

Brief Course Outline

Course Title: **Inequalities in Global Health**

Course Number and Section:

CGS

3532F 550

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Disclaimer: Information in the brief course outline is subject to change. The syllabus posted on OWL is the official and authoritative source of information for the course.

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 a wide-ranging view of the topic of global health and its intrinsic inequalities. You 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.

Debate and critical discussion are the core components of this course. Our meetings will be focused on the collective discussion and analysis of the proposed materials. Active participation in every module is required for success in the course.

Students are expected to have thoroughly read the assigned texts before each class. Your daily contributions should demonstrate a deep understanding of the material and the ability to make meaningful connections to the broader themes and materials covered in a given week.

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

Learning Outcomes:

Learn to critically evaluate global health issues within frameworks that reveal their overlap with problems of economically vulnerability and poverty.

Understand how systemic oppression against women, sexual minorities, and racial minorities generate health inequalities.

Refine and develop advanced research skills through a series of collaborative and individual projects.

Evaluate and 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.

Textbooks and Course Materials:

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

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.

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

Kelly, A. H., Keck, F., & Lynteris, C. (Eds.). (2019). Introduction. In *The anthropology of epidemics*. London: Routledge.

Prince, R. (2019). Pandemic publics: How epidemics transform social and political collectives of public health. In *The anthropology of epidemics* (pp. 135-153). Routledge.

Sodikoff, G. M. (2019). The multispecies infrastructure of zoonosis. In *The anthropology of epidemics* (pp. 102-120). Routledge.

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. European Commission.

Baker, S., & Walsh, M. (2024, February 12). How memes transformed from pics of cute cats to health disinformation super-spreaders. *The Conversation*.
<https://theconversation.com/how-memes-transformed-from-pics-of-cute-cats-to-health-disinformation-super-spreaders-221680>

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

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]

Kalb, C. (2024). Living With Dementia. *National Geographic Magazine*.

Gray, B. H. (1986). Ethical issues in for-profit health care. In *For-Profit Enterprise in Health Care*. National Academies Press (US).

Costa, L. (2021) A magic bullet to the head. [Manuscript]

Giles, S., Raza, D., & Brar, R. (2019, January 20). Why private, for-profit health care is a terrible idea. *The Conversation*. <https://theconversation.com/why-private-for-profit-health-care-is-a-terrible-idea-110086>

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

Hurst, L. (2023, December 29). Why some people don't trust science – and how to change their minds. *The Conversation*. <https://theconversation.com/why-some-people-dont-trust-science-and-how-to-change-their-minds-219579>

DOCUMENTARY SERIES: *The Crime of the Century*, 2021
<https://www.kanopy.com/en/uwo/video/11389361>

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

DOCUMENTARY: La Operacion, 1982
<https://www.dailymotion.com/video/xpu79i>

M'charek, A. (2014). Race, time and folded objects: the HeLa error. *Theory, Culture & Society*, 31(6), 29-56.

Bridges, K. (2020, June 11). The Many Ways Institutional Racism Kills Black People. *Time*.
https://time.com/5851864/institutional-racism-america/?fbclid=IwAR3nX8XxIfjBT0l4i2RQOd_ebF5jO1cj5ymDewjDXtc8A_pZqOqiKFMWeSE

DOCUMENTARY: Unnatural Causes: In Sickness and in Wealth
<https://www.kanopy.com/en/uwo/video/62769>

Hopkins, L., Labonté, R., Runnels, V. et al. Medical tourism today: What is the state of existing knowledge?. *J Public Health Pol* 31, 185–198 (2010).

Kalb, C. (2024). Honey enemas and healing dreams: Inside the world of ancient medical tourism. *National Geographic Magazine*.

Labonte, R. (2015, February 25). Medical tourism isn't always a fair deal for developing countries. *The Conversation*. <https://theconversation.com/medical-tourism-isnt-always-a-fair-deal-for-developing-countries-37691>

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

Methods Of Evaluation:

Assignment	Due Date mm/dd/yy	Weight - %
Participation	Continuous	30
Labs	Various	20
Round Table	11/05/2024	10
Conference	Various	20
Final Research Paper	12/05/2024	20

In solidarity with the Anishinaabe, Haudenosaunee, Lūnaapéewak, and Chonnonton peoples on whose traditional treaty and unceded territories this course is shared.

Sunday, August 18, 2024