

# Community Health 184 Globalization and Health

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## OFFICE HOURS

I will hold office hours at the Community Health Program offices, 112 Packard Ave Medford, Mondays from 2:00 to 3:00 and additionally by appointment either in Medford or at my office at Tufts Medical School in Boston. Individual meetings are both productive and enjoyable and I encourage you to take advantage of this time.

## OVERVIEW

This seminar on Globalization and Health has three principal goals. First, we acquire knowledge of the theories of globalization and the related critiques by reading the current and historical perspectives on what globalization is and how it affects our world. We will look back to the writings of the philosopher Immanuel Kant as well as the current debates of Rodrick, Sen, Stiglitz, and others. Our focus will be on the emerging international community and the globalization processes that affect its formation.

Second, we will focus our attention on issues of health in the world and how globalization could make population level health outcomes better or worse. We will look at the growing problems of poverty, obesity, and environment in the developing world and how globalization is related. Third, we will seek to understand how the effects of globalization on health play out in the context of formal global community and the growing global civil society. We will examine the role of the state, the role of markets, and the role of international grass-roots movements in advocating for a more inclusive and just health policy throughout the world.

Topics include but are not limited to: economic liberalization, cultural homogenization, development (including toxic waste, global warming, and the opportunities and obstacles within an emerging built environment in the developing world), maternal and child health, infectious disease, clean water, injuries and accidents, occupational health risks, and emerging issues of chronic disease. We will examine the lessening influence of the nation state in addressing global issues such as trade and the environment amid the emerging influence of multi-national corporations, IGO's, NGO's, and transnational advocacy groups.

## COURSE FORMAT

### Class Discussion – Group Work

This course is a seminar course where students are required to prepare before class and participate in class discussion. The typical class will be organized around a list of discussion questions provided by the professor and extended by students. The syllabus suggests readings associated with each class however these are only recommendations and I strongly recommend that you find additional readings on your own to prepare for each class. I am also providing a list of published resources in this syllabus that may be helpful in getting you started.

In a departure from past seminars you each will be assigned to a group to prepare for class discussions. The idea is for you to share the research preparation for each class within the group and thus we will be able to cover a wider perspective in globalization and health than we would otherwise see. In this course we depend upon each

other for the quality of class discussion. In order to reward your efforts to prepare for and support class discussion your discussion participation will account for 40% of your final grade. Please note that the class participation grade depends only on participation as opposed to having a "correct" answer or point of view.

### Individual Research

A research paper relating globalization to a population health issue is due 12/21/2011 by 6:00pm. This paper should be no less than 12 and no more than 20 pages including references and appendices. The criteria for the research paper will be discussed in class. A paper proposal is due in class on October 3rd and a draft paper of your paper is due no later than 6:00pm Friday November 18, 2011. The draft is required and must be submitted in order for the final paper to be graded. Grading is summarized below.

### Grading Summary:

Class Participation	40 % of final grade
Research Proposal	15 %
Research Paper Draft	15 %
Final Research Paper	30 %
Total	100 %

### Recommended Resources (these are on reserve at Tisch)

1. Frank J. Lechner and John Boli, eds. 2008. *The Globalization Reader*. 3<sup>rd</sup> ed. Blackwell
2. Frank J. Lechner and John Boli, eds. 2005. *World Culture : origins and consequences*. Blackwell Publishing, London [HM621 .L43 2005](#)
3. Jan Aart Scholte, 2005. *Globalization: A Critical Introduction*, Second Edition. Palgrave Macmillan [JZ1318 .S36 2005](#)
4. Ichiro Kawachi and Sarah Wamala, eds. 2007. *Globalization and Health*. 1<sup>st</sup> Edition. Oxford University Press, Oxford and New York [RA441 .G5852 2007](#)
5. Jeffrey D. Sachs, 2008. *Common Wealth: Economics for a Crowded Planet* Penguin Press [HD87 .S23 2008](#)

### Suggested Resources

1. Amartya Sen, 1999. *Development as Freedom*, Knoff/Random House, New York.
2. Scott Burchill et al. 2001. *Theories of International Relations*, Second Edition. Palgrave Macmillan
3. Joseph E. Stiglitz 2002. *Globalization and Its Discontents*. W.W. Norton & Co. New York
4. Dani Rodrik 2011. *The Globalization Paradox: Democracy and the Future of the World Economy*. W.W. Norton & Co. New York
5. Alvin I. Goldman 1999. *Knowledge in a Social World*. Clarendon Press, Oxford
6. Samuel P. Huntington 1996. *The Clash of Civilizations and the Remaking of World Order*. Simon & Schuster, New York
7. Joseph E. Stiglitz 2007. *Making Globalization Work*. W. W. Norton & Co. New York
8. Jeffrey D. Sachs 2005. *The End of Poverty: Economic Possibilities for Our Time*. Penguin Books
9. T. R. Reid 2010. *The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care*. Penguin Books

### Email Policy

Email regarding the course will be answered within 48 hours Monday through Friday. Typically, email will not be answered between 6:00 pm on Friday and 10:00 am on Monday. Thus, it is important to plan ahead and give attention to assignments early so there is time for questions should they arise.

# Course Schedule

## Sept 12 Introduction to Globalization and Health

Reading: Scholte Ch 1 Globalization Debates

Kawachi: Forward, Ch 1

Sachs: PART ONE: CH 1 Common Challenges, Common Wealth and CH 2 Our Crowded Planet

Lechner 1: Chs 1 – 5

Learning Objectives: Provides an introduction to the topics of the course: globalization, global health, and environmental sustainability. Students will gain a better understanding of the current issues involving globalization and health and the complexity of the problems and proposed solutions.

### Today's Discussion Questions:

Define the current world in terms of local, global, and globalized.

In your perspective how is health conceived and understood locally and globally?

Describe some of the different systems of providing for health and well-being, what are the comparative models.

How do you define globalization?

What is the relationship between globalization and health?

Is globalization good or bad for the world?

What will the world look like in 50 years?

## Sept 19 What is Globalization and How Does it Affect Health?

Reading: Scholte Ch 2 Defining Globalization

Kawachi: Chs 4, 9 and 11

Lechner 1: Chs: 6 - 12

Learning Objective: The question “what is globalization” will be explored and debated to provide a clearer understanding of the term “globalization” and the difficulties and arguments in defining it.

### Today's Discussion Questions:

How is Health Produced?

How is Health Provided?

What are the Human Rights Issues of Health?

How has the world (or individual countries) tried to universalize health?

What are the problems preventing a solution?

Should these be addressed? If so, how would the current world organization support your solution?

## Sept 26 Theories of Globalization

Reading: Scholte Ch 3 Globalization in History and Ch 4 Explaining Globalization

Lechner 1: Chs: 6 – 12

Trunk: “Wallerstein 1974” “Beckfield 2003” “Barkin 2003”

Learning Objectives: Major theories of globalization including world systems, civil society, and constructivism are presented, discussed, and analyzed. Students will gain a knowledge of the theory of globalization, the historical development of such theories, and application of globalization theory through which to view current questions in global health.

**Today's Discussion Questions:**

- What is 'world systems' theory?
- How do we see this theory playing out in today's globalization society?
- What is 'world polity' theory?
- How do we see this theory playing out in today's globalization society?
- What is 'constructivism'?
- How do we see this theory playing out in today's globalization society?
- Can you contrast idealism, realism, neorealism, and materialism with constructivism?
- How do we see this theory playing out in today's globalization society?
- Are there examples of these ideas playing out in the world today?
- What do these concepts mean for population health around the world?

**Oct 3 How Markets and Development Affect Health**

Reading: Trunk: "The Role of Liberalism"

- Scholte Ch 5 Globalization and Production: From Capitalism to Hypercapitalism
- Sachs: PART THREE The Demographic Challenge, Ch 7 Global Population Dynamics and Ch 8 Completing the Demographic Transition
- Sen "Development as Freedom"
- Kawachi: Chs: 3, 6, and 8

Learning Objective: Students will explore the role of economic in globalization particularly in the context of international economic liberalization. This knowledge will be applied to the manner in which health care is organized among differing countries and the ways in which health care costs are handled across diverse populations. Students will also learn of the three major population transitions involved in the development of a population; demographic, epidemiological, and nutrition.

**Research Paper Proposal Due in class Today!!****Today's Discussion Questions:**

- What is the demographic transformation?
- How has this theory been used to understand and/or describe globalization?
- Give an example of a country currently at each of the four stages of demographic transition.

**Oct 17 Organizing the World: Development and Change**

Reading: Scholte Ch 7 Globalization and Identity: From Nationalism to Hybridization

- Lechner 1: Chs: 30 - 35
- Kawachi: Ch: 17

Learning Objectives: The impact of globalization on the nation-state will be further explored in this class leading to an understanding of the position of the nation-state in the current global landscape and consideration of the importance of the nation state in the emerging global society, particularly as it relates to the creation of health and the provision of health care.

**Today's Discussion Questions:**

- What is the epidemiologic transition?
- How has this theory been used to understand and/or describe globalization?
- Give an example of a country currently at each stage of the epidemiologic transition.
- What is the nutrition transition?
- How has this theory been used to understand and/or describe globalization?
- Give an example of a country currently at each stage of nutrition transition.
- What other transitions do you see in the world today?

How would you construct a theory around these transitions?  
For example, what would the stages of transition be in your theory?  
What do they mean for globalization?  
What do these concepts mean for population health around the world?

## **Oct 24 The Demise of the Nation State: The Role of Government and the Role of Global Social Movements**

Reading: Scholte Ch 6 Globalization and Governance: From “Statism” to Polycentrism  
Lechner 1: Chs: 25 - 29  
Kawachi: Ch: 10  
Trunk: "Theory of Public Health" and "Transnational Activist Networks"

Learning Objectives: The role of governments, international organizations such as INGO’s and WINGO’s, and social movements such as TAN’s will be discussed in light of the provision of health care and the burden of health disparities in the world. Students will gain knowledge of how each of the three sectors accomplishes goals in creating better health in the world and in poorer countries in particular. Following this class, students will also have a better understanding of the impact of globalization on the nation-state and the concomitant implications for population health. The small group case study is designed to provide a mock experience in the complexities of solving even predictable global calamities where solutions are relatively well known. Students will attain a better understanding of how hard it can be to implement solutions in adverse health situations when working in with multiple global partners.

### **Small Group Case Study I: Famine in Africa – Class Discussion**

## **Oct 31 The Globalization of Knowledge**

Reading: Scholte Ch 8 Globalization and Knowledge: From Rationalism to Reflexivity  
Trunk: “Education in Developing Countries”, Portes “Brain Drain”

Learning Objectives: Students will learn about knowledge from two perspectives. First, from the philosophical perspective students will learn how globalization is shaping and reshaping knowledge in ontological, epistemological, methodological, and aesthetic venues. They will then examine the ways in which the dissemination of knowledge through education can affect the developing world in both positive and negative ways. Students will take away a deeper understanding of the concept of knowledge as it relates to globalization as well as the power that education can have on health in a global world.

### **Today’s Discussion Questions:**

What is Knowledge? How would you define this term?  
Who owns knowledge?  
What is intellectual property?  
How has knowledge been institutionalized?  
What are the legal implications of this?  
What are the political implications?  
Who wins and who loses?

## **Nov 7 Globalization and the Environment**

Reading: Scholte Ch 9 Globalization and (In)Security  
Kawachi: Ch: 18  
Sachs: PART TWO Environmental Sustainability: Ch 3The Anthropocene, Ch 4 Global Solutions to Climate Change, Ch 5 Securing Our Water Needs, 6 A Home for All Species

Learning Objectives: Students will learn how the process of globalization is affecting the environment both personal and ecological and what initiatives are underway to address these issues. This discussion includes issues concerning security for individuals and communities. Students will examine theories of causation and suggestions for solutions and acquire a foundation from which they can be more active in response to emerging security and environmental problems in the world.

**Today's Discussion Questions:**

How is violence and security defined as a public health problem?

Do you see evidence of the use of this perspective in national and international policy?

How does the presence of physical threats affect our way of living?

What does the future look like with respect to security?

Is Huntington's theory correct?

**Nov 14 Globalization and Health**

Kawachi et al all chapters.

Learning Objectives: Students will learn how the process of globalization is affecting major health issues throughout the world and the initiatives underway to address these issues. Students will examine theories of causation and suggestions for solutions and acquire a foundation from which they can be more active in response to emerging security and environmental problems in the world.

**Research Paper Draft Due 6:00pm Friday November 18, 2011!!**

**Today's Discussion Questions:**

What are the greatest threats to the health of populations facing the world today?

Infectious disease? Clean water? Sanitation? Medical equipment? Medical personnel?

Overuse of antibiotics? Nutrition? War? Terrorism?

How do these threats differ when we take into account development and wealth?

Can you envision a pathway toward solving these problems?

What should the world look like in 50 or 100 years?

**Nov 21 Global Warming and Toward a Sustainable Global Energy Policy also, The Impact of Globalization of Freedom and Democracy – The Road to Better Health?**

Reading : Scholte Ch 11 Globalization and (Un)Democracy

Kawachi: Chs:12 and 15

Trunk: Sen "What's the Point of Democracy?"

Trunk "The Stabilization Game"

**Small Group Case Study II: Global Warming and the Need for a Sustainable Global Energy Policy**

Learning Objectives: Students are required to work in groups to propose a global energy policy that reduces carbon emissions by 50% over the next 10 years in a way that is sustainable into the future and that has manageable or positive economic impact in the short run. This exercise will prepare students for professional future situations where they may be asked to do similar activities in a real-world situation. Students will confront current thinking concerning the importance of democracy as a social organizing principle as it relates to health. We will discuss differing forms of governing the nation-state and the correlation, if any, with national health care policies in order to better understand the relationship of democracy as freedom and access to health care.

## **Nov 28 The Globalization and Social Problems: Cultural Globalization and Health Issues**

Reading: Scholte Ch 10 Globalization and (In)Equality, Ch 12 (Re) constructing Future Globalizations

Lechner 1: Chs: 13 – 14, 36 – 60

Kawachi: Chs: 2, 7, 13, 14, and 16

Sachs: PART FOUR Prosperity for All, Ch 9 The Strategy of Economic Development, Ch 10 Ending Poverty Traps, Ch 11 Economic Security in a Changing World, and Sachs: PART FIVE Global Problem Solving: Ch 12 Rethinking Foreign Policy, CH 13 Achieving Global Goals, CH 14 The Power of One

Trunk: Sen “Status of Equality” Huntington: “The Clash of Civilizations?” Fox: “Religion and State Failure”

Learning Objectives: Students will learn about health inequalities, the fundamental social causes of disease, and the difference between individualist and community models of health. Students will gain an understanding of how these issues interact with globalization and affect health. Two perspectives will be discussed including globalization as a solution to equality problems in the world and globalization as a causal factor in continuing the structures of inequality particularly in developing countries. Students will learn how modern social and political theorists see future of globalization.

### **Today’s Discussion Questions:**

How are migration and health connected?

Who is leaving? Staying? Returning?

Health Tourism? Who are the patients? Who are the providers?

Mental Health and Globalization

Exporting the U.S. system.

Definitions of mental health.

Who is leading? Who cares?

What are the long term consequences?

How can the world deal with inequality in Health? Income? Wealth? LEB? IMR?

What will the world look like in 50 or 100 years? What about urban centers? Nation States?

Populations? Race? Culture?

## **Dec 5 PowerPoint Presentations of Semester Research Projects I**

To allow sufficient time for presenters and questions we will have two evenings of presentations.

Learning Objectives: Students will learn to present complex theoretical academic material in a manner suitable for a student conference. Students will be exposed to a wide range of topics in global health and globalization as they view peer presentations.

## **Dec 12 PowerPoint Presentations of Semester Research Projects II**

To allow sufficient time for presenters and questions we will have two evenings of presentations.

Learning Objectives: Students will learn to present complex theoretical academic material in a manner suitable for a student conference. Students will be exposed to a wide range of topics in global health and globalization as they view peer presentations.

## **Dec 21 Final Research Papers are due electronically in PDF format by 6:00pm**