

Global Health and Inequality (ANSC/GLBH 105)

Fall 2018

Mon/Wed/Fri 9:00- 9:50am

Solis Hall 110

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SSB 263

Office Hours:Thursdays 4-5pm & by appointment.

Course TA:

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Office hours: Fridays 10am-11am

Cubicle number 3

Geisel East Commons (2nd Floor)

1. Course Overview

Why is there a variation of health outcomes across the world? Is this related to global social change? How do we experience these differences?

In this course we discuss health and illness in the context of culture considering the role of social determinants of health such as gender, class, race and ethnicity, age, etc. We address important questions concerning cross-national health variations by comparing medical frameworks in the West to those described in under-developed and developing countries. Thus, we will study the role of socioeconomic and political change in determining health outcomes by considering the work of medical anthropology in explaining inequalities in health. We will examine different dimensions of inequality (race and ethnicity, gender, labor and income, etc.) and the mechanisms that perpetuate contemporary global health problems such as current epidemics, multi-drug resistance to antibiotics, gender violence, and, among others.

2. Course work and assignments

Attendance: attendance to class is mandatory. By the end of the quarter students should have attended 25 lectures.

In case of illness or problems in attending class, please write an email to the TA explaining the situation. Students may be able to do make-up work for partial credit.

Participation in class discussions is essential in this class. We will use **clickers** to register attendance and class participation. Students should answer at least two (2) clicker questions each class to get participation credit. Not a right or wrong score!

Active Reading: We will read a lot in this class. We will work with the required readings in class and at home.

Extra-Credit: there are several activities concerning global health and medicine on campus. Take advantage of participating in meetings, seminars, film series, and conferences. Students can submit up to two (2) extra credit reports (500 words summary of the activity, relating it to the class content). Each extra-credit activity is worth 10 points (added to your final grade). Activities should be approved by the instructor.

◆There are two options for assessing students work in this class!

Students will decide in view of their own interest and communicate their decision to the instructor on week 3.

[Option A](#): 2 IN-CLASS Midterms (weeks 3 and 7): multiple choice, short answers, and short essays (2).

[Option B](#): Research Paper. Students will work on a research paper during the quarter. Topic should be approved by the instructor.

◆No final exam in this class.

Assessment of Student work.

This class works with points. Every activity and assignment counts towards your final grade.

Participation **250**

class attendance (25 Lectures) 25*10

engagement in discussions (clickers).

Homework **150**

individual assignments (3*50)

Option A 600 pts.

Option B: Research Paper (10pages) 600 pts.

Midterm #1 W3 300

Midterm #2 W7 300

Paper Topic (1 page) W3 30

Paper Outline W5 100

Literature Review W8 170

(7 scholarly sources min.)

Research Paper (10pages) 300

Total: **1000 points**

Extra-Credit **2*10**

Complete CAPE evaluation **5**

Grades

A+ 1000 points

A 965-999

A- 910-964

B+ 870-909

B 830-869

B- 800-829

C+ 770-799

C 730-769

C- 700-729

D+ 670-699

D 630-669

D- 600-629

F 0-599

4. Required Books available from the UC San Diego Bookstore & University of California Libraries (on reserve)

Wilkinson, R., & Pickett, K. (2010). *The spirit level: Why equality is better for everyone*. Penguin UK

Heckert, C. (2018). *Fault lines of care: Gender, HIV, and global health in Bolivia*. Rutgers University Press.

IMPORTANT INFORMATION

Please read carefully:

- **Students with Documented Disabilities.**

Students who have a disability (documented by OSD), which may necessitate an academic accommodation or the use of auxiliary aids and services in class should contact the professor as soon as possible; timely notice is needed to arrange for appropriate accommodations.

- **Email policy.**

The instructor and TA will try to respond to your emails within 24 to 48 hours. Please write ANSC/GLBH 105 and the specific purpose of the email in the subject line. Email is also the best way to set up an appointment with me in case you cannot make office hours.

- **Honor Code.**

As part of the academic work you should always put quotes when writing other's exact words. If you rephrase a definition, explanation, or example you should cite the original author and her/his work. Students agree that by taking this course all required papers will be subject to submission for textual similarity review to **Turnitin.com** for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

Please visit the university website for more guidelines about simple ways to avoid plagiarism:

<https://academicintegrity.ucsd.edu/take-action/prevent-cheating/students/index.html>

- **Course Website.**

TritonEd UCSD <https://triton.ed.ucsd.edu/> - check weekly for updates, announcements, to upload your texts, and ongoing class operations. Checking updates is your responsibility. It will not be a valid excuse if you are not prepared for class if information is available on TritonEd.

- **Classroom policies.**

Computer use should be strictly limited to consultation of course materials and composition of class notes. Use of computers for internet surfing, texting, email, facebook chat, gchat, or any other internet activities are not permitted. This is a matter of academic integrity for the classroom to engage fully in the course without distraction or "multi-tasking." Anyone observed using their computers for activities other than those directly relevant to seminar discussion will be asked to leave the classroom and recorded as absent.

Be sure to silence your cell phones before entering classroom. Anyone observed using their phone during class will be asked to leave and recorded as absent.

Week	Topics	Readings	Assignment
0	09/28 Introduction. Definitions of health and inequality	Syllabus Suggested reading: Janes, C. R., & Corbett, K. K. (2009). Anthropology and global health. <i>Annual Review of Anthropology</i> , 38, 167-183.	During this week you should: A. revise the syllabus. B. Check that you have access to TritonEd. C. Start working on the readings. D. Register your clicker to the class (check tritoned)
1	10/01 Inequality/Inequity Health disparities	Spirit Level pp. 3-30	Pop quiz on syllabus
	10/03 Poverty, Precarity & Health	Farmer, P. (2003). Pathologies of power: Health, human rights, and the new war on the poor. <i>North American Dialogue</i> , 6(1), 1-4.	
	10/05 Poverty, Precarity & Health (cont')	Nguyen, V. K., & Peschard, K. (2003). Anthropology, inequality, and disease: a review. <i>Annual review of Anthropology</i> , 32(1), 447-474.	
2	10/08 Experiencing Inequality	Spirit Level pp. 31-45	
	10/10	Klinenberg, E. (2015). Heat wave: A social autopsy of disaster in Chicago. University of Chicago Press. (Intro)	Decide on course evaluation (Option A/Option B)
	10/12	Wilkinson, R. G., & Marmot, M. G. (Eds.). (1998). <i>The solid facts: social determinants of health</i> . Centre for Urban Health, World Health Organization.	Homework #1
3	10/15 Social determinants of Health	McCartney, G., Collins, C., & Mackenzie, M. (2013). What (or who) causes health inequalities: theories, evidence and implications?. <i>Health Policy</i> , 113(3), 221-227.	
	10/17	World Health Organization. (2014). Social determinants of mental health. World Health Organization.	Option B (Topic)

	10/19	Midterm #1 (Weeks 0 - 3)		
4	10/22		Spirit Level pp. 89-102	
	10/24	Class & Social Stratification	Spirit Level pp. 157-196	
	10/26			
5	10/29		Osmani, S. and Sen., A. (2003) "The hidden penalties of gender inequality: fetal origins of ill health." <i>Economics and Human Biology</i> 1, 105–121.	
	10/31	Gender and Health	Lester, F., et. al. (2010) "Global women's health in 2010: Facing the challenges." <i>Journal of Women's Health</i> . 19:2081-2089.	
	11/02		Jenkins, J. H., & Good, M. J. D. (2014). Women and global mental health: vulnerability and empowerment. <i>Essentials of Global Mental Health</i> , 264.	Option B (Paper Outline)
6	11/05	Race and Ethnicity	Fault Lines of Care pp. (1-30) (50-67)	
			Fassin, D. (2011). Racialization: How to do Races with Bodies. 419-434. In: Mascia-Lees, F. E. A companion to the anthropology of the body and embodiment. Chichester, West Sussex, U.K: Wiley-Blackwell.	
	11/07		Krieger, N. (2016). Living and Dying at the Crossroads: Racism, Embodiment, and Why Theory Is Essential for a Public Health of Consequence. <i>American journal of public health</i> , 106(5), 832.	
	Extra Credit Opportunity: Quarterly conversations in Global Health			
	11/09		Marmot, M. (2011). Social determinants and the health of Indigenous Australians. <i>Med J Aust</i> , 194(10), 512-3. Mak, K. K., Ho, C. S., Chua, V., & Ho, R. C. (2015). Ethnic differences in suicide behavior in Singapore. <i>Transcultural psychiatry</i> , 52(1), 3-17.	Homework #2

	11/12	*Observed Holiday Veterans Day *	
7	11/14	Race and Ethnicity	Wrap-up
	11/16	Option A MIDTERM 2 (weeks 4-7)	
8	11/19	Age & Inequality	Spirit Level pp. 119-128 Ferraro, K. F. (2016). Life course lens on aging and health. In <i>Handbook of the life course</i> (pp. 389-406). Springer, Cham.
	11/21		Hunter, M. (2010). Beyond the male-migrant: South Africa's long history of health geography and the contemporary AIDS pandemic. <i>Health & Place</i> , 16(1), 25-33.
	11/23	*Observed Holiday thanksgiving *	
9	11/26	Inequality and health outcomes	Spirit Level pp. 63-72
	11/28		Spirit Level pp. 73-87
	11/30	Equality and Sustainability	Spirit Level pp. 217-272
10	12/03	Human Rights and Social Justice	Fault Lines of Care pp. 88-105
	12/05		Fault Lines of Care pp. 125-144.
	12/07		Krumeich, A., & Meershoek, A. (2014). Health in global context; beyond the social determinants of health?. <i>Global health action</i> , 7(1), 23506. Eckersley, R. (2015). Beyond inequality: Acknowledging the complexity of social determinants of health. <i>Social Science & Medicine</i> , 147, 121-125.
Finals week - NO EXAM			