Global Health & Development  
INTL 340 - Winter 2013  
SYLLABUS

Professor: Kristin E. Yarris, Ph.D., MPH, MA  
Professor email: keyarris@uoregon.edu  
Class Meeting Times & Location: Mondays and Wednesdays 2:00-3:20pm; MCK 129  
Professor Office Hours: Mon. & Wed. 3:30-4:30pm and by appointment; PLC 306  
GTF: Caroline Dezendorf

Course Description:  
The study of global health has emerged as a priority for the social, biological, and medical sciences. As part of the curricular concentration in Global Health & Development in the Department of International Studies at UO, this course offers an introduction to global health from the perspective of the interdisciplinary fields of public health and medical anthropology. Adopting the view that global health includes the health of the entire global community, especially given the contemporary context of the globalization of health problems, therapeutic interventions and medical technologies, this course will cover issues relevant to understanding the health of vulnerable populations internationally – including in the United States. We will study theoretical concepts and real-world case studies fundamental to understanding health and illness in contemporary global societies, including: definitions of health and wellbeing; the role of the World Health Organization and social movements for health justice; social determinants of health and illness; racial and ethnic disparities in health and illness; relationships between culture and health; narrative understandings of health; social epidemiology; social medicine, structural violence, and health; women’s health, violence, HIV/AIDS, and organ trafficking; health systems inequalities; and medical ethics. The course encourages students’ critical engagement with a set of readings drawn from Medical Anthropology and Public Health and includes the reading of one full-length ethnographic text related to global health as part of the final assignment. By the end of this course, students will have an increased awareness of - and appreciation for - contemporary challenges facing analysts and practitioners of global health.

Student Learning Objectives:  
1) Know the World Health Organization definition of health and be aware of the WHO’s campaigns to improve global health.  
2) Understand the relationship between social position and population health distributions.  
3) Recognize the distinction between disease and illness and the personal, social, and cultural meanings of health and illness.  
4) Acknowledge the philosophical underpinnings of social medicine; recognize the role of social determinants of health.  
5) Be able to define structural violence and understand the relationship between structural violence and health inequalities.  
6) Appreciate the role of culture in shaping health outcomes and experiences; be able to define the “Latino epidemiological paradox”.  
7) Understand the relationship between the social experience of racism and health inequalities; be able to define the “weathering hypothesis”.  
8) Recognize the importance of mental health to global public health and acknowledge different cultural manifestations and meanings of mental illness.  
9) Gain an appreciation for ethnography as a method of study and engagement in global health.  
10) Improve their ability to write a clear, well-formulated, analytic essay.
Required Readings:
Students will need to obtain one required book for this course, which will be available for purchase at the UO bookstore. Additional readings will be made available through the course website/Blackboard. Students are expected to complete all required readings listed in the course syllabus in order to engage in thoughtful reflection and in-class discussion. We will also use documentary film as a resource in order to supplement lectures and readings. In the case that we run out of time during class periods to watch films, students will be required to finish watching the films on their own time, unless otherwise indicated by the instructor.


Additional Readings: Posted on Blackboard and/or available through UO Libraries.

Grading:
Students will be evaluated on the basis of their class participation, two midterm exams and a final paper.

Class Participation: Students are expected to come to class prepared to engaged in class discussions. In order to facilitate this engagement, students will post one question per week based on course readings to the class Blackboard site. Worth 10% of final course grade. Note: Graduate students are expected to post at least two times per week.

Midterm exams: Two midterm exams will cover all course materials, including: lectures, readings, and any films and guest speakers. Midterms will be taken in-class and may consist of true-false, multiple choice, and short-answer questions designed to assess understanding of key concepts and ideas covered in readings and lectures. Each midterm is worth 25% - for a total of 50% - of a student’s final course grade.

Final paper: The final paper will be 8-10 double-spaced pages in length and based upon students’ reading of a full-length ethnography in global health (Your Pocket is What Cures You). Students will read this book thoroughly and the final paper will present a thoughtful analysis of the book in relation to the central themes of the course. No outside or additional research is required; however, students are expected to incorporate and cite at least five of the readings from the course in their papers. Students will engage in a peer review of their papers on the final day of class and will submit a ½ page assessment of the peer review process along with their final papers, which will be due during finals week. Late papers not accepted; early papers welcome. Additional details to be given in class. The final paper is worth 40% of a student’s course grade. Note: Graduate students will be expected to develop a more significant research paper, drawing on the Foley text and additional outside sources. Please consult professor for details. Graduate students’ final papers should be 18-20 pages in length.

A note on academic integrity: Students are expected to follow the UO’s code of student conduct, a copy of which can be found at: conduct.uoregon.edu. At minimum, this means students are required to complete their own work on in-class exams and take-home papers. Please remember that our goal is to create a supportive space for mutual, critical, intellectual inquiry.
Tentative Weekly Schedule

Week One (Jan. 7 & 9)
Topics: Health in global context: definitions; the World Health Organization; global campaigns for health; social distribution of health inequalities.
Readings:
(1) Alma Ata Declaration: http://www.who.int/hpr/NPH/docs/declaration_almaata.pdf

Week Two (Jan. 14 & 16)
Topics: Social medicine, historical antecedents, structural violence, social determinants of health, critical approaches to global health.
Readings:
(1) Rudolf Virchow: a) biography page from Harvard’s *Contagion: Historical Views of Disease and Epidemics*, at: http://ocp.hul.harvard.edu/contagion/virchow.html
Film: “In Sickness and in Wealth” (Unnatural Causes, California Newsreel; 56 mins)

Week Three (Jan. 23)
No class Mon. Jan. 21 -- MLK Holiday
Topics: Racial disparities in health; stress, embodiment, and the “weathering hypothesis”
Readings:
Film: “When the Bough Breaks” (Unnatural Causes, California Newsreel; 29 mins)
Week Four (Jan. 28 & 30)
Topics: Culture and health; the “Latino Health Paradox”.
Readings:
Film: “Becoming American” (Unnatural Causes, California Newsreel, 29 mins)

Midterm #1: Wed. Jan. 30

Week Five (Feb. 4 & 6)
Topics: Global Inequalities in Health, revisited; the “Health Transition” in critical perspective; Implications for policy and practice in global health and development.
Readings:

Alternative Readings:

Week Six (Feb. 11 & 13)
Topics: Personal and social meanings of illness; quantitative and qualitative measures; epidemiology and ethnography; anthropology in global health.
Readings:

**Week Seven (Feb. 18 & 20)**
**Topics:** Global inequalities in health in focus I: Women’s health in global perspective

**Readings:**
(4) Begin Foley Book

**Week Eight (Feb. 25 & 27)**
**Topics:** Global inequalities in health in focus, II: HIV/AIDS, violence, access to ARVs

**Readings:**
(3) Foley book
*Film - TBD: Yesterday* (2004; HBO films; 95 mins); *OR Brazil: Winning Against AIDS* (Bulldog Films; 27 mins)

**Week Nine (March 4 & 6)**
**Topics:** Global Inequalities in Health in focus III: Organ Trafficking

**Readings:**
(2) Foley book
*Film: “Kidney Pirates”* (*Dan Rather Reports*; 50 mins)

**Midterm #2: Wed. March 6**
Week Ten: (March 11 & 13)

Topic: Health systems inequalities; health and human rights.

Readings:


(2) Foley book

Film- TBD: Health for Sale (2007; California Newsreel; 53 mins) OR Donka: X-Ray of an African Hospital (1997; First Run Icarus Films; 59 mins)

**Peer review of final paper in-class Thursday, March 13**

Final Paper: Due Wed. March 20 by 12:00pm.