This course examines contemporary health problems facing countries of the “global South” from a political perspective—exploring how actors ranging from policy makers to courts to social movements impact public health. Focusing on cases in Africa, with comparative examples from Asia, the Caribbean and Latin America, we will examine the political economy of HIV/AIDS, reproductive & maternal health, chronic diseases, and medical research. The course also explores the role of national and international law and policy on health—looking at how human rights and economic regimes impact people’s access to doctors, medicine, and other health necessities. Readings from political and social scientists will be interspersed with medical texts and national/international legal opinions to shed light on how national health policies illustrate broader themes of power, political contestation, and social boundary-making. We will ask why some countries have overcome huge barriers to dramatically improve the health of their populations while similar countries have failed to do so. In a globalizing political context, the course will touch on how global power and norms shape the health options across the global South.

**Required Texts**


**Optional Texts:** we will be reading smaller selections from these books, which will also be placed on moodle so purchasing the books is your choice.


**Assignments and Grading**

1. **Participation & responses = 15%** Students are expected to attend class and to come prepared to ask and answer questions and participate in discussions. This means you must do a careful reading of the materials assigned—you will be graded on the quality and quantity of your contributions to class and failure to read will be obvious.
Each week by Sunday at 8pm please submit via Moodle two well-reasoned questions that the readings present to you. These should be in the form of two short (a few sentences only) paragraphs that pull a few points from the readings to frame a question that relates to the broader themes of the class. The quality (not length!) of these counts toward your participation. Did I mention they should be short? Please see the final page of this syllabus for the criteria on which grades will be based.

2. Three written assignments (see below for policies & format)
   a. Short Paper, due October 3rd= 15% Students will also write a 5-6 page paper on a topic to be assigned by me and will draw from the early materials in the course. This will be your first chance to show me on paper that you are engaging deeply with the material you read.
   b. Short Research Paper, due November 15th= 35% You will write an 10-12 page paper on a global health policy topic of your choice. You are expected to rigorously bring in outside sources and your grade will be based on both the richness of your research and the clarity of your thesis. Topics must be submitted by October 6th and approved by me. Once approved, the topic may not be changed without approval.
   c. Final Debate & Paper, December 8th & 19th = 35% This will be an engaging activity in which you will work partly with other students and partly by yourself to research, prepare, and present a debate about a controversial issue of health and human rights that builds on what you have learned and read. You will then have until DECEMBER 19th at NOON to write, on your own, a 6-8 page paper following out of the activity. Your grade will be based on both participation in the class-time activity and the written work you turn in.

BEFORE YOU WRITE please see the “policies on written work” at the end of this syllabus.

COURSE SCHEDULE

Week 1
Sept 3rd  Course Introduction: What is “health”? what is the “Global South”?

Week 2
Sept 8  Is Wealthier, Healthier?

Note these three below are technical pieces from which I pulled a few pages. If you want to read the full articles they are easily found online, for those more math inclined. For those who are not, focus on the arguments not the statistics.

- Farmer, Ch 1 “On Suffering & Structural Violence”
Sept 10  HIV/AIDS I: Drivers of the Epidemic
Poku, Ch 2
Stephanie Nolen, *28: Stories of AIDS in Africa*, Ch 1, 2

**Week 3**

Sept 15  HIV/AIDS II: Treatment Access
Poku, Ch 4
Anne Christine D’Adeski, *Moving Mountains: The Race to Treat Global AIDS*, Ch 2, 3, 6

Sept 17  Ebola & Neglected Tropical Diseases
Sheri Fink, Ebola reporting from *New York Times* (we’ll see what she has written recently and read the best piece)

**Week 4**

Sept 22  Tuberculosis
*Farmer*, Chapter 4 “A Plague on All Our Houses”

Sept 24  Cancer, Vaccines, and the Health System

**Short paper topics handed out**

**Week 5**

Sept 29  Domestic Politics: Leaders Matter
**Oct 1**  
Democracy: Does it cause better health?  
*Note: The two below contain statistics—don’t worry if you don’t fully understand them, read for the content of what they find (unless you’re a math person!).*  
McGuire, 2-11 & 43-64  

**October 3: first paper due**

| Week 6 | **Required Event:** On Tuesday Night (IR)REVERENCE: Empiricism, Africa, and Science October 7, 4:15PM–7:00PM, KINSC Sharpless Auditorium  
We will also probably move things around this week to accommodate a discussion with speakers—details TBD. |
|---|---|

| Oct 6 | Democracy II: Case Studies  
McGuire, Ch 6 (Brazil 149-181) and Ch 9 (Thailand 228-254)  
Alex De Waal, *AIDS & Power*, Chapter 4 & 5. |
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**Research Paper Topic Due**

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<thead>
<tr>
<th>Oct 8</th>
<th>Guest Speaker <em>Jennifer Cohn, Doctors Without Borders/MSF</em></th>
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<th>Week 7</th>
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<th>Oct 13 &amp; 15</th>
<th><strong>FALL BREAK</strong></th>
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| Week 8 | **Race, Ethnic Politics & Health**  
Oct 22 | Lieberman (cont’d) Ch 5, 7 |
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| Week 9 | **Gender & Sexuality**  
Yasmin Lalani, “Gender Relations & HIV/AIDS Education in the Peruvian Amazon: Female Sex Worker Activists Creating Community,” from *Negotiating Sex Work* p 267-86.  
|---|---|
Oct 29  
Political Economy of Health I: Neoliberalism  
  Poku, Chapter 1  
  Saalman Kessavjee, *Blind Spot: How Neoliberalism Infiltrated Global Health*, Ch 6, 7 & 8  
  Farmer, Chapter 6: “Listening to Prophetic Voices: A Critique of Market-Based Medicine”

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**Week 10**

Nov 3  
Political Economy of Health II: Examples of alternative models  
  McGuire, Ch 3 (Costa Rica)  

Nov 5  
EVENING SESSION TO BE SCHEDULED ... pizza + movies  
  Watch, *Fire in the Blood*

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**Week 11**

Nov 10  
  Gruskin et al, Chapter 10, Ellen t Hoen et al., “TRIPS, Pharmaceutical Patents and Access to Essential Medicines: A long way from Seattle to Doha.”  

Nov 12  
Foreign Aid I: Sachs vs. Easterly  

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**November 14th, Research Paper Due**

Nov 17  
Foreign Aid II  
The Complexity of Aid  
Nov 19  

**Class Trip to New York Friday November 21st**

We will visit the offices of several NGOs & International Organizations including: Doctors Without Borders/MSF, World Health Organization, UNAIDS, African Services Committee, and International Planned Parenthood Federation.

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**Week 13**

**Nov 24**

Health & Human Rights or The Right to Health?


Farmer, Chapter 2 “Pestulance & Restraint”

Farmer, Chapter 9 “Rethinking Health & Human Rights”

*Skim the following documents and note which sections you think are applicable to human rights under the various conceptions described by the authors:*

- Universal Declaration of Human Rights
- International Convenant on Economic, Social and Cultural Rights
- International Convenant on Civil & Political Rights

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**Nov 26**

**Thanksgiving, no class**

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**Week 14**

**Dec 1**

The Right to Health & Courts


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**Dec 3**

Geopolitics


In-Class Debate: Debate topics and groups will be assigned Dec 1st and you will have one week to prepare. Final papers are based on debate, due 12/19.

What can we do from here?


DECEMBER 19th NOON FINAL PAPERS DUE

Policy for Written Work

- All papers are to be turned in to me via MOODLE by the times specified. You can confirm online that the message was sent, so there should be no “confusion” about lost emails, etc. **No work should be emailed directly to me or left under my office door.**

- Late assignments will be penalized at the rate of one grade level per day (i.e., A to A-, A- to B+, etc.).

When marking your written work, the following will be considered.

**Content:** Higher grades will be given to work that demonstrates comprehension of the class content, that presents critical analysis of the topic assigned or picked by you, and brings in relevant materials (all/most of what is relevant for assignments based on class readings). Lower grades will be given to work that misses essential and/or that simply summarizes the topic you are writing on. The key here is critical engagement with the issues of this class as opposed to repetition of what has been said by others.

**Argument:** Higher grades will be given to work that has a clearly stated thesis and a set of logically developed and reasonably comprehensive evidence and arguments in support of that thesis. Lower grades will be given to work that has no thesis or has a thesis that is not logically developed or supported by the body of the paper.

**Grammar, Spelling, and Style:** Lower grades will be given to work that is difficult to read or understand due to excessive grammatical and/or spelling errors.

**Mechanics:** Please submit work that is double spaced, 12 point font, with numbered pages, a one inch margin and your name clearly indicated. References to the ideas or words of scholars besides yourself must be cited in a consistent format—any consistent system is acceptable so long as you follow the rules of that system. Lower grades will be assigned to work that does not include all of these elements, and to any work that is generally sloppy.

Participation Grades

Grades for participation in class will be based on the following criteria:

- “A” — a student will attend class almost always (no more than 2 absences) and make frequent contributions that reflect excellent understanding of the assigned materials and ongoing discussion;
o “B” — a student will attend class almost always (no more than 2 absences) and make frequent contributions that reflect good understanding of the assigned materials and ongoing discussion;

o “C” — a student will have excellent attendance (no more than 2 absences, but infrequently or never contribute OR will attend sporadically, i.e. more than 3 absences but makes good contributions when she participates);

o “D” — a student will have sporadic attendance (more than 3 absences) and make infrequent and ill-informed contributions;

o “F” — a student will have sporadic attendance (more than 3 absences) and will never contribute or will not contribute usefully to the discussion.

Office of Disabilities Services
Students who think they may need accommodations in this course because of the impact of a disability are encouraged to meet with me privately early in the semester. Students should also contact Rick Webb, Coordinator, Office of Disabilities Services (rwebb@haverford.edu, 610-896-1290) to verify their eligibility for reasonable accommodations as soon as possible. Early contact will help to avoid unnecessary inconvenience and delays.