

WST410/JHR598/MAS598
POVERTY, SOCIAL JUSTICE, AND GLOBAL HEALTH

Professor Monica J. Casper

Fall 2011

M/W 2-3:15 PM, Sands 103

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Office Hours: W 4-5 PM, or by appointment

“Of all the forms of inequality, injustice in health care is the most shocking and inhumane.”—Martin Luther King, Jr.

“The mother's battle for her child with sickness, with poverty, with war, with all the forces of exploitation and callousness that cheapen human life needs to become a common human battle, waged in love and in the passion for survival.”—Adrienne Rich

“Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.”—World Health Organization

COURSE DESCRIPTION

This course is cross-listed as both a rigorous upper-division undergraduate offering and an MA-level graduate seminar. It is designed to educate advanced students to develop and articulate a sophisticated understanding of major social justice and ethical issues, including disparities, related to the health of communities in the U.S. and globally. At the same time that students will learn about concrete, everyday practices of global health, we will also interrogate “global health” as a concept and practice that is historically, politically, and culturally embedded. Global health is many things in addition to health care provision, including an assemblage, a discourse, an enterprise, a geopolitical strategy, a state-building tool, and a policy goal.

The course is particularly concerned with understanding health and illness in vulnerable populations (e.g., the poor, indigenous people, women, children, immigrants, people with disabilities), and thus draws significantly on sociological and anthropological approaches attentive to power. Throughout the course, we explore relationships between social structures and disease, with particular focus on complicated interactions between poverty and health disparities at global, national, and local levels. Also considered are other interconnected factors such as gender, ethnicity, age, citizenship status, geography, and political instability. Throughout the course, we investigate health and illness as simultaneously socially and biologically produced.

This is a demanding course. Social justice issues are complicated and contested (not to mention, often unpopular in conservative environments), and thus may be challenging both intellectually and personally. Students enrolling in the course must be ready to meet high standards for class preparation and be prepared to engage fully with the rigors of critical thinking, self-reflection, and written and oral expression required in this course. Yet here's what this course is *not*: a clinical or biomedical primer on global health. You will not learn how to give shots, take somebody's blood pressure, diagnose disease, or repair a broken body. However, if you have aspirations to be in the health care field, hopefully what you learn in this course will render you a more culturally and ethically sensitive care provider with a broad understanding of the complex geopolitical issues affecting people's well-being and survival.

COURSE GOALS AND OBJECTIVES

Upon completion of this course, students should be able to:

- Identify specific political, economic, and social forces that influence disease distribution across and within populations in the US and globally, including the roles of institutions, nations, communities, corporations, and individuals.
- Investigate the root or structural causes of health disparities, within the US and globally.
- Articulate in a sophisticated manner how poverty, social inequality, and disease are related.
- Compare and contrast major theoretical issues in global health studies.
- Recognize and discuss key global health issues, diseases, and challenges.
- Narrate a brief history of “global health” from its origins in tropical and colonial medicine.
- Critically assess the many challenges to creating and delivering health to all.
- Gather, interpret, and balance evidence related to complex ethical issues with a social basis.
- Identify and evaluate ethical and social justice issues related to biomedical research and intervention.
- Engage productively in difficult, even controversial or adversarial, conversations regarding health inequities and responsibilities.
- Articulate social justice and human rights possibilities and limitations as produced in and through global health studies.
- Explore new frontiers for your own engagement with global health, including development of a personal philosophy regarding responsibility for global health and/or a plan for action and advocacy.

REQUIRED COURSE READINGS

Biehl, João. 2005. *Vita: Life in a Zone of Social Abandonment*. Berkeley: University of California Press.

Connelly, Matthew. 2008. *Fatal Misconception: The Struggle to Control World Population*. Harvard University Press.

Farmer, Paul. 2005 [2003]. *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. With a New Preface by the Author and Foreword by Amartya Sen. Berkeley: University of California Press.

Fort, Meredith, Mary Anne Mercer, and Oscar Gish, eds. 2004. *Sickness and Wealth: The Corporate Assault on Global Health*. Cambridge, MA: South End Press.

Scheper-Hughes, Nancy. 1992. *Death Without Weeping: The Structural Violence of Everyday Life in Brazil*. Berkeley: University of California Press.

Additional required readings are posted on the course Blackboard site, under the “Course Content” tab.

COURSE ASSIGNMENTS

1. **CLASS ATTENDANCE AND PARTICIPATION.** It is important that you attend regularly given the challenges inherent in the readings. We will be covering a lot of material and attempting to engage it as fully as possible; therefore, your committed participation is crucial to your own and others’ learning experiences. Active participation will be worth 10% of your final grade.
2. **RESPONSE/REFLECTION PAPERS.** Each of you will be required to write three (3) response papers during the semester, based on the course materials. These 2-3 page responses will represent your creative/critical engagements with the readings and films. The first of these, due by September 7th, should focus on one or both of the films *Life Expectancy* and *Minority Health*, which you are to view before our first class meeting. In the responses, you may decide to take up a particular issue, contest an author’s/filmmaker’s argument or position, offer critical analyses, or provide a review of

several materials at once. Each response paper will be worth 10% of your grade, toward 30% of your final grade. The papers must be typed, and I prefer to receive them via email (as an attachment) rather than in hard copy. Also, you cannot write about material we have already discussed in class, so do plan ahead. Response paper #2 is due by October 5th, and response paper #3 by November 2nd.

3. **ORGANIZATIONAL PROFILE.** Hundreds of NGOs, policy institutes, community agencies, government units, and other types of organizations focus on global health and related issues. Your task for this assignment, worth 25% of your final grade, will be to research and write about one organization of your choosing located anywhere in the world. Your profile should include a detailed discussion of the organization's mission, basic organizational structure, key players, major health issues addressed, and policy/activist goals. You should offer *a critical analysis* of the organization drawing on literature from this class. That is, does your organization consider itself part of a global health, social justice, or human rights movement? If so, does it reflect established social justice principles? If not, how might it intersect with social justice ideas, or be brought into conversation with human rights organizations? What principles does your organization share in common with others in the global health domain? Your organizational profile must be typed, can range from 6-8 pages, and be turned in no later than November 21st.
4. **DISEASE/ISSUE JOURNAL.** For this assignment, select any topic in global health and create a comprehensive journal about this topic. Topics may include issues such as hunger or violence; diseases such as HIV/AIDS or malaria or tuberculosis; conditions such as obstetric fistula or traumatic brain injury; or anything else you think of and I approve. You should have your topic selected by August 29th. Your journal can be typed or handwritten; in a binder or cloth or an online/blog format; can and should include images, clippings, and other media; and should directly and consistently connect with the course materials including readings, films, and discussions. The goal of this assignment is for you to learn a great deal about one substantive topic in the field of global health, and to articulate your knowledge and understanding in a creative, innovative, and (hopefully) fun way. You'll each present your journals during the last two class sessions. The journal will be worth 35% of your grade and the final product is due December 5th.

GRADING AND ASSIGNMENT STANDARDS

<i>Assignment</i>	<i>Grade</i>
Class Participation	10%
Response paper #1	10%
Response paper #2	10%
Response paper #3	10%
Organizational Profile	25%
<u>Disease/Issue Journal</u>	<u>35%</u>
Total	100%

Grading scale:

98-100 points = A+	77-79 points = C+
93-97 points = A	70-76 points = C
90-92 points = A-	67-69 points = D+
87-89 points = B+	63-66 points = D
83-86 points = B	60-62 points = D-
80-82 points = B-	0-59 points = F

LEARNING ACCOMMODATIONS

If you need an accommodation based on the impact of a disability, please contact me to arrange an appointment as soon as possible. At the appointment, we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Disability Resource Center (<http://www.west.asu.edu/drc/>) to assist me in verifying the need for accommodation and in developing appropriate strategies. If you have not previously contacted the DRC, I encourage you to do so as early in the semester as possible.

ACADEMIC INTEGRITY AND COLLEGIALITY

Plagiarism is unacceptable and students are expected to abide by the ASU Student Code of Conduct (<http://www.asu.edu/studentaffairs/vp/safetyresources/index.htm#conduct>). You, the student, are responsible for authenticating any assignment in this course. If asked, you must be able to produce proof that the assignment you submit is actually your own work. I recommend that you engage in a verifiable working process for your assignments. Keep digital copies of all drafts of your work, write brief summaries of research materials, keep logs or journals of your work on assignments and papers, learn to save different drafts or version of assignments under different names, etc.

Regarding collegiality, I consider the classroom to be a space for collaborative learning. That is, contrary to the idea that learning happens only inside somebody's head, learning also happens through our interactions and collective efforts. Following the tenets of critical pedagogy, I view teaching as the development of critical consciousness in my students. Teaching and learning are part of broader political struggles to create a more just and egalitarian society, beginning with the classroom. Rather than ascribing to a "top down" notion in which I talk at you, the passive recipient, I believe that all of us are responsible for creating a productive, engaged learning environment. In doing so, I encourage you to be respectful toward your co-participants in this course.

ELECTRONIC MEDIA IN CLASS

Use of your laptop during class for purposes related to note-taking and learning is entirely acceptable and encouraged—electronic note-taking saves paper. However, use of your laptop, cell phone, PDA, and/or other mobile device for purposes unrelated to this course is strongly discouraged. Facebooking, Twitting, Flickering, MySpacing, Beboing, Digging, Friendstering, Tagging, or otherwise digitally disengaging while class is in session will be cause for points lost in the class participation category. Not to mention, this kind of behavior is rude and disrespectful to your professor and fellow students.

A BRIEF FACULTY BIO

I joined ASU's New College in 2008 to direct the Division of Humanities, Arts and Cultural Studies (HArCS), a position I stepped down from in June 2011. I'm also Professor of Women and Gender Studies and Social and Behavioral Sciences. My research and teaching interests include bodies and sexuality; feminist technoscience studies; medical sociology; gender, race, and class; women's health; environmental health and justice; cultural politics of reproduction; public health aspects of security and war; disability studies; trauma studies; and bioethics—in short, the biopolitics of "life itself." I received my B.A. in sociology from the University of Chicago in 1988 and my Ph.D. in sociology from the University of California, San Francisco in 1995. I spent a year at Stanford University as a Fellow in Biomedical Ethics and was then a member of the sociology faculty at UC Santa Cruz for seven years. In 2003, I served as Executive Director of the Intersex Society of North America in Seattle, and from 2004-2008 I directed the Women's and Gender Studies Program at Vanderbilt University in Nashville, Tennessee. I am co-author of *Missing Bodies: The Politics of Visibility* (NYU Press, 2009), author of *The*

Making of the Unborn Patient: A Social Anatomy of Fetal Surgery (Rutgers University Press, 1998), editor of *Synthetic Planet: Chemical Politics and the Hazards of Modern Life* (Routledge, 2003), and co-editor of *Corpus: An Interdisciplinary Reader on Bodies and Knowledge* (Palgrave, 2011). My current research projects investigate the biopolitics of maternal/child health in the U.S. and transnationally, the HPV vaccine for cervical cancer, and permanent sterilization technologies for women.

INTRODUCTION

August 22

Class will not meet in person. On your own, please view the following short films:

Life Expectancy: Geography as Destiny

Minority Health

These films are freely available online through ASU Libraries, accessed via the research database “Films on Demand.” You may also access them via links posted on the Blackboard site, under the “Course Content” tab.

August 24

Introductions
Administrative Business
Course Overview

Read:

Brundtland, 2011, “UN Efforts for Global Health,” on BB
Dunavan, 2007, “Awakening to Global Health,” on BB
Mukherjee, 2004, “Diagnosing Global Injustice,” in *Sickness and Wealth*
Fort, 2004, “Globalization and Health,” in *Sickness and Wealth*
Bezruchka and Mercer, 2004, “The Lethal Divide,” in *Sickness and Wealth*

ORIGINS OF “GLOBAL” HEALTH

August 29

Due: Journal Topic

Read:

Barton, 2008, “Imperialism, Race, and Therapeutics,” on BB
Gish, 2004, “The Legacy of Colonial Medicine,” in *Sickness and Wealth*
Manela, 2010, “A Pox on Your Narrative,” on BB
Stern and Markel, 2004, “International Efforts to Control Infectious Diseases,” on BB
Davis, 2008, “Securitizing Infectious Disease,” on BB
King, 2002, “Security, Disease, Commerce: Ideologies of Postcolonial Global Health,” on BB

August 31

No class—Professor Casper will be traveling.
Use the time to read!!

September 5

Labor Day observed—No Class.

NEOLIBERALISM, INEQUALITY, AND HEALTH

September 7

Due: Response Paper #1

Read:

Chapters 3-9, 11 in *Sickness and Wealth*

Mullan, 2007, “Health, Equity, and Political Economy: A Conversation with Paul Farmer,” on BB

HEALTH AND HUMAN RIGHTS

September 12

Read:

Pp. xi-133 in *Pathologies of Power*

September 14

Read:

Pp. 135-256 in *Pathologies of Power*

September 19

Read:

Tarantola, 2008, “A Perspective on the History of Health and Human Rights,” on BB

Gable, 2007, “The Proliferation of Human Rights in Global Health Governance,” on BB

Chapman, 2009, “Globalization, Human Rights, and the Social Determinants of Health,” on BB

Gruskin, Bogecho, and Ferguson, 2010, “‘Rights-Based Approaches’ to Health Policies and Programs,”
on BB

Bernier, 2010, “International Socio-Economic Human Rights,” on BB

GLOBAL BIOETHICS

September 21

Read:

Arras and Fenton, 2009, "Bioethics and Human Rights," on BB
Marshall and Koenig, 2004, "Accounting for Culture in a Globalized Bioethics"
Donchin, 2003, "Converging Concerns," on BB
Cooley, 2000, "Good Enough for the Third World," on BB

LIFE, DEATH, AND THE IN-BETWEEN

September 26

Read:

Pp. 1-120 in *Vita*

September 28

Read:

Pp. 121-268 in *Vita*

October 3

Read:

Pp. 269-360 in *Vita*

THE ONGOING TRAGEDY OF HIV/AIDS

October 5

Due: Response Paper #2

Read:

Comaroff, 2007, "Beyond Bare Life," on BB
Davis and Fort, 2004, "The Battle against Global AIDS," in *Sickness and Wealth*
Casper and Moore, 2009, *Missing Bodies*, Chapter 4, on BB
UNAIDS, 2010, "Global Report," especially Chapters 1 & 2, at: <http://www.unaids.org/globalreport/>

STRUCTURAL VIOLENCE AND EVERYDAY SUFFERING

October 10

Read:

Prologue, Introduction, and Chapters 1-2 in *Death Without Weeping*

October 12

Read:

Chapters 3-5 in *Death Without Weeping*

October 17

Read:

Chapters 6-9 in *Death Without Weeping*

October 19

Read:

Chapters 10-12 and Epilogue in *Death Without Weeping*

THE WORLD SPLIT OPEN

October 24

View In-Class Film: *A Walk to Beautiful*

For more information about the film, see: <http://www.walktobeautiful.com/>

October 26

Read:

Grady, 2009, "After a Devastating Birth Injury, Hope," on BB

Morrison and Casper, "Intersections of Disability and Trauma Studies," on BB

DISABILITIES AND/IN GLOBAL HEALTH

October 31

Read:

Manderson, 2004, "Disability, Global Legislation, and Human Rights," on BB

Lord, Suozzi, and Taylor, 2010, "Lessons from the Experience of U.N. Convention on the Rights of Persons with Disabilities," on BB

Parnes et al., 2009, "Disability in Low-Income Countries," on BB

Chivers, 2009, "Disabled Veterans in the Americas," on BB

GLOBAL(IZED) REPRODUCTION

November 2

Due: Response Paper #3

Read:
Preface, Introduction, and Chapter 1 in *Fatal Misconception*

November 7

Read:
Chapters 2-4 in *Fatal Misconception*

November 9

Read:
Chapters 5-7 in *Fatal Misconception*

November 14

Read:
Chapters 8-9 and Conclusion in *Fatal Misconception*

BIG PHARMA

November 16

Read:
Laveaga, 2005, "Uncommon Trajectories," on BB
Hayden, 2007, "A Generic Solution?"

IN THE TRENCHES

November 21

Due: Organizational Profile

View In-Class Film: *Living in Emergency: Stories of Doctors Without Borders*

For more information about the film, see: <http://www.livinginemergency.com/>

November 23

Read:

Greenberg, 2002, "Humanitarianism in the Post-Colonial Era: The History of Médecins Sans Frontières," on BB

Visit:

<http://www.doctorswithoutborders.org/>

MOVEMENTS/STRATEGIES FOR CHANGE

November 28

Read:

Pp. 159-191 in *Sickness and Wealth*

Curran and Breitbach, 2010, "Notes on Women in the Global City," on BB

Caulier, 2010, "The Population Revolution," on BB

Meyer and Seims, 2010, "The Unique Role of U.S. Foundations in International Family Planning and Reproductive Health," on BB

Bernstein, 2010, "Militarized Humanitarianism Meets Carceral Feminism," on BB

DOCUMENTING GLOBAL HEALTH

November 30

In-Class Presentations of Journals—Group 1

December 5

In-Class Presentations of Journals—Group 2

Final Class Wrap-Up

Due:

Disease/Issue Journals