

ANTH/HRTS 3348
Health as a Human Right: Globalization, Health, and Cross-Cultural Ethics
SMU-in-Taos
J-Term 2017

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Office Hours: after class or by appointment

Instructor Biography

I received my B.S. and M.A. in anthropology from Tulane University, and an M.A. in anthropology from Southern Methodist University. I am currently a Ph.D. Candidate in the Anthropology program at SMU and a Visiting Scholar at Tulane University. I believe in public anthropology: anthropology that is accessible but also challenges us to think critically about everyday dilemmas and issues and can be used to solve everyday problems. My teaching style reflects this.

Course Description

Since The Universal Declaration of Human Rights in 1948, an increasing amount of attention has been given to ensuring the protection of human rights in both local and international contexts. Within the development of a human rights discourse, the definitions, responsibilities, and the cross-cultural context of these “rights” remain open to debate while a great many continue to suffer. This course examines the concept of Human Rights critically, with an eye for cross-cultural variation, and with a particular focus on rights that are health-related. A diversity of students will benefit from the lectures, case studies, and dialogues in this seminar, but a goal of the course is to prepare students for careful inquiry to and application of this powerful policy idea for both international and local settings.

Course Benefits

By the end of this course, students should be able to:

- (1) Name and explain the major international documents and declarations that frame the topic of Human Rights in the contemporary era;
- (2) Identify, describe, and explain from an anthropological perspective several contemporary or historic cases of Human Rights violations that impact health or are related to the health of a segment of society;
- (3) Discuss health and healthcare as a Human Right, with sensitivity to multi-leveled contexts for the protection of such rights;
- (4) Begin to produce critical and informed written arguments for an anthropological or policy audience on these topics; and
- (5) Understand how seemingly isolated incidents of human rights violations are in fact connected to a broader, globalized world.

As a SMU-in-Taos course, this class will benefit from a small class size, an instructor who is familiar with the Fort Burgwin campus and Taos, and experiential learning through field trips and guest speakers from the local area.

Additional UC Learning Outcomes

Pillars:

2012 Individuals, Institutions, and Cultures II

- Students will be able to analyze different theoretical or interpretive perspectives in the study of individuals, institutions, and cultures that shape economic, political and social experiences.
- Students will be able to evaluate critically the research outcomes, theory, and/or theoretical applications in the study of individuals, institutions, and cultures that shape economic, political and social experiences.

2016 History, Social and Behavioral Sciences

- Students will analyze and evaluate critically research outcomes and different theoretical or interpretive perspectives in the study of individuals, institutions, and cultures that shape economic, political and social experiences.

Proficiencies and Experiences:

Human Diversity (HD)

- Students will be able to demonstrate an understanding of the historical, cultural, social, or political conditions of identity formation and function in human society, including the ways in which these conditions influence individual or group status, treatment, or accomplishments.

Information Literacy (IL)

- Students will be able to select and use the appropriate research methods and search tools for needed information.
- Students will be able to evaluate sources for quality of information for a given information need.

Required Texts

- *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*, Seth Holmes, University of California Press (2013) [**HOLMES**]
- *Health and Human Rights in a Changing World, 3rd Edition*, Grodin, Tarantola, Annas & Gruskin (eds.), Routledge (2013) [**GRODIN READER**]
- Additional articles will be assigned. These will be available on Canvas [**C**] or listed with links accessible on the Internet.

Absences

Because this is an accelerated semester, attendance and class participation is crucial to doing well in this course, and missing even a single class will put you significantly behind. Any unexcused absences will be cause for a reduction in your “attendance and participation” grade. Students are expected to attend all class sessions. If you will not be able to attend a specific session, you must make arrangements with another student to get copies of notes, etc. Appropriate medical and family excuses will be accepted, with proof, in order to establish new dates for assignments.

Course Evaluation

Assignments must be turned in on time; for each 24-hour period an assignment is late, one full grade will be deducted (e.g., an “A” paper will become a “B” paper). Appropriate medical and family excuses will be accepted, with proof, in order to establish new dates for assignments.

- Attendance and Class Participation 40%
- Course Project 40%
- Final Exam (Cumulative) 20%

Attendance and Participation (40%):

Active class participation: Discussion-based activities will comprise a substantial amount of the course, so everyone’s participation is important! Participation includes actively engaging with the readings and discussing them in a productive manner during class, answering questions posed by the instructor in class, participating in small group work, participating in activities, and *being respectful* of divergent viewpoints. Professionalism is also included in your participation grade.

Quizzes: Your participation grade will also include quizzes, announced or unannounced, in-class or take-home, at the instructor’s discretion.

Reading presentation: You will be responsible for one reading presentation; at orientation, you will pick one “optional reading” from the course schedule to complete and present to your peers. Your grade will be based on how well you present the reading to your peers, relate the reading to other class readings/materials, and the discussion questions you come up with for your peers.

Elevator speech: You will do an “elevator speech” about what you have learned and what you plan on doing after college with the instructor the last week of class. Since Taos does not have any elevators, your “elevator speech” will be conducted during the walk from the dining hall to the classroom.

Breakdown for attendance and participation grade:

- Active class participation: 10%
- Quizzes: 15%
- Reading Presentation: 10%
- Elevator Speech: 5%

Course Project (40%): See pages 8-9 of the syllabus for complete instructions.

Final Exam (20%): The final exam will have an in-class portion as well as take-home essays. The questions for the take-home portion will be given to you in advance and will be due the morning of January 18.

COURSE SCHEDULE

Because this is an accelerated semester, I recommend reading *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States* prior to your arrival in Taos. All other assigned readings should be completed before the class meeting for which they are listed, unless they are marked as *Optional Reading*.

Date	Topic	Readings and **Assignments**
Sunday Jan 8	Arrival in Taos	<ul style="list-style-type: none"> Brief orientation after dinner in dining hall **Fill out index cards**
Monday Jan 9: morning	Course Introduction: Human Rights Frameworks from an Anthropological Perspective	<ul style="list-style-type: none"> Chapter 1—Health and Human Rights [GRODIN READER] Universal Declaration of Human Rights [C]: http://www.ohchr.org/EN/UDHR/Documents/60UDHR/bookleten.pdf Declaration of Alma Ata [C]: http://www.who.int/publications/almaata_declaration_en.pdf **Start thinking about a health topic for your course project in class**
Monday Jan 9: afternoon	Healthcare Systems and Access to Health Guest Speaker	<ul style="list-style-type: none"> Miner, Horace. “Body Ritual Among the Nacirema” [C] Ch. 4 – Health Systems and the Right to the Highest Attainable Standard of Health [GRODIN READER] Film: <i>Sick Around the World</i>
Tuesday Jan 10: morning	Social Inequality and Health; Life Saving Drugs	<ul style="list-style-type: none"> **Turn in Part 1 of Course Project** Obama, Barack. “United States Health Care Reform: Progress to Date and Next Steps.” [C] <i>Optional Reading</i>: Hotez, Peter. 2011. “A Handful of ‘Antipoverty’ Vaccines Exist for Neglected Diseases, but the World’s Poorest Billion People Need More.” <i>Health Affairs</i>, 30(6): 1080-1087 [C] <i>Optional Reading</i>: Kalofonos, Ippolytos. 2010. “All I Eat is ARVs: The Paradox of AIDS Treatment Interventions in Central Mozambique.” <i>Medical Anthropology Quarterly</i>, 24(3): 363-380. [C] **Class time to work on Part 2 of Course Project**
Tuesday Jan 10: afternoon	Indigenous Rights Field Trip to Taos Pueblo	<ul style="list-style-type: none"> Reading TBA
Wednesday Jan 11: morning	Do Undocumented Immigrants Have a Right to Health?; Occupational Health and Workplace Rights	<ul style="list-style-type: none"> **Turn in Part 2 of Course Project** <i>Fresh Fruit, Broken Bodies</i>, Chapters 1-3 (note: review only since assigned to read before start of semester) [HOLMES] Film: <i>Which Way Home</i>
Wednesday January 11: afternoon	Gender and the Right to Health	<ul style="list-style-type: none"> Ch. 23 – Gender, Health, and Human Rights [GRODIN READER] The Convention for the Elimination of Discrimination against Women (CEDAW): http://www.hrweb.org/legal/cdw.html

		<ul style="list-style-type: none"> • <i>Optional Reading</i>: Fong, Cynthia. 2013. "Female Genital Cutting: Knowledge and Intervention in Egypt." <i>The Journal of Global Health</i>: http://www.ghjournal.org/female-genital-cutting-knowledge-and-intervention-in-egypt/
Thursday January 12: morning	Gender and Sexual Diversity and the Right to Health Guest Speakers from PFLAG Taos	<ul style="list-style-type: none"> • **Turn in Part 3 of Course Project** • Ch. 24 – Sexual Orientation, Gender Identity, and International Human Rights Law [GRODIN READER] • Partida, Sammie. 2014. "Student Faces Discrimination." <i>The Daily Campus</i> [C]
Thursday January 12: afternoon	Violence and Health	<ul style="list-style-type: none"> • <i>Fresh Fruit, Broken Bodies</i>, Chapters 4-6 (note: review only since assigned to read before start of semester) [HOLMES] • Ch. 16 – War and Human Rights [GRODIN READER] • Human Rights Watch, "The Truth about the United States Drone Program": http://www.hrw.org/news/2014/03/24/truth-about-united-states-drone-program • <i>Optional Reading</i>: Human Rights Watch, "Israel: Security Forces Abuse Palestinian Children": http://www.hrw.org/news/2015/07/19/israel-security-forces-abuse-palestinian-children [C] • Film: <i>Unmanned: America's Drone Wars</i> • **In-Class time to work on questions for Part 4 of Course Project**
Friday Jan 13: morning	Human Trafficking; Organ Trafficking	<ul style="list-style-type: none"> • Bales, Kevin. 2012. "The New Slavery." In <i>Disposable People: New Slavery in the Global Economy</i>. Berkeley, CA: University of California Press. [C] • Bakdash, Tarif and Nancy Scheper-Hughes. 2006. "Is it Ethical for Patients with Renal Disease to Purchase Kidneys from the World's Poor?" <i>PLoS Medicine</i>, 3(10): e349 [C] • <i>Optional Reading</i>: Kielland, Anne and Maurizia Tovo. 2006. "Child Labor in Africa: Where to Start?" In <i>Children at Work</i>. Boulder, CO: Lynne Rienner Publishers. [C]
Friday Jan 13: afternoon	Field Trip to Taos Plaza	<ul style="list-style-type: none"> • Conduct interviews about your topic with community members
Monday Jan 16: morning	Do Prisoners Have a Right to Health?	<ul style="list-style-type: none"> • **Turn in Part 4 of Course Project** • Ch. 21 – Solitary Confinement and Mental Illness in US Prisons [GRODIN READER] • <i>The New York Times</i>, "Panel Faults CIA over Brutality and Deceit in Terrorism Interrogations." 2014: http://www.nytimes.com/2014/12/10/world/senate-intelligence-committee-cia-torture-report.html?module=Search&mabReward=relbias%3Aw%2C%7B%221%22%3A%22RI%3A11%22%7D • Siems, Larry. 2015. <i>Guantanamo Diary</i>, Introduction. Little, Brown and Company: New York. • <i>Optional Reading</i>: Ould Slahi, Mohamedou. 2015. <i>Guantanamo Diary</i>, Chapter 1

Monday Jan 16: afternoon	Looking Toward the Future	<ul style="list-style-type: none"> • <i>Fresh Fruit, Broken Bodies</i>, Chapter 7 (note: review only, since assigned to read before start of semester) [HOLMES] • Ch. 33 – Global Health and the Global Economic Crisis [GRODIN READER] • Farmer, <i>Pathologies of Power</i>, Chapter 9—Rethinking Health and Human Rights [C] • Film: <i>Salud!</i>
Tuesday Jan 17:	All Day Field Trip TBA (possibly Los Alamos)	
Wednesday Jan 18: Morning	Class Presentations	<ul style="list-style-type: none"> • Take-home portion of Final Exam due. • **Part 5 of Course Project**
Wednesday Jan 18: afternoon	Final Exam	<ul style="list-style-type: none"> • Final Exam (in-class)

OTHER CLASSROOM ISSUES

Computers and Cell Phones

Computers may only be used in class for note-taking. This policy may change if computers become more of a distraction than a learning tool. All online connections must be OFF and cell phones silenced or put away for class. Students using the Internet or using their cell phones during class will lose participation points for the day.

Academic Honesty

Academic honesty is of utmost importance. Cheating, plagiarism, and fabrication are unacceptable behaviors and will not be tolerated. If a student is caught in an act of academic dishonesty, she/he will receive a 0 on the assignment and will be brought to the honor council. See SMU's honor code: http://smu.edu/studentlife/studenthandbook/PCL_05_HC.asp

Disability Accommodations

Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit <http://www.smu.edu/alec/dass> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing on the first day of class, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Suggestions for note-taking:

1. Don't write every word.
2. Develop a list of abbreviations that you can remember and then use it.
3. Write your notes in a way that gives you visual clues of what's important. Major headings are in CAPS and start at the left. Names, vocabulary, and examples are all indented with a star or number separating them from each other.
4. Don't doodle if you're not acing the class. You may say it helps you think, but it's distracting you – instead, review the previous sentences you wrote.
5. Talk to other students.
6. Talk to the professor. Professors usually go faster when students aren't asking questions. They're often happy to slow down when someone expresses interest in what's being said. So in-class or after class, make yourself and your needs known.
7. If I repeat a term or concept, it's important. Make sure you understand it. Ask for additional examples if needed.
8. Develop some short-hand, for example:

w/	with
Anth	anthropology or anthropologist
Ethn	ethnography or ethnographer
wh/	which, what, when

*Items on syllabus are subject to change.

Course Project Guidelines

For this project, you will pick a contemporary human rights issue and explore this issue in relation to health and the right to health. You will explore this topic in-depth from a variety of different angles. I ask that you pick a relatively specific, focused topic. For example, the topic of “human trafficking” would be too broad, but “human trafficking at the US-Mexico border” would be a more focused topic. Feel free to discuss a potential topic with me if you are unsure if it is an appropriate topic. Before selecting your topic, you should make sure there is sufficient information available on it. I recommend you choose a topic that is appealing to you. For example, in previous years, a fashion media major did her course project on socially responsible clothing companies. There are a total of six different assignments that make up this project. Each assignment is explained in detail below.

1. Rationale for Topic (Due January 10, morning)

This part is easy. Pick a topic and in one or two paragraphs explain why you chose this topic, why it is an important human rights topic, and why it is important in relation to health. Also, include a discussion of what you already know about this topic and what you hope to learn through this project.

2. Three News Articles (Due January 11, morning)

Using major news outlets, you will select four news articles published during the past six months to explore how this issue is presented in the media. Use only reliable, printed news sources such as *The New York Times*, *The Washington Post*, *BBC*, etc. Based on the articles you select, write a 2-3 page, double-spaced, analysis of the articles. You should avoid simply summarizing the articles and instead provide a synthesized analysis of them in relation to course material. In addition to drawing connections to course material, other points you may wish to consider in your analysis include:

- How is the media presenting the issue?
- Is the media addressing the human rights issue that is at stake? How so?
- Is the media addressing the health issues that are at stake? How so?
- Are different media sources presenting the issue in different ways? For example, is it being presented differently in US news sources compared to news sources from other countries?

For this assignment, you will also need to include a bibliography of the news articles you select, using an appropriate academic citation format.

3. Three Scholarly Articles (Due January 12, morning)

You will select four scholarly articles published within the past five years to read and analyze. These articles should come from peer-reviewed academic journals such as *The American Journal of Public Health*, *Medical Anthropology Quarterly*, *American Anthropologist*, etc. At least one of the articles should be from an anthropological journal. Based on the articles you select, write a 2-3 page, double-spaced, analysis of the articles. You should avoid simply summarizing the articles and instead provide a synthesized analysis of them in relation to course material. This response should include an analysis of how the issue is presented in the media compared to how it is presented for an

academic audience. For this assignment, you will also need to include a bibliography of the scholarly articles you select, using an appropriate academic citation format.

4. Field Trip to Interview Community Members in Taos (Write-up due January 16, morning)

For this assignment, we will take a fieldtrip off-campus. In a public area, you will approach three to four community members and ask if they would be willing to participate in a short interview. The purpose of the interview is to ask participants their opinions about the topic you are investigating. Prior to the field trip, you will have time in-class to prepare your interview questions. Following the field trip, you will write a 4-6 page paper, double-spaced, summarizing the opinions of the community members you interviewed. You should also reflect on anything that surprised you in the responses you received and how well informed you think the opinions are of the community members you interviewed about your topic. Be sure to include notes/transcripts of the interviews you conducted along with your paper.

5. Class Presentation of Course Project (January 18, morning tentatively)

During the final class session, you will briefly present your course project to your classmates. Your presentation should highlight the most important things you learned from doing this project.

Project Grading Breakdown:

Part 1: 10 points

Part 2: 20 points

Part 3: 20 points

Part 4: 30 points

Part 5: 20 points

Total: 100 points