

Disease, Health, & Inequality

ANTH 134N

REMOTE:
[https://
 canvas.eee.uci
 .edu/courses/
 25153](https://canvas.eee.uci.edu/courses/25153)

UC IRVINE
 SPRING 2020



Course Description and Objectives

Health inequities are well documented both within the United States and around the world: life expectancy is over 86 years in Monaco and under 48 years in Sierra Leone (UN 2013); the infant mortality rate is 2 per 1,000 births in Iceland and 120 per 1,000 births in Mozambique (WHO). Within the United States, Black Americans are likely to die four years earlier than White Americans, and diabetes is most common among Black, Latinx, and poor communities (CDC).

This course draws on the field of critical medical anthropology to examine the relationship among

disease, health, and social inequality.

We begin with a discussion of U.S. and global health disparities and examine the various understandings of human difference that have been invoked to explain and often justify these disparities.

Next, we will discuss the embodiment of inequality and the social, economic, and political factors that affect both infectious and chronic disease around the world.

The course continues with a discussion of structural violence and the health effects of neoliberal

economic policies, and ends with an examination of resistance and actions that can promote health as a human right.

Student Learning Outcomes

By the end of this class, students will be able to:

- Apply a critical medical anthropological perspective to the analysis of local, national, and global health inequities, and design interventions to address these inequities.
- Analyze the relationships among social organization, health policy, and health inequities.

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What's in the syllabus?

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Grading

Reading Annotations	40 pts.
Discussion Participation (6)	60 pts.
Exam 1	40 pts.
Exam 2	40 pts.
Action Project	
Brainstorm	5 pts.
Team meetings	20 pts.
Team project plan	55 pts.
Team Presentation	20 pts.
Individual Reflection	20 pts.
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TOTAL	300 pts.

Grade Scale

A ≥ 280	A- ≥ 270	
B+ ≥ 260	B ≥ 250	B- ≥ 240
C+ ≥ 230	C ≥ 220	C- ≥ 210
D+ ≥ 200	D ≥ 190	D- ≥ 180
F ≤ 180		

Grading Options

In Spring 2020 only, students may enroll in this course P/NP (Pass/Not Pass). You may change from the letter-grade option to P/NP until Friday of Week 10. A "P" (Pass) will count toward satisfaction of a major requirement that normally must be satisfied with a letter grade. You will need to earn the equivalent to a C grade or higher to receive a P. P/NP does not factor into your GPA.

Course Requirements

Reading Annotations (13.3% of grade)

A collection of articles and book chapters designed to introduce you to the breadth of the anthropology of disease, health, and inequality are available electronically through the course website.

Each week, we will collectively annotate assigned readings using the Perusall platform. This assignment is designed to 1) give you a chance to discuss some of the readings before class time and formulate questions you may wish to raise during class and 2) allow you to learn from each others' expertise, whether in the social sciences, public health, biology, or other fields. Please contribute at least FIVE substantive annotations to each article. Annotations may be thoughtful questions, comments, or context. Some annotations may be in response to comments that the professor or fellow students have already made. Annotations cannot be made up, but missing two assignments will have no effect on your grade.

Discussion Participation (20% of grade)

Class discussions are designed to give you an opportunity to apply the concepts we have been discussing in the course and to share resources. Discussions will take place asynchronously through the course Canvas site. You will receive credit for participation in at least six (6) weekly discussions throughout the quarter.

Exams (26.7% of grade)

Two exams will be administered on-line through the course Canvas site, one half way through the quarter and one near the end of the quarter. These are non-cumulative and will contain objective and short answer questions related to material covered in assigned readings, lectures, videos, podcasts, and discussions. Exams should be completed on your own, but you may use any course materials (notes, readings, etc.).

Academic Integrity

Learning, research, and scholarship depend upon an environment of academic integrity and honesty. This environment can be maintained only when all participants recognize the importance of upholding the highest ethical standards.

Academic integrity is a requirement for passing this course. All student work must be the work of the individual(s) receiving credit.

Academic dishonesty includes, for example, cheating on examinations or any assignment, plagiarism of any kind (including improper citation of sources), having someone else take an examination or complete an assignment for you (or doing this for someone else), or any activity in which you represent someone else's work as your own.

Violations of academic integrity will be referred to the Office of Academic Integrity and Student Conduct and will receive no course credit.

Please familiarize yourself with UCI's Academic Integrity Policy (<https://aisc.uci.edu/policies/academic-integrity/index.php>) and speak to the Professor if you have any questions about what is and is

Course Requirements, cont.

Team Action Project (40% of grade)

This project is designed to give you the opportunity to engage in concrete action to positively address some of the inequalities we will be discussing. You will work with fellow students in a team to design, implement, and share a health-related intervention. This project will be discussed in more depth throughout the course, and additional information will be posted to the course website.

Complete the project in several stages:

1. *Individual brainstorm (5 points)*: Identify 3-5 issues/disparities you are interested in learning more about and addressing. Teams will be formed around your interests as much as possible.
2. *Team meetings and communication (20 points)*: Regular communication among your team is critical for this project. Small assignments throughout the quarter will help you structure and navigate this process.
3. *Team project plan (40 points for the team + 15 points for individual contributions)*: As a team, submit a final project plan in which you define your problem, complete a short literature review, and develop a plan of action and implementation if possible.
4. *Presentation (15 points for the team + 5 points for individual contributions)*: As a group, share the plan you have developed and your recommendations for what others can do to address the inequity you studied.
5. *Individual reflection (20 points)*: Finally, reflect on the process and on your intervention.

Flexibility and Grace

We will be moving through this course under extremely unusual circumstances. Many students are dealing with housing and food precarity, job loss, medical emergencies, dependent care dilemmas, and irregular computer or internet access. Delays and missed deadlines are to be expected.

Many of the assignments in the class are designed to be flexible – you may miss assignments and drop lowest grades with no penalties. We will work to accommodate other late work as much as we can. Your Professor, TA, and project team members are also facing new and unforeseen circumstances. We ask that you extend to others the same flexibility and grace as we navigate this situation together.

Academic Support

The [Learning and Academic Resource Center](#) offers several forms of academic assistance, including workshops on academic reading, exam preparation, note-taking, and study techniques.

The UCI Library is an excellent research resource and offers a helpful [online guide to Anthropology scholarship](#).

The [UCI Center for Excellence in Writing and Communication](#) offers in-person and online consultations for students at any stage of the writing process in any class.

Health and Safety

The [Student Health Center](#) offers comprehensive health services to all UCI students.

This is an extraordinarily stressful time, and mental health support can be very important to help us manage. [TAO \(Therapy Assisted Online\)](#) is available for free for all students.

[UCI Campus Assault Resources & Education](#) offers free and confidential support services to those impacted by sexual assault and relationship abuse/violence.

The [UCI Dream Center](#) offers support and legal services for AB540, undocumented students, and those from mixed-status families.

Access and Inclusion

I am committed to providing an inclusive learning environment and to giving every student the opportunity to succeed in this course. If, at any point during the course, you encounter a circumstance (mental, physical, cognitive, legal, personal, etc.) that affects your ability to fully access and participate in this course, you are welcome to contact me to discuss your specific needs.

I also encourage you to contact the [UCI Disability Services Center](#). If you have a diagnosis, DSC can help you document your needs and create an accommodation plan. By making a plan through DSC, you can ensure appropriate accommodations without disclosing your condition or diagnosis to course instructors.

FRESH Basic Needs Hub

If you have difficulty accessing sufficient food to eat everyday or lack a safe and stable place to live, contact the UCI Basic Needs Coordinator at fresh@uci.edu.

If you are near UCI, the [FRESH Basic Needs Hub](#) is still open on campus. The hub includes free food and toiletry supplies. To minimize contact, hours and procedures have changed and you will need to make an appointment. A \$2000 emergency grant is also available (though you will need to have maxed out student loans to be eligible). [Apply for the Economic Crisis Response Grant here](#).

Computer and Internet Access

Remote learning depends on access to computers and high-speed internet. If you do not have reliable access to a computer, UCI has a free [student laptop loan program](#) for Spring 2020. You can request a laptop but need to be able to pick it up from campus.

Some internet providers have offered free or reduced services for students, though availability depends on your location. For more information, go to <https://uci.edu/coronavirus/students/index.php> and scroll down to "Internet Connectivity for Students".

Communication

If you have any questions not answered in this syllabus, please contact the Professor or your TA. For general questions about the class, feel free to post in the "Questions & Help" section of the Canvas discussion board. For individual questions, you are welcome to visit my virtual office hours (sign up at angelajenks.youcanbook.me) or contact me through Canvas or email. I aim to respond to messages within 24 hours.

Outline of Topics

Course materials are being reconfigured for remote learning and will be listed in the Canvas site. Each week, materials will open at 12:00am on Sunday morning. All assignments will be due by 11:59pm the following Sunday.

DATE	TOPICS	ASSIGNMENTS
Week 1: March 29	Getting Started with Remote Learning	Interactive Syllabus Quiz Remote Learning Survey Discussion 1
Week 2: April 5	Making Sense of Health Disparities	Reading annotations Discussion 2 Action Project: Brainstorm
Week 3: April 12	Infectious Disease	Reading annotations Discussion 3 Action Project: Teams formed
Week 4: April 19	Chronic Disease	Reading annotations Discussion 4 Action Project: Team meeting & planning
Week 5: April 26	Structural Violence and Vulnerability	Reading annotations Discussion 5 Exam 1
Week 6: May 3	Markets and Neoliberalism	Reading annotations Discussion 6 Action Project Check-In
Week 7: May 10	Health Care Financing and Reform	Reading annotations Discussion 7
Week 8: May 17	Resistance and Action	Reading annotations Discussion 8 Action Project Check-In
Week 9: May 24	Health and Human Rights	Reading annotations Discussion 9 Exam 2
Week 10: May 31	Project Presentations	Project Presentation Discussion 10
Finals Week: June 7		Final Team Action Plan Individual reflection