



INEQUALITIES IN GLOBAL HEALTH

Fall 2022

Inequalities in Global Health.
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Studies

Course Information

CGS 3532F 550 Inequalities in Global Health

Instructor: Dr. Larissa Costa Duarte

Class: 11:30 am – 2:30 pm on Fridays

Class Location: W103

Office Hours: By appointment only

Contact: lcostadu@uwo.ca or via Microsoft Teams chat

Course description:

Inequalities in Global Health examines how social, cultural, and economic systems function to produce global-scale inequalities in health. Emphasis is placed on the impacts of coloniality, systems of racism, cultural oppression, and land dispossession. These studies are engaged through problems of globalization and critical reflection over objectives in global development.

The course is designed to provide students with wide-ranging view on the topic of global health and its intrinsic inequalities. They will learn the history and emergence of the global health paradigm, the power imbalance between North-South relationships, and the key issues surrounding vulnerable populations around the world.

Inequalities is divided into six modules: 1 *Introduction*; 2 *The Universal Human and The Good Subject Myth*; 3 *Disability and Aging Studies*; 4 *Global Organizations and Local Issues*; 5 *Epidemics and Global Crisis*; 6 *Covid-19: a New Paradigm in Global Health*.

Students will be evaluated by their participation and a series of assignments tailored to their specific academic, professional, or personal interests.

Learning Outcomes

By the end of the course, students should have a solid understanding of the topic, and should be able to critically evaluate global health issues within frameworks that reveal their overlap with problems of economically vulnerability and poverty, as well as of systemic oppression against women, sexual minorities, and racial minorities.

Course Materials

All films, texts, chapters and excerpts will be available online on OWL or via the Western Library

Methods of Evaluation

Two weeks prior to the deadline of each assignment a slideshow containing detailed information on each activity will be posted to OWL.

- **Participation – 30%**

Biweekly responses (15%) + Week 10 presentation (15%) [topic and format to be discussed with the instructor]

- **Assignment 1 – 20%**

Brief research on the health system of a country other than Canada and the United States. The students will write a 5-page description and analysis of the system of the chosen country, its strengths and weaknesses. They will also place the chosen health system within one of the five models: the Beveridge Model, the Bismarck model, the National Health Insurance model, the out-of-pocket model, and hybrid models. A critical perspective is expected throughout the paper.

- **Assignment 2 – 25%**

A 5-page essay on the meaning of inequality in health, its relationship to economics and the neoliberal model, and on the key populations that need to be protected. The main focus will be on the private v. public sector relationship, the ethics around it, and imagined solutions for arising tensions.

- **Assignment 3 – 25%**

A free topic assignment similar to the ones we read on week 12, or a creative work (non-text media). Students are free to pursue their own interests or explore their personal experiences regarding inequalities in health.

1. Introduction

Topics: the role of global agencies; the multiple meanings of illness; the social significance of disease; the emergence of health as a global issue; health in a neoliberal world

Week #1 – September 9th

Sontag, S., & Broun, H. H. (1977). *Illness as metaphor* (p. 343). New York: Farrar, Straus. [Selected Parts]

Fleck, L. (2012). *Genesis and development of a scientific fact*. University of Chicago Press. [Selected Parts]

Birn, A. E. (2014). Philanthrocapitalism, past and present: The Rockefeller Foundation, the Gates Foundation, and the setting (s) of the international/global health agenda. *Hypothesis*, 12(1), e8.

Week #2 – September 12-16th

Birn, A. E. (2009). The stages of international (global) health: histories of success or successes of history?. *Global Public Health*, 4(1), 50-68.

Chung, M. (2017). Health care reform: learning from other major health care systems. *Princeton Public Health Review*.

Gray, B. H., & McNeerney, W. J. (1986). For-profit enterprise in health care. *New England Journal of Medicine*, 314(23), 1523-1528.

2. The Universal Human and The Good Subject Myth

Topics: clinical trials; ethics in medicine; what makes a good or bad subject in medicine; North-South relationship; racial, sex, and age bias in clinical trials; reproductive rights around the globe

Week #3 – September 19-23rd

Epstein, S. (2008). *Inclusion: The politics of difference in medical research*. University of Chicago Press. [Selected Parts]

Kim, J. U., Oleribe, O., Njie, R., & Taylor-Robinson, S. D. (2017). A time for new north–south relationships in global health. *International Journal of General Medicine*, 10, 401.

Rennie, S., & Behets, F. (2006). Desperately seeking targets: the ethics of routine HIV testing in low-income countries. *Bulletin of the World Health Organization*, 84, 52-57.

Week #4 – September 26-30th

Gilby, L., Koivusalo, M., & Atkins, S. (2021). Global health without sexual and reproductive health and rights? Analysis of United Nations documents and country statements, 2014–2019. *BMJ Global Health*, 6(3), e004659.

Berer, M. (2017). Abortion law and policy around the world: in search of decriminalization. *Health and human rights*, 19(1), 13.

Lazzarini, Z. (2022). The End of Roe v. Wade—States’ Power over Health and Well-Being. *New England Journal of Medicine*.

3. Disability and Aging Studies

Topics: critical approaches to discourses on disability and aging; intersectionality in health and medicine; cultural myths about vulnerable social groups

Week #5 – October 3-7th

ASSIGNMENT 1

Titchkosky, T. & Michalko, R. (2009). Introduction. IN *Rethinking normalcy: A disability studies reader* (pp. 1-14). Toronto: Canadian Scholars’ Press.

Wehmeyer, M. L., & Shogren, K. A. (2016). Self-determination and choice. Handbook of evidence-based practices in intellectual and developmental disabilities, 561-584.

Week #6 – October 10-14th

Wister, A.V. (2019). Aging as a Social Process: Canada and beyond. (7th ed.). Don Mills, Ontario: Oxford University Press. [Selected parts]

Morrissey, M. B., Lang, M., & Newman, B. (2019). A public health strategy for living, aging and dying in solidarity. New York, NY: Routledge. [Selected parts]

Bryant, L. L., Corbett, K. K., & Kutner, J. S. (2001). In their own words: a model of healthy aging. Social science & medicine, 53(7), 927-941.

4. Global Organizations and Local Issues

Topics: the history of global and local health agencies; how the global health agenda is set; the impact of bureaucracy on global health; North-South relationship and disparities; the ethical dilemmas of the health-for-profit sector; Indigenous health in a global health perspective; the connections between the pharmaceutical industry and the global health agenda

Week #7 – October 17-21st

McCarthy, M. (2002). A brief history of the World Health Organization. The Lancet, 360(9340), 1111-1112.

Chorev, N. (2012). The World Health Organization between North and South. In The World Health Organization between North and South. Cornell University Press. [Selected Parts]

Kirmayer, L. J., & Brass, G. (2016). Addressing global health disparities among Indigenous peoples. Lancet (London, England), 388(10040), 105-106.

Week #8 – October 24-29th

2-part documentary: The Crime of the Century, 2021

READING WEEK – October 31st to November 6th

5 Epidemics and Global Crisis

Topics: epidemics in the global south in recent history; SARS, Ebola, dengue, zika, and other health emergencies; getting from an epidemic to a global pandemic: indicators, criteria, and impact

Week #9 – November 7-11th

ASSIGNMENT 2

Kelly, A. H., Keck, F., & Lynteris, C. (Eds.). (2019). The anthropology of epidemics. London: Routledge. [Selected Chapters]

González Vélez, A. C., & Diniz, S. G. (2016). Inequality, Zika epidemics, and the lack of reproductive rights in Latin America. *Reproductive Health Matters*, 24(48), 57-61.

Liu, J. H. (2021). Majority world successes and European and American failure to contain COVID-19: Cultural collectivism and global leadership. *Asian Journal of Social Psychology*, 24(1), 23-29.

Week #10 – November 14-18th

Presentation relating the course material to one of the following movies*:

Twelve Monkeys by Terry Gilliam, 1995

Train to Busan by Yeon Sang-ho, 2016

Children of Men by Alfonso Cuarón, 2006

Old by M. Night Shyamalan, 2021

*Should the student be interested in presenting about a different movie, TV show, comic book, or else, please consult with the instructor.

6 Covid-19: a New Paradigm in Global Health

Week #11 – November 21-25th

High Level Expert Group on Fake News and Disinformation. (2018). A multi-dimensional approach to disinformation: Report of the independent high level group on fake news and online disinformation.

Gauchat, G. (2011). The cultural authority of science: Public trust and acceptance of organized science. *Public Understanding of Science*, 20(6), 751-770.

European Commission. Retrieved from <https://ec.europa.eu/digital-single-market/en/news/final-report-high-level-expert-group-fake-news-and-online-disinformation>.

Bergengruen, V. (2021, August 26). 'America's Frontline Doctors' peddle bogus covid-19 treatment. *Time*. Retrieved December 12, 2021, from <https://time.com/6092368/americas-frontline-doctors-covid-19-misinformation/>.

Week #12– November 29th-December 2nd

The students and I will select 4-6 articles about Covid-19 around the globe to analyze in our final week. We will choose from websites such as Somatosphere (<http://somatosphere.net/>), Levedura (<http://levedura.blog>), The Conversation (<https://theconversation.com/ca>), Platypus (<https://blog.castac.org/>), Sapiens (<https://www.sapiens.org/>).

December 8th

FINAL ASSIGNMENT DEADLINE



Pandemic Contingency

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further disruptions to in-person instruction. This is subject to change.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the

permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [Academic Calendar - Western University \(uwo.ca\)](#). The appeals process is also outlined in this policy as well as more generally at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#)

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the

presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Academic Support & Engagement: <http://academicsupport.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)