

CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

ANTH 4005A:
HEALTH AND GLOBALIZATION
FALL 2023

Dr. Jen Pylypa (she/her)
Office: Loeb C772
Office phone: 520-2600 Extension 6329
Email: jen.pylypa@carleton.ca

Method of delivery/location: in-person
Class time: Wednesdays 11:35 am-2:25 pm
Office hours: by appointment (Zoom or in-office);
please email to arrange a meeting
Course info: Brightspace

PREREQUISITE: The prerequisite for this course is third year standing or permission of the instructor.

COURSE DESCRIPTION AND OBJECTIVES:

This course uses an anthropological lens to examine the health impacts of global processes, relationships, and movements. People move globally through migration for work and school—with implications for their health—and also travel globally in the pursuit of health care services. Health care workers also travel, providing care outside of their home countries and cultures. Diseases move globally through people and the pathogens they harbor and transport, and toxins move globally through the export of waste and recyclables. Corporations operate globally, with effects on the health of their workers and local populations in the places they set up shop. Medications are produced and move globally, and are affected by patents, laws and markets in those various global spaces, with implications for people's access to life-preserving drugs. Medical technologies, human reproduction, and even body organs are pursued not only at home, but in a global arena where people travel in the pursuit of cosmetic surgeries, experimental treatments, kidney transplants, surrogate pregnancies and adoptable children. Border zones are also sites of global movements where local and national forces create their own unique health hazards. We will examine many of these processes and global flows, and their implications for human health and well-being.

In addition to academic articles and book chapters, the course readings will include two book-length ethnographies. The first examines the U.S.-Mexico border zone and the health hazards that are produced there by a combination of the natural and political environments that render the border hazardous to both the migrants who cross it, and others living and working in border communities. The second ethnography examines the experiences of Filipino health workers who travel to Singapore for work, looking at the implications of their life and working conditions for the health and well-being of both the workers, and the patients they care for.

REQUIRED BOOKS/READINGS:

Jusionyte, I. (2018). *Threshold: Emergency responders on the US-Mexico border*. University of California Press.

Amrith, M. (2017). *Caring for strangers: Filipino medical workers in Asia*. NIAS Press.

+assorted journal articles and book chapters (see Ares reserves).

All of the readings are available electronically through Ares (and can be accessed from Brightspace under Tools/Ares Reserves), including the two ethnographies, above, which are available as e-books and can be downloaded. (The two books are also available in hard copy through online book sellers such as Chapters and Amazon, if you prefer.) In Ares you will also find links to the main films that will be shown in class.

ASSIGNMENTS AND GRADING:

Lead class discussion on 2 assigned readings	20 %	Dates: each student assigned 2
Reading response papers - 3	30 %	Due dates: 1 per 3 rd of course
Attendance and participation	15 %	Dates: weekly
Term paper proposal	required	Due date: November 15
Term paper	35 %	Due date: December 8

Lead class discussion on two assigned readings: 20%

Each of you will be responsible for leading the class discussion on two of the regularly assigned readings (articles or book chapters). Each presentation is worth 10% of your grade. Readings will be assigned to individual students in the first two classes of the term. (If you miss the first two classes, you are responsible for approaching or emailing me to receive your assignments).

In class, you will spend about 5-10 minutes presenting the key points from the article or chapter. You will also create a one-page handout to distribute to the class summarizing key points and issues raised by the readings, with 3 discussion questions on the back, which we can use to continue to discuss the reading as a group. (You must provide photocopies for everyone; please make 13 copies and put your name and the title+author of the reading on the handout.) You should also upload your handout under 'assignments' on Brightspace so that I can grade it electronically and repost it under the relevant weekly topic for anyone who misses class. You may present your article/chapter orally from your seat ('seminar style') but you may also use PowerPoint, etc. if you wish to use visuals, although this is not expected or required.

Rather than summarizing every element of the reading, your handout and presentation should pull out some key points and then add any comments you have on the importance of the article, how it relates to other readings or class themes, and questions and issues that it raises.

Reading response papers, commenting on the assigned readings: 30%

Three times during the term, you will write approximately 3 pages (double-spaced, in 12-point font) commenting on the assigned readings for the week. Each of these reading response papers is worth 10% of your grade. These commentaries can take the form of informal, ‘free-writing’ in which you engage in a balanced combination of initial summarizing, followed by critically commenting upon some aspect of the assigned readings for the week. You are required to discuss *at least 2* articles or book chapters in each paper; beyond this requirement, you are free to take the paper in whatever direction you choose. *You may not submit a reading response paper in the same week as you are doing a presentation (above) on an assigned reading*; this ensures that you will reflect in writing on a variety of the course’s weekly themes.

For example: You may critically reflect upon and compare the articles, relate them to something from your experience or from another course, comment on how the article relates to theoretical concepts from this class or others, use one article’s themes or concepts to reflect upon another, etc., according to your own interests and inspiration. *Your goal should be to limit the amount of summarizing to what is needed to make your points, and maximize commentary, critical reflection, debate, and comparison.* Creative thinking is encouraged! Try to connect and synthesize ideas across readings, rather than discussing them separately. The writing does not have to be formally structured (i.e., no formal introduction or conclusion are required, no references expected), but should of course be grammatical, spell-checked and clear.

For each third of the course, you may choose which week to write your commentary, as follows: Submit one reading response paper in weeks 2, 3, 4, or 5, one in weeks 6, 7, 8, or 9 and one in weeks 10, 11, or 12. If you miss getting one in during a particular third of the course, email me for permission to submit a later one as a substitute; similarly, if decide you want to do it slightly differently than this schedule (e.g., weeks 2, 5, and 8) just email and let me know. Your commentary must address the topic for that week and must be submitted before we discuss that topic in class.

Thus, your reading response paper must be submitted through the link in Brightspace before the class when we will be discussing those readings. You may not submit reading response papers after those readings have already been discussed in class, since your responses must be your original reflections, and not a response to hearing the class discussion. Late papers will not be accepted. Papers will be graded in Brightspace.

Attendance and participation: 15%

Fourth-year seminars are discussion-oriented. As such, you are expected to complete your readings in time for class and arrive prepared to contribute to class discussion. Attendance will be taken at each class. You will receive one attendance point for each class you attend (maximum: 12 points). You will also receive up to 5 points for strong participation in discussion.

There is therefore the possibility of getting a perfect 15/15 even with a couple of absences. If you need to be absent due to illness, please let me know by email and I will take this into account.

Term paper proposal: required but not graded (*see note about penalty for failure to submit, below)

A proposal describing the anticipated topic and themes of your term paper is due via Brightspace on November 15 (about three weeks before the paper is due). The proposal must include a list of 5 proposed academic references (academic journal articles, book chapters from edited volumes, or books). Further guidelines for the term paper proposal will be discussed in class and posted to Brightspace. The term paper proposal is not graded, but I will give you comments and ensure you are on the right track.

**Students who do not submit a proposal before the term paper itself is due will receive a 3% penalty on their term paper grade.*

Term paper: 35%

Your term paper (library research paper) should be 10 to 12 pages in length (double spaced, in 12-point font), excluding title page and bibliography. You may choose any topic relating to health and globalization. Guidelines for the paper will be posted to Brightspace early in the term. The term paper is due via Brightspace by December 8. Late papers will be penalized at a rate of 2% per weekday up to a maximum penalty of 10% and cannot be submitted after December 15 without a documented exemption. Grades and comments will be returned to you via Brightspace.

WITHDRAWAL DEADLINE:

Please note that the university deadline for withdrawing from a Fall course without academic penalty is November 15.

A NOTE ON DIVERSITY, INCLUSION, AND SENSITIVE COURSE CONTENT:

Anthropology as a discipline aims to expose us to the diversity of human experience, encourages us to reflect with empathy upon different ways of living, and asks us to empathize with the hardships others have experienced due to marginalization or violence. This openness and empathy also requires that we show mutual respect in the classroom, as we share our personnel perspectives and experiences on diverse social issues. Be assured that I will also read your work with empathy, interest, and respect for the life experiences of yourselves and others that you might reference in that work. Respect for diversity also means that I must be conscious of how course material affects students, especially in cases where it may resonate with personal and

community experiences. When required course material, such as films, deals with sensitive subject matter, I will provide content warnings so that you may prepare yourself, as needed, to be confronted with that content.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

SCHEDULE OF TOPICS AND READINGS:

Week 1: September 6: Introduction to Health and Globalization

no reading

Week 2: September 13: Globalization, Epidemics, and Pandemics

Fairhead, J. (2016). Understanding social resistance to the Ebola response in the forest region of the Republic of Guinea: An anthropological perspective. *African Studies Review* 59(3), 7-31.

Iskander, N. (2020). Qatar, the coronavirus and cordons sanitaires: Migrant workers and the use of public health measures to define the nation. *Medical Anthropology Quarterly* 34(4), 561-577.

Ren, J., & Feagin, J. (2021). Face mask symbolism in anti-Asian hate crimes. *Ethnic and Racial Studies* 44(5), 746-758.

Week 3: September 20: Global Industry and Health

Ashraf, H. (2017). Chapter 9: Beyond building safety: An ethnographic account of health and well-being on the Bangladesh garment shop floor. In R. Prentice & G. De Neve (Eds.), *Unmaking the global sweatshop: Health and safety of the world's garment workers* (pp. 250-273). University of Pennsylvania Press.

Perkins, D. M. et al. (2014). E-waste: A global hazard. *Annals of Global Health* 80(4), 286-295.

Week 4: September 27: Health at the US-Mexico Border: Security and ‘Accidental Violence’

Jusionyte, Ieva (2018). *Threshold: Emergency Responders on the US-Mexico Border*. University of California Press.
- Introduction and Part One

Week 5: October 4: Health at the US-Mexico Border: Health Hazards Have no Boundaries

Jusionyte, Ieva (2018). *Threshold: Emergency Responders on the US-Mexico Border*. University of California Press.
- Parts Two, Three, and Epilogue

Week 6: October 11: Global Inequities of Health Benefits and Costs: Big Pharma and Big Tobacco

Banerjee, D., & Sargent, J. (2018). Therapies out of reach: Anticancer drugs and global trade regimes. *Science, Technology and Society* 23(3), 371-387.

Gilmore, A. B. (2015). Exposing and addressing tobacco industry conduct in low-income and middle-income countries. *Lancet* 385(9972), 1029-1043.

Week 7: October 18: Migration of Health Workers: Brain Drain and Health

Amrith, M. (2017). *Caring for strangers: Filipino medical workers in Asia*. NIAS Press.
- Chapters 1-3

Pylypa, J. (2013). Portrayals of global health worker migration in Canadian print news media: Domestic concerns vs. global awareness. *Journal of International Migration and Integration* 14(1), 81-97.

****Fall Break: October 23-27: No Classes****

Week 8: November 1: Migration of Health Workers: Global Aspirations

Amrith, M. (2017). *Caring for strangers: Filipino medical workers in Asia*. NIAS Press.
- Chapters 4-8

Week 9: November 8: Globalized Reproduction

Deomampo, D. (2013). Transnational surrogacy in India: Interrogating power and women's agency. *Frontiers: A Journal of Women Studies* 34(3), 167-188.

Wang, L. K. (2016). Chapter 3: From "missing girls" to America's sweethearts: Adoption and the reversal of fortune for healthy Chinese daughters. In *Outsourced children: Orphanage care and adoption in globalizing China* (pp. 48-75). Stanford University Press.

Week 10: November 15: Medical Tourism

Ackerman, S. (2010). Plastic paradise: Transforming bodies and selves in Costa Rica's cosmetic surgery tourism industry. *Medical Anthropology* 29(4), 403-423.

Petersen, A., Seear, K., & Munsie, M. (2014). Therapeutic journeys: The hopeful travails of stem cell tourists. *Sociology of Health and Illness* 36(5), 670-685.

Smith, K. (2012). The problematization of medical tourism: A critique of neoliberalism. *Developing World Bioethics* 12(1), 1-8.

****term paper proposal due***

Week 11: November 22: Global Organs Trade and Trafficking

Scheper-Hughes, N. (2011). Mr. Tati's holiday and Joao's safari—Seeing the world through transplant tourism. *Body & Society* 17(2&3), 55-92.

Yousaf, F. N., & Purkayastha, B. (2015). 'I am only half alive': Organ trafficking in Pakistan amid interlocking oppressions. *International Sociology* 30(6), 637-653.

Week 12: November 29: International Students and Mental Health

Forbes-Mewett, H. & Sawyer, A. (2016). International students and mental health. *Journal of International Students* 6(3), 661-677.

Gallagher, H.L., Doherty, A.Z., & Obonyo, M. (2020). International student experiences in Queensland during COVID-19. *International Social Work* 63(6), 815-819.

Hari, A., Nardon, L., & Zhang, H. (2023). A transnational lens into international student experiences of the COVID-19 pandemic. *Global Networks* 23(1), 14-30.

Week 13: December 6: Make-Up Class (as needed)

****term paper due on December 8****

ADDITIONAL INFORMATION:

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course	DEF = Deferred	

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Academic Accommodations for Students with Disabilities:

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at **613-520-6608** or **pmc@carleton.ca** for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your ***Letter of Accommodation*** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*).

*The deadline for contacting the Paul Menton Centre regarding accommodation for December full fall and late fall examinations and fall/winter midterm examinations is November 15, 2023.

For Religious Obligations:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Pregnancy:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Survivors of Sexual Violence:

As a community, Carleton University is committed to maintaining a positive learning, working

and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: www.carleton.ca/sexual-violence-support

Accommodation for Student Activities:

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Assistance for Students:

Academic and Career Development Services: <https://carleton.ca/career/>

Writing Services: <http://www.carleton.ca/csas/writing-services/>

Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

Important Information:

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>

Important Dates and Deadlines: Fall 2023

August 29, 2023: Deadline for course outlines to be made available to students registered in full fall, early fall, and fall/winter courses.

September 1, 2023: Last day for receipt of applications from potential fall (November) graduates.

September 4, 2023: Statutory holiday. University closed.

September 5, 2023: Academic orientation (undergraduate and graduate students).

Orientation for new Teaching Assistants.

All new students are expected to be on campus. Class and laboratory preparations, departmental introductions for students, and other academic preparation activities will be held.

September 6, 2023: Fall term begins. Full fall, early fall, and fall/winter classes begin.

September 12, 2023: Last day for registration and course changes (including auditing) in early fall courses.

September 19, 2023: Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.

Last day to withdraw from early fall courses with a full fee adjustment.

Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in fall 2023 and must register for the fall 2023 term.

September 22-24, 2023: Full summer and late summer term deferred final examinations will be held.

September 30, 2023: Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.

October 1, 2023: Last day for academic withdrawal from early fall courses.

Last day to request Formal Examination Accommodations for Oct/Nov final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.

October 6, 2023: December examination schedule (fall term final and fall/winter mid-terms) available online.

October 9, 2023: Statutory holiday. University closed.

October 13, 2023: Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early fall term undergraduate courses, before the official Oct/Nov final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

October 15, 2023: Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.

October 20, 2023: Last day of early fall classes.

Last day for final take-home examinations to be assigned in early fall courses, with the exception of those conforming to the examination

regulations in the Academic regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

Last day that can be specified by a course instructor as a due date for term work for early fall courses.

October 23, 2023: Deadline for course outlines to be made available to students registered in late fall courses.

October 23-27, 2023: Fall break, no classes.

October 28-29,
November 4-5, 2023: Final examinations in early fall undergraduate courses will be held.

October 30, 2023: Late fall classes begin.

November 10, 2023: Last day to withdraw from late fall term courses with a full fee adjustment.

November 15, 2023: Last day for academic withdrawal from full fall and late fall courses.

Last day to request Formal Examination Accommodations for December full fall and late fall examinations and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.

Last day for receipt of applications for admission to an undergraduate degree program for the winter term.

November 17-19, 2023: Early fall undergraduate deferred final examinations will be held.

November 24, 2023: Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

December 1, 2023: Last day for receipt of applications from potential winter (February) graduates.

Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.

Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late fall term

undergraduate courses, before the official final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

December 8, 2023: Fall term ends.

Last day of full fall and late fall classes.

Classes follow a Monday schedule.

Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

Last day that can be specified by an instructor as a due date for term work for full and late fall courses.

Last day for receipt of applications for undergraduate degree program transfers for winter term.

December 9, 2023: No classes or examinations take place.

December 10-22, 2023: Final examinations in full fall and late fall courses and mid-term examinations in fall/winter courses will be held. Examinations are normally held all seven days of the week.

December 22, 2023: All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

December 25, 2023 through January 3, 2024 inclusive: University closed.