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

Professor: Rosalynn Vega
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Classes: Tu & Th 3:05-4:20pm
ECOBE 116
Office Hours: Tu & Th 12:15-1:30pm
ELBAN 330
Assistant: Roland.Sanchez01@utrgv.edu

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 are assigned five types of assignments, each accounting for 20% of students’ grades:

- Précis 20%
- Lecture Synthesis 20%
- Written Questions 20%
- Verbal Responses 20%
- Core Curriculum Skills Assessment 20%

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<th>Letter Grade</th>
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<td>A</td>
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Students are required to turn in five précis, five lecture synthesis, and five written questions, totaling fifteen written assignments to be turned in over fifteen weeks. Students are responsible for turning in one assignment each week before the due date indicated in the outline for each type of assignment (see below). Tardy individual assignments will be penalized one letter grade for each 24-hour increment after the due date. All written assignments must be submitted via Blackboard. Students choose which week they would like to turn in which type of assignment. When turning in written assignments, please save them in .doc or .pdf format, and label them “SurnameInitial assignment_type #.file_type”

For example:

GarzaF précis 3.doc
MaldonadoL synthesis 2.pdf
AndersonT question 4.doc

**Précis**

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

Précis identify the key points of each reading’s argument, while also relating the different arguments to each other (comparing, contrasting, evaluating), and including the students’ own critical perspectives. This assignment develops students’ empirical skills by requiring them to identify connections between elements from the reading and the world around them, specifically
drawing from their personal lived experiences and observations of their communities. Précis are 250-350 words per reading, including a maximum of 50 words of direct quotations. Précis demonstrate students’ close reading of texts. Students will receive feedback to help develop writing skills, including how to clearly and succinctly identify primary themes, and how to conduct a meta-analysis of discursive engagements among texts. Unless otherwise indicated, précis are due by 9pm Monday night (before lecture).

**Lecture Syntheses**  
*Designed to develop: Critical Thinking Skills, Written Communication Skills, Empirical Skills & Social Responsibility*

Lecture syntheses follow the same format as précis. The primary difference between précis and lecture synthesis is that the latter demonstrate students’ close reading of texts and their understanding of lecture. Unless otherwise indicated, they are due by 9pm on Wednesday night (after lecture).

**Written Questions**  
*Designed to develop: Critical Thinking Skills, Written Communication Skills & Social Responsibility*

Written questions demonstrate students’ active and critical engagement with texts and are intended to stimulate discussion. Questions that point to the intersection of human behavior and ethics are encouraged. Questions should be 50-150 words and, unless otherwise indicated, they are due by Wednesday at noon (after lecture). Students may 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.

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

Students are required to respond to their peers’ written questions five times throughout 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. The class room will 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. They 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 April 22 at 9pm.

Extra Credit
Designed to develop: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills & Social Responsibility
Précis for suggested readings are worth one extra credit point per reading. They are due by the last day of class (May 1). There are thirteen possible extra credit points possible.

Calendar of Activities
A few important administrative dates:

Jan 16 (Tues)           Spring classes begin
Jan 19 (Fri)            Last day to add a class or register for Spring classes
Mar 12-Mar 17 (Mon-Sat) Spring break. No classes.
Mar 30-Mar 31 (Fri-Sat) Easter Holiday. No classes.
April 12 (Thurs)        Last day to drop a class or withdraw
May 3 (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
Tuesday, January 16 lecture on:

Thursday, January 18:
Discussion.

Suggested reading for extra credit:

WEEK 2: Toward a Transformative Agenda for Health Equity
Tuesday, January 23 lecture on:

Thursday, January 25:
Discussion.

Suggested reading for extra credit:
WEEK 3: Globalized Health Hazards and The Need for Collective Global Action  
Tuesday, January 30 lecture on:  
Vogel, Sarah A. Is it Safe?: BPA and the Struggle to Define the Safety of Chemicals. (Pp.175-212)  
Thursday, February 1:  
Discussion.  
   
Suggested reading for extra credit:  

WEEK 4: Global Governance for Health: International Trade, & Intellectual Property  
Tuesday, February 6 lecture on:  
Thursday, February 8:  
Discussion.  

WEEK 5: The Role of Global Organizations on Human Health  
Tuesday, February 13 lecture on:  
http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1449315/  
Thursday, February 15:  
Discussion.  

WEEK 6: Health Economics Perspectives  
Tuesday, February 20 lecture on:  
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)  
Thursday, February 22:  
Discussion.
Suggested:

WEEK 7: Approaches for Responding to Public Health Emergencies of International Concern
Tuesday, February 27 lecture on:

Thursday, March 1:
Discussion.

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
Tuesday, March 6 lecture on:

Thursday, March 8:
Discussion.

Suggested reading for extra credit:

SPRING BREAK, NO CLASS!

WEEK 9: Health and Human Rights: Human Dignity, Global Justice, and Personal Security
Tuesday, March 20 lecture on:

Thursday, March 22:
Discussion.
WEEK 10: AIDS and the Quest for Global Social Justice
Tuesday, March 27 lecture on:
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)

Thursday, March 29:
Discussion.

Suggested reading for extra credit:

WEEK 11: Health and International Migration
Tuesday, April 3 lecture on:

Thursday, April 5:
Discussion.

WEEK 12: The “Silent” Pandemic of Noncommunicable Diseases—Starvation and Hunger
Tuesday, April 10 lecture on:
Nestle, 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.)

Thursday, April 12:
Discussion.

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)

Thursday, April 19:
Discussion.

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)

Thursday, April 26:
Discussion.

Suggested reading for extra credit:

WEEK 15: Imagining Global Health with Justice
Tuesday, May 1 lecture on:
Davis, Joseph E. and Ana Marta González. To Fix or to Heal: Patient Care, Public Health, and the Limits of Biomedicine. (Pp. 307-318)
Metzl, Jonathan M. Against Health: How Health Became the New Morality. (Pp. 195-203)

Wednesday:
No class!
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. 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:
Spring 2018 Module 1 February 14 – February 20
Spring 2018 Module 2 April 11 – April 17
Spring 2018 (full semester) April 11 – May 2

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 so 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)