Course Description: Globalization has had both beneficial and harmful effects on human health. Ecological, biological, and economic, political, and social settings have been drastically altered in many parts of the world. These situations are characterized by increasing poverty, urbanization, disrupted families, altered dietary patterns, war and refugees, as well as by changes in climate and environment. There is an increased potential for food scarcity and famine, malnutrition, and general stress. In addition, there has been a resurgence of some old infections like malaria and tuberculosis, and the emergence of new to human diseases. There have been some successes in addressing specific health problems such as immunization programs aimed at childhood communicable diseases or the diagnosis and treatment of some acute infections. Despite these successes there still remain significant global health concerns, issues, and problems. This course examines the role of anthropology in studying, understanding, and working towards the maintenance of global health. Special attention is paid to understanding basic principles of epidemiology and public health, major causes of morbidity and mortality, population issues, maternal and child health, nutrition, infectious diseases, underdevelopment, health care infrastructure and policy, and emerging health issues.

Course Objectives: The objectives of this course are to:

1. Identify and analyze how cultural values influence ways of knowing on individual, societal, and global levels in a diversity of academic disciplines and social contexts.
2. Apply and integrate diverse ways of knowing to analyze and interpret global health policies.
3. Articulate how cultural frameworks and social systems influence what knowledge is produced and how knowledge is constructed, expressed, accepted, and contested.
4. Understand the limits of knowing, how knowledge changes, and the social, historical,
political, and cultural influences that shape ways of knowing across cultures.
5. Critically assess issues of identity, culture, ownership, and power as they relate to the processes of knowledge production across cultures.
6. Recognize and apply interdisciplinary connections and intercultural overlaps among ways of knowing across cultures.
7. Describe and evaluate how different methodologies influence ways of knowing and what is known.

REQUIRED TEXTBOOKS

AUTHOR: Dettwyler, Katherine A.
TITLE: Dancing Skeletons. Life and Death in West Africa.
ISBN #: 9781478607588
DATE/EDITION: 2014

AUTHOR: Fadiman, Anne
TITLE: The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures
PUBLISHER: Farrar, Straus, and Giroux, New York
ISBN #: 9780374533403
DATE/EDITION: 2012

AUTHOR: Farmer, Paul
TITLE: Pathologies of Power: Health, Human Rights, and the New War on the Poor
PUBLISHER: University of California Press, Berkeley and Los Angeles
ISBN #: 9780520243262
DATE/EDITION: 2004

Additional readings are posted online.

Assignments and important due dates:
January 20: Essay #1 due
February 27: Essay # 2 due
March 18: Draft of analysis/research paper due
April 17: Final analysis/research paper due
Ten short writing assignments will be due the class period following port visits (1/14, 1/29, 2/6, 2/15, 2/25, 3/7, 3/13, 3/26, 4/4, 4/15)

TOPICAL OUTLINE OF COURSE

Depart Ensenada — January 5

A1 — January 7:
Introduction; defining health. Discussion of the WHO definition of health. How is health measured?
Reading:  [http://www.who.int/topics/en/](http://www.who.int/topics/en/)
Lenard, Patti and Christine Straehle 2014 Introduction: Health Inequality and Global 
Redistributive Justice.

**A2 — January 9:**
Identifying the primary health issues in the countries we will be visiting. Focusing on health 
as a “Human Right”. Identifying the primary issues that seem to get in the way of achieving 
good health for all.
Preda, Adina 2014 Is there a Human Right to Health?
Hausman, Daniel M 2014 What’s Wrong with Global Health Inequalities?

**A3 — January 11:**
Defining Globalization. Is globalization a good thing or a bad thing? Who benefits from what?

Kawachi, Ichiro and Sarah Wamala (2007) Chapter 1 Globalization and Health: Challenges 
New York: Oxford University Press.

Scrimshaw, SC 2012 Culture, Behavior, and Health. In *Global Health. Disease, Programs, 
Jones and Bartlett Learning, Burlington, MA.

**Honolulu — January 12**

**A4 — January 14:**
Explaining Structural Violence; Does Market-Based Medicine really work? 
Reading: Farmer, Forward (by Sen), Introduction and Chapter 1, On Suffering and Structural 
Violence;

**A5 — January 17:**
How can health and health care be extended to all, or can it?

Reading: Farmer, Chapter 5, Health, Healing, and Social Justice. Insights from Liberation 
Theology.


**No class January 19**

**A6 — January 20:**
What are the Millennium Development Goals (MDGs)? To whom are those goals directed? 
How important are non-communicable diseases to the MDGs? To the world?

Identifying the MDGs. What didn’t occur? 
[http://www.unmillenniumproject.org/goals/index.htm](http://www.unmillenniumproject.org/goals/index.htm)
A7—January 22:
Identifying the diseases of Western nations. How did we get here?


Desowitz, Chapter 1-2 (p. 3-56). What is West Nile virus, where did it originate, and how did it get to Europe and the US?

Kobe, Japan — January 24 - 28

A8 — January 29:
Non communicable diseases – the primary health conditions of urbanization and development


Essay 1 due
Review of what has been covered so far

Shanghai, China — January 31–February 5

A9 — February 6:
Malaria, a world scourge. Is this a disease in eastern Asia? How worried do I need to be?

Reading: Desowitz, Chapter 4 and 5 (pg 75-124)

Lo, Eugenia, Guofa Zhou·Winny Oo, Ming-Chieh Lee, Elisabeth Baum, Philip L. Felgner, Zhaoqing Yang, Liwang Cui, and Guiyun Yan 2015 Molecular inference of sources and spreading patterns of *Plasmodium falciparum* malaria parasites in internally displaced persons settlements in Myanmar–China border area. *Infection, Genetics and Evolution* 33:189–196.

A10 — February 8:
Identifying the abnormal hemoglobins and resistance to malaria. East Asia, HbE and resistance to malaria. Is it enough?


**Ho Chi Minh City, Vietnam — February 10-14**

**A11 — February 15:**  
Reading:  

**No class February 17**

**A12 — February 18:**  
What can we learn about health and health-care in the US from an examination of others?  

**Yangon, Myanmar — February 20-24**

**A13 — February 25:**  
Seeking an understanding of health and health care around the world. What can we see about US health care from the Hmong?  

**Essay 2 Due**

**A14 — February 27:**  
A re-examination of health. Can we define it clearly? How would health be defined for the Hmong as explained by Fadiman? In what way(s) does that differ from how health is defined in the US? Do all US citizens enjoy the same level of health? Why or why not?  

**Cochin, India — March 1-6**

**A15 — March 7:**  
Tuberculosis. Isn’t that a disease of the past? Where is it still persistent? Can’t it be cleared with antibiotics?  
Reading:
Farmer, P. 2005 Chapter 4 A Plague on All Our Houses? Resurgent Tuberculosis inside Russia’s Prisons.


No class March 9

A16 — March 10:
More on Tuberculosis. How widespread is the disease?
Reading:

Finish up discussion of readings on tuberculosis

Port Louis, Mauritius — March 12

A17 — March 13:
HIV/AIDS. Where did it come from, who suffers from it, and isn’t the infection now under control?
Reading:


No class March 15

A18 — March 16:
HIV/AIDS in Africa. The problem is especially acute in sub-Saharan Africa. Identification of some of the key issues.
Reading:


**A19 — March 18:**
**Draft of research paper due**

Reading:


**Cape Town, South Africa — March 19-24**

**A20 — March 26:**
Climate change and health – is there a relationship?
Reading:


**A21 — March 28:**
Maternal child health – and what is the issue really? Just have fewer kids. Won’t that solve the problems?
Reading: Dettwyler (Chapter 1-8)

No class March 29

Tema, Ghana — March 31-April 3

A22 — April 4:
Living in rural Malawi. What are the health conditions that are most prominent with which people must cope? How effective is health care? Who can access that health care?
Reading: Dettwyler (Chapter 9-13)

A23 — April 6:
Women and children’s health. How much do unintended pregnancies impact women and families? How might the issue be addressed most effectively?

Reading:


A24 — April 8:
Review of what we have learned and reflecting on the issues brought up in the beginning of the course. In particular, is health a human right? What can we do to advance the belief?

Reading:


Farmer, Paul 2005 Chapter 9 Rethinking Health and Human Rights. Time for a Paradigm Shift.

Study Day April 10
Casablanca — April 11-April 14

A25 — April 15-17:

April 16 Final paper due

Arrive Hamburg — April 19

FIELD WORK
Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Experiential learning is an integral part of the Semester at Sea Experience and is one of the key parts to understanding global health, global health disparities, health as a human right, and the social, cultural, political, and economic factors that impact one’s health. Meeting with individuals who have experienced particular health conditions will help illuminate the structural violence and economic and social rights individuals should have and will greatly help show what you have learned in lecture, discussions, and reading.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course.

Field Class and Assignment

The Field Class for this course will take place on Monday, 20 March in Cape Town, South Africa.

This assignment is worth 100 points (20% of the total points for the class). The written discussion is due on A-24, April 8. If you miss the field class you will automatically lose 90 points.

In Cape Town it is proposed that we will travel to HOPE (an NGO), Tygerberg Hospital and Blikkiesdorp where we will observe their efforts and help them to address access to treatments and care primarily for HIV/AIDS.

You will be evaluated based on a paper and presentation to the class. For the paper you are expected to integrate information from in-class discussion, lectures, readings, and your observations while participating in the field class. The paper will be 6-7 pages in length and will incorporate things you learned from the field experience as well as reflections from other ports we visited and reflections on health disparities in the US.

Independent Field Assignments
A portion of your grade will be based on field trips and activities in each port that we visit. Each student will select a topic related to health or health care and make observations in each of
the ports we visit. You may conduct your research through observations, interviews with local people, and information gained during field trips. You should record your observations in journal form, consolidating them in the end as a final paper and a 5 minute in-class presentation. Use additional information from readings from books, journals, and reputable websites to support your observations. These oral reports will be scheduled later.

We will be traveling around half the world and will encounter people from cultures different from each other and different from yours. You should be able to think about the colonization of the world by Europeans and Americans and be able to think about the role that “Western” culture has had on the colonized countries. Be aware also of the role that diet, nutrition, infectious disease, poverty, and exposure to toxic chemicals can have on one's health. To what extent might any of these issues have an effect on the people that you see in any given port? Are the people you observe tending to be obese? How can people be both poor and obese at the same time? What effects does the environment (defined to include social and cultural environment too) have on overall health. Finally, have the health issues you observe changed over the geographic and cultural distance we have travelled?

You will be graded on your journal, the write-up you provide, as well as your class presentation of your observations and conclusions. The characteristics of a good documentation are 1) precise and careful observations of whether what you are observing is the result of a biological or cultural influence, or both, 2) or is what you see the result of social and cultural values, precepts, and traditions? In what way or ways might the cultural or social behaviors and economics and politics have an impact on the people you observe?

METHODS OF EVALUATION / GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory/Poor</th>
<th>Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100%: A+</td>
<td>87-89%: B+</td>
<td>77-79%: C+</td>
<td>Less than 60%: F</td>
</tr>
<tr>
<td>94-96%: A</td>
<td>84-86%: B</td>
<td>70-76%: C</td>
<td></td>
</tr>
<tr>
<td>90-93%: A-</td>
<td>80-83%: B-</td>
<td>60-69%: D</td>
<td></td>
</tr>
</tbody>
</table>

I do not award the grade of A+ and I do not round up. You will have the opportunity to earn as many as 400 points in this class. Those points are based on the following assignments:

1) Short writing assignments/summaries that cover the assigned reading, videos, and class activities will be due throughout the semester. The writing will cover material (class discussion, lecture, and reading) relevant to each assignment. If you attend class and keep up with the reading you should not have any problem with the writing assignments. **60 points**

2) **40 points** from contributions to class discussion following each port and a brief (5 minute) presentation on human health based on observations of at least one port city/country.
3) **200 points from two larger writing assignments** (100 points each) These writing assignments will cover material from lectures, readings, videos, discussions, port observations, port field activity, and student presentations. If you come to every class and do the assignments you should do well on the papers.

4) **100 points: Assigned class field experiences**

**ATTENDANCE*** Attendance is mandatory and I will take attendance at each class. You are given one absence. Any unexcused absence beyond one will cost you 10 points off your total point score. Also, do keep in mind that class participation counts, so missing class reduces class participation.

Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. I will make reasonable efforts to enable to make up work which must be accomplished under the instructor’s supervision (e.g., writing assignments). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

**LEARNING ACCOMMODATIONS**

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A memo from the student’s home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations pre-voyage as soon as possible, but no later than November 19, 2016 to academic@isevoyages.org.

**STUDENT CONDUCT CODE**

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one’s own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: “I have not given, received, or used any unauthorized assistance on this exam/assignment.”