussion section is worth 10 points. You are expected to participate during ten discussion sessions during the semester. When students participate in discussion, the professor will ask students to elaborate on their perspectives by providing examples, thus engaging students in a dialogical examination of their assertions and underlying assumptions. Students are encouraged to take a position within social justice debates and examine their own roles in achieving health equity. These verbal responses will help develop students’ critical thinking and verbal communication skills, while also prompting students to empirically examine their own social contexts in relation to the reading. These oral responses require no further preparation apart from completing the reading and attending Thursday discussion sections.

**Empirical Data Analysis Project**

*Designed to develop: Critical Thinking Skills, Written Communication Skills, Empirical and Quantitative Skills & Social Responsibility*

For this assignment, students are required to pick a disease of global importance. Students will collect epidemiological data regarding the global burden of disease. Subsequently, students will create a causal pie diagram including social causes of disease. Furthermore, students will conduct ethnographic research by interviewing at least one patient or health care provider with first-hand experience of the disease. Finally, based on the results of their research, students will write up a critical analysis that includes suggestions for reaching health care equity and social justice. More information will be provided in class regarding this assignment. **Due November 4 at 9pm.** Examples of successful projects from past students are posted on Blackboard.

**Extra Credit**

*Designed to develop: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills & Social Responsibility*

Some modules include “suggested readings.” Including a 250-350 word synthesis in your weekly précis for suggested readings are worth one extra credit point per reading. There are fourteen available extra credit points.
Calendar of Activities
The UTRGV academic calendar can be found at https://my.utrgv.edu/home at the bottom of the screen, prior to login. Some important dates for Fall 2018 include:

Aug 27 (Mon)    Fall classes begin
Aug 30 (Thurs)  Last day to add a class or register for Fall classes
Nov 22-Nov 24 (Thurs-Sat)  Thanksgiving Holiday. No classes
Nov 14 (Wed)    Last day to drop a class or withdraw
Dec 6 (Thurs)   Study Day. No classes.

Unless otherwise indicated, the professor delivers lecture each Tuesday, and written questions are discussed and oral responses welcomed on Thursdays.

WEEK 1: Introduction to Interdisciplinary Approaches in Global Health

Suggested reading for extra credit:

***Class is canceled on Thursday, August 30. The following opportunity is available for those who would like to virtually earn their participation points for the week:

The discussion questions are posted on Blackboard in a virtual discussion forum. Post a 250 word response to one of the questions.

WEEK 2: Toward a Transformative Agenda for Health Equity

Suggested reading for extra credit:

WEEK 3: Globalized Health Hazards and The Need for Collective Global Action
Vogel, Sarah A. Is it Safe?: BPA and the Struggle to Define the Safety of Chemicals. (Pp.175-212)

Suggested reading for extra credit:
**WEEK 4:** Global Governance for Health: International Trade, & Intellectual Property  

***Class is canceled on Tuesday, September 18.*** A recording of the lecture, along with corresponding PPT is posted on Blackboard.

**WEEK 5:** The Role of Global Organizations on Human Health  

**WEEK 6:** Health Economics Perspectives  
Foley, Ellen E. *Your Pocket is What Cures You: The Politics of Health in Senegal.* (Pp.84-95)  
Quelch, John A. Consumers, Corporations, and Public Health. (Pp. 31-54)  
Gostin, Lawrence. Global Health Law. (Ch. 129-173)

*Suggested:*  

**WEEK 7:** Approaches for Responding to Public Health Emergencies of International Concern  

*Suggested reading for extra credit:*  
Szklo, Moyses and F. Javier Nieto. *Epidemiology: Beyond the Basics.* (Pp. 3-39)

**WEEK 8:** Critical Perspectives on the Global Response to Tobacco and Pandemic Influenza  

*Suggested reading for extra credit:*  

**WEEK 9:** Health and Human Rights: Human Dignity, Global Justice, and Personal Security  
WEEK 10: AIDS and the Quest for Global Social Justice
Biehl, João. Will to Live: AIDS Therapies and the Politics of Survival. (Pp. 105-139)
Mojola, Sanyu. Love, Money, and HIV: Becoming a Modern African Woman in the Age of AIDS. (Pp. 32-50)

Suggested reading for extra credit:

WEEK 11: Health and International Migration

Suggested reading for extra credit:
Review of: Aspirations and Uncertainties of Medical Labor Migrants

WEEK 12: The “Silent” Pandemic of Noncommunicable Diseases—Starvation and Hunger
Nestlé, Marion and Malden Nesheim. Why Calories Count: From Science to Politics. (Pp. 113-129, 139-149)
Brewis, Alexandra A. Obesity: Cultural and Biocultural Perspectives. (Pp. 48-83.)

Suggested reading for extra credit:

WEEK 13: Mental Illness
Tuesday, April 17 lecture on:
Luhrmann, T.M. Of Two Minds: The Growing Disorder in American Psychiatry. (Pp. 266-293)
Jenkins, Janis H. Extraordinary Conditions: Culture and Experience in Mental Illness. (Pp. 1-20)

***Class canceled on Tuesday, Nov. 20. A lecture recording and corresponding slides are posted on Blackboard. No class on Thursday, Nov. 22 for Thanksgiving!
WEEK 14: The Global Political Economy of Surrogacy
Tuesday, April 24 lecture on:
Deomampo, Daisy. Transnational Reproduction: Race, Kinship, and Commercial Surrogacy in India. (Pp. 27-94)

Suggested reading for extra credit:

WEEK 15: Imagining Global Health with Justice
Tuesday, May 1 lecture on:

***No class on Thursday, December 6. Study day!

UTRGV Policy Statements

STUDENTS WITH DISABILITIES:
Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services.

Pregnancy, Pregnancy-related, and Parenting Accommodations
Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

Student Accessibility Services:
Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu.
Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.
MANDATORY COURSE EVALUATION PERIOD:
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:

Module 1 October 4 – 10
Module 2 November 29 – December 5
Full Fall Semester November 15 – December 5

ATTENDANCE:
Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC INTEGRITY:
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:
In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.
**COURSE DROPS:**
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

**STUDENT SERVICES:**
Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:
- Learning center: BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
- Writing center: BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
- Advising center: BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
- Career center: BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)