

## **SOC 473: Globalization and Health**

### **Syllabus—Fall 2018**

Tuesdays 6:00-8:30 PM, 229 Victoria Building

Professor Jackie Smith

**Office Hours:** Tuesdays 3:00-4:30PM and by appointment

2615 Posvar Hall, Phone: 412.648.7594

The World Health Organization Constitution declares that “the enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being.” This course will help students understand how the global social and political order affects the abilities of people in the United States and other countries to realize this right to health. The course explores how a variety of global factors affect people’s wellness, risk of illness, and access to adequate health services. Expanded international travel and migration contribute to the spread of infectious diseases and shape a growing international labor market in health care. International and global economic policies such as patent law and trade agreements affect people’s work lives and their access to healthy food, medicine, and other basic needs, and have led to significant national, racial, and gendered inequities in health outcomes. Climate change impacts availability of food and water and increases the prevalence of certain diseases and hazards such as heat waves and floods. At the same time, global forces shape the possibilities for national and local governments to shape labor markets and provide for their citizens’ basic needs such as safe drinking water, nutrition, and a healthy environment. Students will gain familiarity with global perspectives and influences on human health that are relevant to careers in health care and other fields. This course fulfills social sciences and foreign culture/international–global general education requirements.

### **Learning Objectives:**

This course aims to help students:

- 1) develop critical thinking and reading skills related to globalization and health;
- 2) deepen understandings of public health and global variations in health care services and outcomes;
- 3) analyze how globalization contributes to inequalities in health care access and health outcomes;
- 4) consider implications of environmental and climate change for public health;
- 5) explore how different global actors—including *medical professionals*—are working to promote for changes in policies that enhance health, well-being and equity as well as what factors make such advocacy more or less successful;
- 6) critically evaluate different methods of measuring health and well-being.

### **Core Questions**

The following questions will help orient our inquiry into the relationships between global structures and processes and public health outcomes. ***Please revisit these questions throughout the semester and consider how each week's readings and discussion address these themes.***

- What does it mean to have a “human right to health”?
- How well do existing training and practices contribute to people’s wellness, illness, and access to quality health care?
- How is the health of the natural environment related to human health and well-being?
- To what extent is one’s health a matter of personal responsibility? How much is it shaped by larger social/structural/environmental forces outside individuals’ control?
- Is “progress” killing us?
- How do our definitions and measurement of ideas such as ‘progress’ and ‘health’ affect policy?
- How have people come together to support well-being and health for individuals and communities?

### Course Requirements & Evaluation

Attendance is required for this course. Class lectures go beyond assigned readings and are designed to help students develop critical thinking and analysis skills. If you miss class you will miss important experiences related to your learning. ***I strongly urge you to find a partner in the class who can help you keep up with notes if you have to miss a class due to illness or some other emergency.*** You are also expected to complete required readings before each class meeting and be prepared to engage in active discussion of these readings. **Random quizzes** will be used as needed to assess preparation and attendance/participation.

### GRADING:

Attendance and Participation (including learning outside the classroom & quizzes)	15%
Mid-term exam	25%
Key-terms journal	30%
Final exam	30%

NOTE: *If you believe a grading error has occurred at any point during the class, please see me as soon as possible. I will retain all grading materials for two semesters following this one.*

### Learning Outside the Classroom Activities (2)

Attend 2 campus or public events related to course themes. These may include our **class field trip to the Frick Environmental Center (Tues. September 11)**, and I will share information on events. The [Global Studies Center](#) offers many public events on themes of our course. For each event, write a short reflection (see Courseweb assignment) that includes: 1) the title of the event and name of speaker/s; 2) key ideas or information you learned from the event; and 3) observations about how the event's themes are linked with ideas or course readings, including your key terms journal.

**Key Terms Journal:** As you engage with the assigned readings, make weekly dated entries in a typed document where you identify key terms—concepts that refer to *big ideas and themes, or underlying structures and processes that help explain relationships between globalization and health*. Most of the terms will be mentioned in lectures or readings, and your role is to explain how you see this idea used or discussed in the assigned readings and class discussions. Write down relevant quotes from readings that best illustrate this term's meaning and relevance to the study of globalization. Think about **how different authors** address this concept as well as **how your own thinking and understanding about the term is evolving**. As we move further into the course, you should aim to discuss in your journal how various terms are related to one another. For instance, explain **connections between terms** such as “global trade” and “markets” are related to “inequality” and “NCDs.” Use some of your entries to explain how you are thinking about this concept and point out instances where you see this idea in the examples we discuss in class, in your outside the classroom activities, or in the news. You will be asked to submit selections from your journal in mid-September, and I will provide feedback on your work. On occasion, you may be asked to bring a selection from your journal to class for a **key term journal** discussion, and your final grade will be based on a selection of entries to be submitted on the final exam day (Guidelines for preparing your selection will be provided). Be sure to date your entries (by sections/paragraphs) so that you can track changes in your thinking over the term. (Further details on this assignment and examples will be provided on Courseweb).

**Required Readings**

Students are responsible for completing all required readings prior to class sessions. The following books are available at University Book Store and on reserve at Hillman Library:

*Global Health in the 21st Century: the Globalization of Disease and Wellness*. DeLaet, Debra L; DeLaet, David E. Routledge (2012)

*Lethal But Legal: Corporations, Consumption, and Protecting Public Health*, by Freudenberg, Nicholas (2014) Oxford University Press. (Available at University Book Store and on reserve at Hillman Library as e-book)

\*\*Additional readings are available online (open access articles) and via Courseweb.

**Policies**

\*Students are expected to follow instructions on the course syllabus and are responsible for completing course assignments on time.

\*Attendance and active engagement in class is important to learning. Students with more than 1 unexcused absence will lose ½ letter grade in their participation score.

\*Out of courtesy to your fellow students and the instructor, and to promote your own learning, please do not use laptop computers, cell phones, or text messaging/ internet access devices during class (see note on technology below).

\***Email policy:** For pedagogical and practical reasons, I discourage the use of email for routine communication (see technology policy below). I am available after class meetings and in office hours. If you cannot speak with me during these times, please contact me to schedule an appointment that suits your schedule. Email should only be used in emergencies and with discretion.

\*If you are having trouble with readings or with workload, please contact me as soon as possible so we can address any problems.

**Technology Policies\***

***Drawing from research on the role of technology in education/learning, I have adopted the following technology policies: No assignments will be accepted via e-mail, and my preferred method of communication is face to face or (where necessary) by phone. Please use opportunities after class or in office hours to discuss your work in the course. Do not use laptops or text messaging devices in class, and turn off or airplane mode your cell phones.***

***Why?*** In recent years the saturation of cell phones, text messaging, and laptops, combined with the broad availability of wireless in classrooms, has produced something called the problem of divided attention. A [March 25, 2008 article in the New York Times](#) summarized recent studies of productivity in business settings. Researchers found that after responding to email or text messages, it took people more than 15 minutes to re-focus on the “serious mental tasks” they had been performing before the interruption. Other research has shown that when people attempt to perform two tasks at once (e.g., following what’s happening in class while checking text messages), the brain literally cannot do it. The brain has got to give up on one of the tasks in order to effectively accomplish the other. Hidden behind all the hype about multi-tasking, then, is this sad truth: it makes you slower and dumber. For this reason alone you should seek to avoid the problem of divided attention when you are in class. But there’s another reason, too: technology often causes us to lose our senses when it comes to norms of polite behavior and, as a result, perfectly nice people become unbelievably rude and insulting. For both these reasons, then, turn off your cell phones or set them on silent mode when you come to class, and refrain from using laptops and any other electronic devices during class. \*Source: [Dr. Cara Finnegan](#). (See also work by [Sherry Turkle- Reclaiming Conversation in a Digital Age](#))

**Gender Inclusive/Non-Sexist Language**

*Aspiring to create a learning environment in which people of all identities are encouraged to contribute their perspectives to classroom discourse, students are encouraged to follow these guidelines for fostering an inclusive and welcoming environment, strengthening academic writing, enriching discussion, and developing good professional practices.*

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored. *These guidelines fulfill the best intentions of the University of Pittsburgh's Non-Discrimination Policy: <https://www.cfo.pitt.edu/policies/policy/07/07-01-03.html>. For additional information please visit the Gender, Sexuality, and Women's Studies Program: <http://www.gswstudies.pitt.edu/>*

**University email accounts:** *Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address. To forward e-mail sent to your University account, go to <http://accounts.pitt.edu>, log into your account, click on **Edit Forwarding Addresses**, and follow the instructions on the page. Be sure to log out of your account when you have finished. (For the full E-mail Communication Policy, go to [www.bc.pitt.edu/policies/policy/09/09-10-01.html](http://www.bc.pitt.edu/policies/policy/09/09-10-01.html).)*

**DISABILITIES:** *If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Resources and Services, 140 William Pitt Union, 412-648-7890/412-624-3346 (Fax), as early as possible in the term. Disability Resources and Services will verify your disability and determine reasonable accommodations for this course.*

**Academic Integrity:** *Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity, noted below, will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz, exam or paper will be imposed. (For the full Academic Integrity policy, go to [www.provost.pitt.edu/info/ai1.html](http://www.provost.pitt.edu/info/ai1.html).)*

**REMEMBER:** *All phones, laptops, and any other digital communication device must not be visible during class, and sound should be turned off.*

**Schedule and Topics/ Reading Assignments**

\*Students are expected to complete all reading assignments prior to each class meeting.

<b>Date</b>	<b>Topics/Readings</b>
August 28	<p><b>Introduction and overview</b>  <i>Thinking about globalization's impact on wellness, illness, &amp; health care</i>  <i>Being a critical media consumer in a global age</i></p> <p><b>Readings</b>  <a href="#">"The long and ugly tradition of treating Africa as a dirty, diseased place"</a> Washington Post August 25, 2014  <a href="#">Declaration of Alma Ata</a>            "On Being a Critical Media Consumer" (Blackboard)  <a href="#">"The Internet Makes Us Stupid, and Here's Why"</a> Kabir Sehgal <i>Fortune</i> Feb. 3, 2016  <a href="#">Face-to-Face Contacts (Not Facebook Connections), Impact Your Health and Longevity</a> Susan Pinker, Ted Talk</p>
September 4	<p><b>Globalization, Inequality and the Social Determinants of Health</b>  <i>What is globalization and how does it impact people's health</i> * <i>The Epidemiological transition and the paradox of "development"</i> * <i>Global markets and health</i>  <i>*Globalization, inequality and health</i></p> <p><b>Readings</b>            DeLaet &amp; DeLaet, Chapters 1-2 (pp. 3-30)  <i>Lethal but Legal</i>, Chapter 1 (pp. 3-37)  <a href="#">Inequality and the health-care system in the USA</a>, <i>The Lancet Special Issue: America: Equity and Equality in Health</i>, April 2017  <a href="#">World Health Statistics: A Snapshot of Global Health</a> World Health Organization, Global Health Observatory  <a href="#">"Moving Upstream: Understanding the Wider Determinants of Health"</a> Alex Bax, December 2016 Equality Trust, UK</p> <p><b>Recommended:</b> <a href="#">Population health in an era of rising income inequality: USA, 1980–2015</a> <i>The Lancet Special Issue: America: Equity and Equality in Health</i>, April 2017</p>
September 11 **4:00PM <b>Field Trip to Frick Environmental Center</b>	<p><b>Health and the Biosphere</b>  <b>**4:00PM Recommended (Optional) Field Trip:</b> <a href="#">Frick Environmental Center</a>, 2005 Beechwood Blvd., Pittsburgh, 15217. Meet with Education Director, Ms. Camila Rivera-Tinsley  <i>*Habitat as a social determinant of health</i></p> <p><b>Readings</b>            DeLaet &amp; DeLaet, Chapter 3 (pp. 31-45)  <a href="#">"Children and Nature-Deficit Disorder"</a> Martha Driessnack. 2009. <i>Journal for Specialists in Pediatric Nursing</i> 14(1):73-75.  <a href="#">"The Anxiety of Hiking While Black"</a> <i>The Guardian</i> July 13, 2018.  <a href="#">Access to nature reduces depression and obesity, finds European study</a> <i>The Guardian</i> March 21, 2017  <a href="#">Climate change and health: on the latest IPCC report</a> by Woodward, A. Smith, K R <i>Lancet</i> (London, England), 04/2014, Volume 383, Issue 9924: 1185-9.            Aldo Leopold, "The Land Ethic," Excerpt from <i>A Sand County Almanac</i>. (1949)  <b>Recommended:</b> <a href="#">The Case for Healthy Places: Improving Health Outcomes through Placemaking</a>, Project for Public Spaces, 2016, pp. 21-40</p>

	<p><a href="#">Global Climate Risk Index 2017: Who Suffers Most from Extreme Weather Events</a> Sönke Kreft, David Eckstein, Lukas Dorsch &amp; Livia Fischer, Germanwatch (pp. 4-10-Key messages and results)</p> <p><a href="#">World Medical Association Calls for Divestment</a>, Online article: <i>Common Dreams</i> October 26, 2016</p>
September 18 <b>Key Terms Journals Due</b> (Hard copy)	<p><b>The Global Economy &amp; Wellness, Illness, &amp; Care –Part 1</b> <a href="#">Health for Some: Death, Disease &amp; Disparity in a Globalizing Era</a>, pp. 1-81 “<a href="#">Achieving a High-Performance Health Care System with Universal Access: What the United States Can Learn from Other Countries</a>” American College of Physicians. <i>Annals of Internal Medicine</i> 2008; 148(1):55-75. <a href="#">Finland Tops World Happiness Report 2018 As U.S. Ranking Falls</a> <i>Huffington Post</i> March 14, 2018</p>
September 25	<p><b>The Global Economy &amp; Wellness, Illness, &amp; Care - Part 2</b> DeLaet &amp; DeLaet, Chapters 4-5 (pp. 49-84) <a href="#">Ebola outbreak is latest example of globalization’s risks</a> <i>PBS News Hour</i> November 13, 2014. <a href="#">Yes, We Were Indeed Warned about Ebola</a> <i>NY Times</i> April 7, 2015 <a href="#">Globalization and the American Dream</a>, by Helena Norberg-Hodge, Steven Gorelick, <i>Common Dreams</i> June 09, 2016. <a href="#">An Epidemic of Loneliness?</a> G. Monbiot, <i>The Guardian</i>, Oct. 14, 2014 <a href="#">Researchers Confront an Epidemic of Loneliness</a> <i>New York Times</i> Sept. 6, 2016.</p>
October 2	<p><b>Global Markets Vs. Global Health?</b> “<a href="#">Precarious Employment: Understanding an Emerging Social Determinant of Health</a>.” J. Benach, et al. <i>Annual Review of Public Health</i> 2014. 35:229–53 “The Commodification of Medical and Health Care: The Moral Consequences of a Paradigm Shift from a Professional to a Market Ethic” Edmund D. Pellegrino <i>Journal of Medicine and Philosophy</i> 24(3): 243-266 (1999). “<a href="#">Drugs for neglected diseases: a failure of the market and a public health failure?</a>” P.Trouiller, E.Torreele, P.Olliaro, N.White, S.Foster, D.Wirth and B.PeÂcoul <i>Tropical Medicine and International Health</i> 6(11):945-951 (2001). Fisk NM, Atun R (2008) <a href="#">Market Failure and the Poverty of New Drugs in Maternal Health</a>. <i>PLoS Med</i> 5(1):22-28. “<a href="#">No Money, No Care</a>” review of <i>No Apparent Distress: A Doctor’s Coming of Age on the Front Lines of American Medicine</i> by Danielle Ofri, <i>New York Times</i> Aug. 27, 2017. “<a href="#">1% Thriving While 78% Living Paycheck to Paycheck</a>” <i>Common Dreams</i> August 25, 2017. Report on CareerBuilder survey. “<a href="#">Top UPMC salaries include 10 who made at least \$2 million</a>” <i>Pittsburgh Post-Gazette</i> May 11, 2018 “<a href="#">A Different Model Medical Care in Cuba</a>” by E. Champion and S. Morrissey, <i>New England Journal of Medicine</i> 368(4):297-299</p>
October 9 <i>Guest speaker:</i> Dr. Noble Maseru, Director Center for Health Equity	<p><b><u>Race, Class, Gender &amp; Global Health Outcomes</u></b> <b>Readings</b> DeLaet &amp; DeLaet, Chapter 6 (pp. 87-114) <a href="#">Structural racism and health inequities in the USA: evidence and interventions</a> Zinzi D Bailey, Nancy Krieger, Madina Agénor, Jasmine Graves, Natalia Linos, Mary T Bassett. <i>The Lancet</i> Vol. 389 (10077) pp. 1453-1463 <a href="#">PDF</a></p>

	<p><a href="#">Mass incarceration, public health, and widening inequality in the USA</a> Christopher Wildeman, Emily A Wang. <i>The Lancet</i> Vol. 389 (10077) pp. 1464-1474.</p> <p><a href="#">"Deportation Raids Are a Public Health Crisis"</a> by Rebekah Diamond <i>Truthout</i> May 12, 2018.</p> <p><a href="#">"America's Shocking Maternal Deaths"</a> <i>New York Times</i> September 3, 2016.</p> <p><a href="#">Why America's Black Mothers and Babies Are in a Life-or-Death Crisis</a> <i>New York Times Magazine</i> April 11, 2018</p> <p><a href="#">Racial and Ethnic Disparities in Health Care, American College of Physicians Issue Brief</a></p> <p><b>Recommended:</b> Wallace, Roderick. 1988 "A synergism of Plagues: Planned Shrinkage, Contagious Housing Destruction, and AIDS in the Bronx." <i>Environmental Research</i> 47:1-33</p>
October 16	<b>FALL BREAK-</b> No Class meeting
October 23 **October 24 is <a href="#">Take back your time day</a>	<p><b>Mid-term exam</b></p> <p><b>Global Health Actors</b></p> <p><b>Readings:</b> DeLaet &amp; DeLaet, Chapters 9-11 (pp. 155-214)</p>
October 30	<p><b>Transnational Corporations-Part 1</b></p> <p><b>Readings:</b> <i>Lethal but Legal</i>, chapters 2-3 37-95</p> <p><a href="#">For Pennsylvania's Doctors, a Gag Order on Fracking Chemicals</a> <i>The Atlantic</i>, March 27, 2012, Climate Desk.</p> <p><a href="#">"Pittsburgh water: expensive, rust-colored, corrosive, and high in lead"</a> <i>The Guardian</i> September 12, 2016.</p>
November 6	<p><b>Transnational Corporations-Part 2</b></p> <p><b>Readings:</b> <i>Lethal but Legal</i>, chapters 4-6 (pp. 95-180)</p> <p><a href="#">"Assessing the health impact of transnational corporations: its importance and a framework"</a> Frances E. Baum, David M. Sanders, Matt Fisher, Julia Anaf, Nicholas Freudenberg and Sharon Friel, <i>Globalization and Health</i> 12:27 (2016) (7 pages)</p> <p><a href="#">International Peoples Tribunal Against Monsanto, The Hague October 2016</a>, (Also, view <a href="#">testimony here</a>)</p> <p><a href="#">This Major City's Drinking Water Was Fine. Then Came the Private Water Company.</a> <i>Mother Jones</i>, Julia Lurie, Oct. 26, 2016</p> <p><a href="#">Warren Introduces Accountable Capitalism Act Proposing Federal Corporate Charter</a>, <i>The Guardian</i> August 16, 2018.</p> <p><b>Recommended:</b> "Corporate Structure and Power," Chapter 9 in Cavanagh, John and Jerry Mander, eds. 2004. <i>Alternatives to Economic Globalization: A Better World Is Possible, 2nd Edition</i>. San Francisco: Berrett-Koehler Publishers.</p> <p><a href="#">"Gates Foundation's rose-colored world view not supported by evidence"</a> by Martin Kirk and Jason Hickel. <i>Humanosphere</i> March 20, 2017; <a href="#">Gated Development: Is the Gates Foundation Always a Force for Good?</a> Global Justice Now January 2016</p>
November 13	<p><b>Health as a Human Right</b></p> <p>DeLaet &amp; DeLaet, Chapter 8 (pp. 130-150)</p> <p><a href="#">"Right to health and the Universal Declaration of Human Rights"</a> Pillay, Navanethem. <i>The Lancet</i> 372 (2008): 2005-6.</p> <p><a href="#">What is the Human Right to Health and Health Care?</a> National Economic and Social Rights Initiative</p>

	<p><a href="#">Report of the Special Rapporteur on the right of everyone to the enjoyment of the highest attainable standard of physical and mental health</a> (August 2016, UN General Assembly)</p> <p><a href="#">Civil Society’s Report to the Commission on Social Determinants of Health</a> <i>Social Medicine</i> 2(4):192-211</p> <p><b>Recommended:</b> <a href="#">UN Right to Health Factsheet</a>, UN High Commissioner for Human Rights</p> <p><a href="#">UN Special Rapporteur on the Right to Health</a></p>
November 20	<p><b>Food &amp; Nutrition</b></p> <p><a href="#">“Big Food, Food Systems, and Global Health.”</a> David Stuckler, Marion Nestle <i>PLoS Med</i> 9(6): 1-4.</p> <p><a href="#">How the U.S. Government Subsidizes Obesity”</a> <i>IPS News</i> December 29, 2016</p> <p><a href="#">AGROPOLY - A handful of corporations control world food production</a> Report by Berne Declaration, September 2013.</p> <p><a href="#">How the sugar industry artificially sweetened Harvard research</a>, PBS News Hour Sept. 13, 2016</p> <p><a href="#">How Factory Farms Play Chicken with Antibiotics</a> <i>Mother Jones</i> May/June 2016</p> <p><a href="#">Global Report on Urban Health</a>, World Health Organization, 2016. Chapter 5, “Tackle 21<sup>st</sup> Century Malnutrition” (pp. 92-109)</p> <p><a href="#">Big Food Strikes Back: Why did the Obamas fail to take on corporate agriculture?</a> Michael Pollan, <i>New York Times Magazine</i> October 9, 2016.</p> <p><b>Peoples Health Movements-Food Justice</b></p> <p><a href="#">The Case for Healthy Places: Improving Health Outcomes through Placemaking</a>, Project for Public Spaces, 2016, pp. 41-50</p> <p><a href="#">“How a national food policy could save millions of lives,”</a> Michael Pollan, <i>Washington Post</i>, November 7, 2014</p> <p><a href="#">Was 2015 the Year Big Food Began to Lose Its Sway?</a> Andy Bellati, <i>Yes! Magazine</i>, December 24 2015.</p> <p><a href="#">“Climate Tax' on Meat and Dairy Would Sink Emissions and Diseases”</a> Nadia Prupis, <i>Common Dreams</i> November 8, 2016.</p> <p>Praxis Project Community Health Initiative (<a href="#">Urban Farm Project-Video</a> 3:48)</p>
November 27	<p><b>International Migration &amp; Health</b></p> <p>“Our health and theirs: Forced migration, othering, and public health” Grove, Natalie J; Zwi, Anthony B <i>Social Science &amp; Medicine</i> (2006) 62(8):1931-1942</p> <p><a href="#">“Forced migration: Health and human rights issues among refugee populations”</a> <i>Nursing Outlook</i> 63(2015):68-76.</p> <p><a href="#">"Europe gears up to attend to refugees' health"</a> <i>Bulletin of the World Health Organization</i> 12(93) ISSN (00429686) 822-823 (2015).</p> <p><b>Health Care Workers &amp; Global Care Chains</b></p> <p><a href="#">“Organizational Restructuring in U.S. Healthcare Systems: Implications for Jobs, Wages, and Inequality,”</a> Eileen Appelbaum and Rosemary Batt, Center for Economic and Policy Research (CEPR) September 2017 (pp. 3-49)</p> <p>Hochschild, Arlie. 2001. <a href="#">"The Nanny Chain."</a> <i>The American Prospect</i>.</p> <p><a href="#">Care drain: The political making of health worker migration</a> Kaelin, Lukas <i>Journal of Public Health Policy</i>, 11/2011, Volume 32, Issue 4: 489-498</p> <p><b>Recommended:</b> “The exodus of health professionals from sub-Saharan Africa: balancing human rights and societal needs in the twenty-first century” Linda</p>

	Ogilvie, Judy E. Mill, Barbara Astle, Anne Fanning and Mary Opare. <i>Nursing Inquiry</i> 2007; <b>14</b> (2): 114–124
December 4	<p><b>Advancing the Human Right to Health: Alternative Strategies</b>  <i>Lethal but Legal</i>, Chapter 7-8 (pp.181-256)</p> <p>“People’s Charter for Health” People’s Health Movement.</p> <p>“<u>Social Determinants of Health Equity</u>” Praxis Project Community Health Initiative</p> <p>“<u>Addressing Social Determinants to Improve Patient Care and Promote Health Equity: An American College of Physicians Position Paper</u>” Hilary Daniel, BS; Sue S. Bornstein, MD; Gregory C. Kane, MD; for the Health and Public Policy Committee of the American College of Physicians * <i>Annals of Internal Medicine</i> 2018;168(8):577-594. DOI: 10.7326/M17-2441</p> <p><b>Recommended:</b> “<u>Resisting the Imperial Order and Building and Alternative Future in Medicine and Public Health</u>”Jasso-Aguilar, R.; Waitzkin, H. <i>Monthly Review</i>, 67(3) 2015.</p> <p>“New Directions in Urban Environmental Justice: Rebuilding Community, Addressing Trauma, and Remaking Place” Isabelle Angelovski, <i>Journal of Planning Education and Research</i> (2013) 1-16.</p> <p>“<u>Why social capital could be the key to solving America’s overdose epidemic</u>” Maia Szalavitz <i>The Guardian</i> August 16, 2017</p>
Final Exam	