

PLSC 390
Poverty, Human Rights, and Health (CRN 23000)
Eastern Michigan University
Winter 2016
T/Th 3:30-4:45 pm, 419 Pray-Harrold

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Course Description and General Education Rationale

Over the last century, the total amount of wealth in the world has grown exponentially, making it possible for millions to experience a standard of living that just a few centuries ago was beyond the dreams of even the very rich. This wealth, however, is unevenly distributed: the gap between the rich and poor within societies and among nations is immense. It is estimated that the 85 wealthiest individuals alive today possess as much wealth as the poorest *3.5 billion*. The richest 1% has as much wealth as 50% of the world's people. This global inequality has a geographic dimension: the 20% of the world's population that resides in the industrialized nations of the global North (primarily North America and Europe) is 74 times wealthier than the 20% of the population living in the least developed nations of the global South (South and Southeast Asia, Sub-Saharan Africa, and Latin America). More than 3 billion people, approximately half of the world's population, earn less than \$2 per day, and more than a third of those, an estimated 1.2 billion, live on less than \$1.25 per day.

As shocking as these statistics are, they do not, in the words of Kofi Annan, former Secretary General of the United Nations, begin to “capture the humiliation, powerlessness and brutal hardship that is the daily lot of the world's poor.” Malnutrition, disease, violence, gross exploitation, and routine denial of basic human rights constantly threaten the wellbeing and very existence of the abjectly poor. Poverty not only affects individuals, but communities, societies, and entire nations. Indeed, poverty is a central, if not *the* central, global problem because it is connected to, or underlies, multiple social and political problems, including crime, civil strife, and regime instability, wars, terrorism, and pandemics.

This course addresses the extent and causes of global economic inequality as well as the effects of profound poverty on health, human rights, human development, and the quality of individual life. It explores the patterns of social, political, and economic domination that sustain poverty and limit the opportunities of the very poor. Particular attention is devoted to the role of international economic institutions, multinational corporations, and the advanced industrial nations, including the United States, in shaping the politics and economic development of countries and peoples in the global South. The course will also introduce students to one of the most promising paths for addressing poverty: international human rights law and the institutions

and organizations that seek to protect those rights. The conclusion of the course will explore a range of possible individual and collective responses to the problem of global poverty.

The “Poverty, Human Rights and Health” Sequence

This course was originally designed to be the on-campus component of a 2-course sequence, which included a travel/study abroad component (PLSC 391: Poverty, Human Rights and Health: Global Experience), which in past years has involved travel to El Salvador and Cuba. This year the study abroad course will be in **Guatemala from April 27-May 8, 2016** (immediately after the end of the regular Winter 2016 classes). The on-campus course, PLSC 390, is a prerequisite for the travel course, but you can just take the on-campus course without doing the study abroad.

Readings for this course will examine the broad themes of poverty, human rights, and health in global and comparative perspective. Some of the readings will focus specifically on the case of Guatemala (where some of you will be traveling at the end of the semester), as well as the comparative case of Cuba. The case studies of Guatemala and Cuba highlight the causes of poverty as well as its effects on individuals, communities, and politics. They also provide us with examples of how different groups and societies have attempted to overcome inequality since the mid-20th century. In some respects, Guatemala and Cuba are similar: they share a common history and culture from the Spanish colonial period, and they also both experienced social revolutions. However, in Cuba, revolutionaries led by Fidel Castro and Che Guevara came to power and implemented a socialist system that exists to the present. Cuba today provides its citizens with a high level of socioeconomic equality (including excellent free health care and education), but quite limited political and civil freedoms. In Guatemala, a prolonged revolutionary struggle that began in 1960 finally ended with a negotiated peace accord in 1996. The 36-year civil war included a particularly brutal phase in the early 1980s when the government’s “scorched-earth” tactics of counterinsurgency turned into a genocide against some of the indigenous Maya people who make up over half the country’s population.

Since the 1996 peace accords, Guatemala has been in a slow process of post-conflict peacebuilding and transition to democracy, including a campaign by human rights activists to hold military officials accountable for atrocities committed during the war. In May 2013, former president Gen. Efraín Ríos Montt was convicted in a Guatemalan court of genocide and crimes against humanity, although his conviction was later annulled on a procedural technicality. As the rule of law continues to be strengthened and civil society is rebuilt, Guatemala faces ongoing challenges of addressing the structural inequalities that have historically marginalized poor and indigenous people.

PLSC 390 explores and compares the Cuban and Guatemalan experiences in considerable depth, connecting both cases to the themes of the course. PLSC 391 will allow students to extend this comparison through the field study of the current social and political realities in Latin America. Through extensive interaction with activists and organized communities in a developing country, participants in the study abroad program will become aware of the experiences and perspectives of people engaged in different struggles to advance human rights and/or overcome poverty. In

both classes, students are encouraged to consider the implications of the experiences of people in very different countries and circumstances for their own values and worldview.

Course Objectives

Through an exploration of the causes and effects of poverty around the world students will:

- acquire an understanding of the structural characteristics of the contemporary world order
- learn how poverty affects diverse nations and cultures, as well as how it engenders conflicts and shapes international relations
- explore the social and historical dynamics that have influenced the political, economic and social development of less-developed countries, with a particular focus on Guatemala and Cuba
- explore the connections between poverty, human rights and health
- become familiar with the concept of structural violence and apply it to analyze political, social, and health problems in specific countries
- acquire a comprehensive understanding of international standards of human rights and human development, as well as the programs designed to advance human rights and development
- consider the ways in which racism, sexism and other forms of intolerance contribute to and sustain socioeconomic inequality and structural violence
- consider their own place in the global community and how their lives compare to those in less developed countries, particularly Guatemala and Cuba
- consider the possible ways in which the international community, nations, organizations and individuals can address global poverty.

COURSE REQUIREMENTS

Attendance and participation

In order to get the full benefit of this course (and to adequately prepare those who will be participating in the fieldwork course, PLSC 391), you should attend class regularly and participate in class/online discussions of the core concepts explored in lectures and assigned readings.

Readings

It is essential that you complete all assigned readings **before** the class period for which they are assigned. The following texts are required and can be purchased at any of the bookstores that serve the EMU campus or through online booksellers:

Farmer, Paul, *Pathologies of Power: Health, Human Rights and the New War on the Poor* (Berkeley: University of California Press, 2005), ISBN 9780520243262

Holmes, Seth, *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States* (Berkeley: University of California Press, 2013), ISBN 9780520275140

All readings not in these texts, along with additional materials such as lecture powerpoints, videos, and assignments, can be found online at the Canvas website for the course, <https://canvas.emich.edu/>.

Updates: The schedule, readings and other course material, and assignments are subject to change. Please check your emich.edu email regularly for updates.

Follow Current Events

In addition to completing assigned readings, you should make an effort to follow current events related to the themes of the course. Recommended world news sources include: *The New York Times* and *The Washington Post* (available online); periodicals such as *The Economist* or *The Nation*; and radio news broadcasts such as the non-commercial Free Speech Radio News (online at <http://www.fsrn.org>); National Public Radio (online at <http://news.npr.org> or on the hour at WEMU, 89.1 FM or WUOM, 91.7 FM); and BBC News (online at <http://news.bbc.co.uk/1/hi/world> or broadcast on WUOM, 91.7 FM, 9:00-10:00 a.m. Mon.-Fri.). You can also find alternative perspectives on global events at <http://www.democracynow.org> .

An extensive set of links to high-quality news sources on the specific topics of poverty, human rights, health, Guatemala, and Cuba can be found on the course Canvas site.

Films

This course makes extensive use of videos. Some will be shown in class, others will be available online, on the course webpage, or on reserve in Halle Library. You should view these as many of these films as possible. In addition, you will be asked to write short (2-3 page) reflection papers on three of them (see the **Assignments** section below for details).

A complete list of videos, many of which can be viewed online, is posted on the course Canvas site (<https://canvas.emich.edu>) under “Course Home.”

Assignments and Grading:

Film reflections. The three required film reflections (2-3 pp.) will each be worth 5%, for a total of **15% of the final course grade**. These are due by the following dates (but you are strongly recommended to turn them in earlier as you watch each film):

- Film reflection paper #1: Thurs., January 21
- Film reflection paper #2: Thurs., March 17
- Film reflection paper #3: Thurs., April 7

Reading journal. Across the semester, you will keep a journal of your reading for the course and submit it on the Canvas website every two weeks:

- Thurs. Jan. 14
- Thurs. Jan. 28
- Thurs. Feb. 11
- Thurs. Mar. 3
- Thurs. Mar. 17
- Thurs. Mar. 31
- Thurs. Apr. 14

The grade on the journal will comprise **25% of the course grade** (each submission is thus worth approximately 3.6% of the course grade).

Class participation. Active participation is essential for this course. Your attendance and contribution to in-class discussion will count for **15% of the course grade**.

Midterm Exam. This exam will assess your understanding of course concepts and material at the midpoint of the semester, Thursday, **February 28**. The exam will count for **20% of the course grade**.

Final Exam. A final exam will assess your mastery of key course concepts and strong familiarity with arguments contained in the assigned readings. Please note that the final exam will be Tuesday, April 19 in class (rather than the scheduled exam date of Thursday, April 26). The exam will comprise **25% of the course grade**.

Service Learning Opportunity

Although not required, the course encourages students to become involved in community organizations addressing problems of poverty and/or working for social justice. One way to do this is to become involved with relevant campus student organizations.

Communications

You are responsible for regularly checking your emich email (<https://mail.emich.edu>) for announcements and materials relevant to the class. (If you prefer to use another email address, you should set up your “my.emich” account to automatically forward to the other address.)

Late Assignments and Makeup Exams

Late work will be reduced one letter grade per day, and missed exams or quizzes will receive a zero, unless there is a legitimate documented excuse. If you are unable to meet a deadline, it is your responsibility to notify the instructor *before* the due date or scheduled exam

Academic Dishonesty

Plagiarism -- the unacknowledged use of the words or ideas of another person as one's own -- is forbidden by the EMU Code of Student Conduct. You may access the Code online at:

<http://www.emich.edu/policies/policy.php?id=124>

For more detailed information on what is **plagiarism and how to avoid it**, see:

<http://www.emich.edu/library/help/integratingsources.php>

Any assignment that is plagiarized, even in part, will receive a score of zero. Similarly, cheating on exams is forbidden and will also result in a zero score on the exam. Academic dishonesty may also result in a failing grade in the course and referral to the EMU Office of Student Conduct and Community Standards.

University Policies

In addition to the articulated course specific policies and expectations, students are responsible for understanding all applicable University guidelines, policies, and procedures. The EMU Student Handbook is the primary resource provided to students to ensure that they have access to

all University policies, support resources, and students' rights and responsibilities. Changes may be made to the EMU Student Handbook whenever necessary, and shall be effective immediately, and/or as of the date on which a policy is formally adopted, and/or on the date specified in the amendment. **Please note:** Electing not to access the link provided below does not absolve a student of responsibility. For questions about any university policy, procedure, practice, or resource, please contact the Office of the Ombuds: 248 Student Center, [734.487.0074](tel:734.487.0074), emu_ombuds@emich.edu, or visit the website: www.emich.edu/ombuds

To access the University Course Policies, click on this link:
<http://www.emich.edu/studenthandbook/policies/academic.php#univ>

Schedule of Topics and Readings

1. Introduction: The Origins and Consequences of Global Poverty

Thurs. Jan. 7

2. The Global Politics of Poverty

Tues. Jan. 12

- Farmer, Paul, *Pathologies of Power: Health, Human Rights, and the New War on the Poor* (Berkeley: University of California Press, 2005), Foreword, Preface, and Introduction, pp. xi-22.

- Broad, Robin (ed.), *Global Backlash: Citizen Initiatives for a Just World Economy* (Lanham, MD: Rowman & Littlefield, 2002), pp. 42-46, 80-85.

- Hulme, David, "The History and Geography of Global Poverty," in *Global Poverty: How Global Governance is Failing the Poor* (London: Routledge, 2010), pp. 17-49.

-Ronald Inglehart, "Inequality and Modernization," *Foreign Affairs* 95(1), January/February 2016, pp. 2-10.

Thurs. Jan. 14

- Hulme, "Understanding and Explaining Global Poverty," in *Global Poverty: How Global Governance is Failing the Poor*, pp. 50-80.

- Gershman, John, and Alec Irwin, "Getting a Grip on the Global Economy," in Jim Yong Kim et al. (eds.), *Dying for Growth: Global Inequality and the Health of the Poor* (Monroe, ME: Common Courage Press, 2000), pp. 11-43.

[Reading journal for Jan. 7-14 readings due in Canvas, January 14]

3. Structural Violence and the Capabilities Approach to Development

Tues. Jan. 19

- Farmer, Ch. 1, "On Suffering and Structural Violence," pp. 29-50 and Ch. 2, "Pestilence and Restraint: Guantanamo, AIDS, and the Logic of Quarantine," pp. 51-90.

-Freedman, Lynn P., "Reflections on Emerging Frameworks of Health and Human Rights," in Jonathan M. Mann et al. (eds.), *Health and Human Rights: A Reader* (N.Y.: Routledge, 1999), pp. 227-52.

Thurs. Jan. 21

- Sen, Amartya, *Development as Freedom* (New York: Random House/Anchor Books, 1999), pp. 3-34, 87-110.

- Farmer, Paul, et al., "Introduction: A Biosocial Approach" (Ch. 1) and Hanna, Bridget & Arthur Kleinman, "Unpacking Global Health: Theory and Critique" (Ch. 2), in Paul Farmer, Jim Yong Kim, Arthur Kleinman, and Matthew Basilio (eds.), *Reimagining Global Health: An Introduction* (Berkeley: University of California Press, 2013), pp. 1-32.

Optional:

-UNDP (United Nations Development Program), "The State of Human Development" (Ch. 1) and "Inequality and Human Development" (Ch. 2), Human Development Report 2005 (N.Y.: United Nations, 2005), pp. 17-71.

[film reflection paper #1 due in Canvas Thurs., Jan. 21]

4. Poverty, Human Development, and Health Care Access

Tues. Jan. 26 - Farmer, Ch. 6, "Listening for Prophetic Voices: A Critique of Market-Based Medicine," pp. 160-178.

- O'Neil, Edward, "Health, Poverty, and Structural Violence" (Ch. 1), *Awakening Hippocrates: A Primer on Health, Poverty, and Global Service* (Chicago: American Medical Association, 2006), pp. 5-27.

Thurs. Jan. 28 - Fort, Meredith, Mary Anne Mercer, and Oscar Gish (eds.), *Sickness and Wealth: The Corporate Assault on Global Health* (Cambridge, MA: South End Press, 2004), pp. 1-26.

- Chomsky, Aviva, "'The Threat of a Good Example': Health and Revolution in Cuba," in Jim Yong Kim et al. (eds.), *Dying for Growth: Global Inequality and the Health of the Poor* (Monroe, ME: Common Courage Press, 2000), pp. 331-57.

[Reading Journal for readings from 1/19-28 due in Canvas, Thurs. Jan. 28]

5. Public Health and Private Markets

Tues. Feb. 2 - Farmer, Ch. 5, "Health, Healing, and Social Justice: Insights from Liberation Theology," pp. 139-159; Ch. 8 "New Malaise: Medical Ethics and Social Rights in the Global Era," pp. 196-212; and Ch. 9, "Rethinking Health and Human Rights: Time for a Paradigm Shift," pp. 213-246.

Optional:

- O'Neil Jr., Edward, "Ethics, Human Rights, and Religion" (Ch. 10), *Awakening Hippocrates: A Primer on Health, Poverty, and Global Service* (American Medical Association, 2006), pp. 293-317.

- Jiménez, Marguerite Rose, "Cuba's Pharmaceutical Advantage," *NACLA Report on the Americas*, 44(4), Jul.-Aug. 2011, pp. 26-29.

Thurs. Feb. 4 - Homedes, Nuria, and Antonio Ugalde, "Why Neoliberal Health Reforms Have Failed in Latin America," *Health Policy* 71 (2005), pp. 83-96.

- Ruano, Ana Lorena, et al., "Making the Post-MDG Global Health Goals

Relevant for Highly Inequitable Societies: Findings from a Consultation with Marginalized Populations in Guatemala,” *International Journal for Equity in Health*, 13:57, 2014, pp. 1-8.

6. Case Study: Ebola and the Politics of Epidemiology

- Tues. Feb. 9
- People’s Health Movement, “Ebola Epidemic Exposes the Pathology of the Global Economic and Political System,” *PHM Position Paper*, 23 Sept. 2014, http://www.phmovement.org/sites/www.phmovement.org/files/phm_ebola_23_09_2014final_0.pdf
 - Kim, Jim Yong, and Paul Farmer, “What’s Missing in the Ebola Fight in West Africa,” *The Washington Post*, 31 Aug. 2014, http://www.washingtonpost.com/opinions/whats-missing-in-the-ebola-fight-in-west-africa/2014/08/31/19d6dafc-2fb4-11e4-9b98-848790384093_story.html .
 - Benton, Adia and Kim Yi Dionne, “International Political Economy and the 2014 West African Ebola Outbreak,” *African Studies Review* 58:1 (April 2015), pp. 223-236.

7. Evolving Concepts of Human Rights

- Thurs. Feb. 11
- Donnelly, Jack, “Human Rights as an Issue in World Politics” (Ch. 1) and “Theories of Human Rights” (Ch. 2), *International Human Rights*, 4th ed. (Boulder, CO: Westview, 2013), pp 1-35.
 - United Nations, *Universal Declaration of Human Rights*, Adopted by UN General Assembly Resolution 217 A (III), 10 Dec.1948.
 - Pogge, Thomas, *World Poverty and Human Rights* (New York: Cambridge, 2002), pp. 1-26.

[Reading Journal for readings from 2/2-2/11 due in Canvas, Thurs. Feb. 11]

- Tues. Feb. 16
- Morales, Pablo, “Introduction: The Politics of Human Rights,” *NACLA Report on the Americas*, 44(5), Sept.-Oct. 2011, pp. 14-15.
 - Suri, Arun, et al., “Values and Global Health,” in Paul Farmer et al. (eds.), *Reimagining Global Health*, pp. 245-86.

Optional:

- Mahony, Liam, and Luis Enrique Eguren, *Unarmed Bodyguards: International Accompaniment for the Protection of Human Rights* (Westport, CT: Kumarian Press, 1997), pp. 1-7, 246-57.

****Midterm Exam****

Thurs. Feb. 18

****Winter Break, February 22-28****

8. Imperialism, Inequality, and Poverty: The Case of Central America

Tues. Mar. 1 - Booth, John A., Christine J. Wade, and Thomas W. Walker, *Understanding Central America: Global Forces, Rebellion, and Change*, 6th ed. (Boulder, CO: Westview Press, 2015), “Crisis and Transformation” (Ch. 1) and “Global Forces and System Change in Central America” (Ch. 2), pp. 1-54.

Thurs. Mar. 3 -Booth, Wade, and Walker, *Understanding Central America*, “The Common History” (Ch. 3), pp. 55-69.

-Baloyra-Herp, Enrique A., “Reactionary Despotism in Central America.” *Journal of Latin American Studies*, 15(2), Nov. 1983, pp. 295-319.

[Reading Journal for readings from 2/16 - 3/3 due in Canvas, Thurs. March 3]

9. Social Polarization and Revolution: Guatemala

Tues. Mar. 8 - Booth, Wade, and Walker, “Guatemala” (Ch. 7), pp. 173-208.

- Carmack, Robert M., “Perspectives on the Politics of Human Rights in Guatemala” (Ch. 2), in Pedro Pitarch, Shannon Speed, and Xochitl Leyva Solano (eds.), *Human Rights in the Maya Region: Global Politics, Cultural Contentions, and Moral Engagements* (Durham, NC: Duke University Press, 2008), pp. 51-65.

Thurs. March 10 - Sanford, Victoria, “The Phenomenology of Terror” (Ch. 5), *Buried Secrets: Truth and Human Rights in Guatemala* (N.Y.: Palgrave Macmillan, 2003), pp. 121-46.

- Sanford, Victoria, “Genocide and the ‘Grey Zone’ of Justice” (Ch. 10), in *Buried Secrets*, pp. 248-71.

10. Healing Post-Conflict Societies: Guatemala after the Peace Accords

Tues. March 15 - Burrell, Jennifer L., “Introduction,” in *Maya after War: Conflict, Power, and Politics in Guatemala* (Austin: University of Texas Press, 2013), pp. 1-22.

- Burrell, Jennifer L., “Reimagining Fiesta: Migration, Culture, and Neoliberalism,” in *Maya after War*, pp. 86-114.

- Benson, Peter, and Edward F. Fischer, “Neoliberal Violence: Social Suffering in Guatemala’s Postwar Era,” in Walter E. Little & Timothy J. Smith (eds.), *Mayas in Postwar Guatemala: Harvest of Violence Revisited* (Tuscaloosa: University of Alabama Press, 2009), pp. 151-66.

Thurs. Mar. 17 - Levenson, Deborah T., “What Happened to the Revolution? Guatemala City’s *Maras* from Life to Death” (Ch. 7), in Carlota McAllister & Diane M. Nelson (eds.), *War by Other Means: Aftermath in Post-Genocide Guatemala* (Duke University Press, 2013), pp. 195-217.

- Nelson, Diane M., “100 Percent Omnilife: Health, Economy, and the End/s of War” (Ch. 11), in McAllister & Nelson (eds.), *War by Other Means*, pp. 285-306.

- Worby, Paula, "A Generation after the Refugees' Return: Are We There Yet?" (Ch. 13), in McAllister & Nelson (eds.), *War by Other Means*, pp. 330-52.
- Pallister, Kevin, "Why No Mayan Party? Indigenous Movements and National Politics in Guatemala," *Latin American Politics and Society* 55:3 (2013), pp. 117-132.

[Reading Journal for readings from 3/8-3/17 due in Canvas, Thurs. March 17]

[film reflection paper #2 due in Canvas Thurs., Mar. 17]

- Tues. Mar. 22
- Jones, Michael Duncan, "'The Solution is Prevention': The National Rural Health Care System in Nahualá"), pp. 86-99; and John P. Hawkins & Walter Randolph Adams, "Good Medicine: Steps toward a Maya-Accessible Health Care System," pp. 215-35, in Walter Randolph Adams & John P. Hawkins (eds.), *Health Care in Maya Guatemala: Confronting Medical Pluralism in a Developing Country* (Norman, OK: University of Oklahoma Press, 2007).
 - Lawton, Alexander M., "The Right to Health in Indigenous Guatemala: Prevailing Historical Structures in the Context of Health Care," *Health and Human Rights Journal*, 27 Aug. 2015, <http://www.hhrjournal.org/2015/08/the-right-to-health-in-indigenous-guatemala-prevailing-historical-structures-in-the-context-of-health-care/>
 - Flores, Walter, Ana Lorena Ruano, and Denise Phé Funchal, "Social Participation within a Context of Political Violence: Implications for the Promotion and Exercise of the Right to Health in Guatemala," *Health and Human Rights Journal*, 11(1), 6 Sept. 2013, <http://www.hhrjournal.org/2013/09/social-participation-within-a-context-of-political-violence-implications-for-the-promotion-and-exercise-of-the-right-to-health-in-guatemala/>

11. Revolution and Socialism in Cuba

- Thurs. Mar. 24
- Brenner, Philip, Marguerite Rose Jiménez, John M. Kirk, and William M. LeoGrande, "History as Prologue: Cuba before 2006," Introduction to *The Revolution under Raúl Castro: A Contemporary Cuba Reader*, 2nd ed. (Lanham, MD: Rowman & Littlefield, 2015), pp. 1-31.
 - Castro, Fidel, "History Will Absolve Me" [1953 trial defense], in Philip Brenner et al. (eds.), *The Cuba Reader: The Making of a Revolutionary Society* (N.Y.: Grove Press, 1989), pp. 31-35.
- Tues. Mar. 29
- Chomsky, Aviva, "Introduction," "Cuba through 1959" (Ch. 1), and "Experiments with Socialism" (Ch. 2), *A History of the Cuban Revolution*, 2nd ed. (Malden, MA: Wiley-Blackwell, 2015), pp. 1-53.

- Thurs. Mar. 31 - Farber, Ch. 2, "Economic Development and the Standard of Living since the 1959 Revolution," and Ch. 7, "Dissidents and Critics – from Left to Right," in *Cuba since the Revolution of 1959*, pp. 51-95 and 222-67.
- Gorry, Conner, and C. William Keck, "The Cuban Health System: In Search of Quality, Efficiency, and Sustainability," in Philip Brenner et al., eds., *The Revolution under Raúl Castro*, pp. 407-16.

Optional:

- Espina Prieto, Mayra, "Changes in the Economic Model and Social Policies in Cuba," *NACLA Report on the Americas*, 44(4), Jul.-Aug. 2011, pp. 13-15.
- De la Fuente, Alejandro, "Race and Income Inequality in Contemporary Cuba," *NACLA Report on the Americas*, 44(4), Jul.-Aug. 2011, pp. 30-33.
- Noelle Stout, "The Rise of Gay Tolerance in Cuba: The Case of the UN Vote," *NACLA Report on the Americas*, 44(4), Jul.-Aug. 2011, pp. 34-37.
- López-Levy, Arturo, "'Chaos and Instability': Human Rights and U.S. Policy Goals in Cuba," *NACLA Report on the Americas*, 44(5), Sept.-Oct. 2011, pp. 16-18.
- Bayard de Volo, Lorraine, "Heroines with Friends in High Places: Cuba's Damas de Blanco," *NACLA Report on the Americas*, 44(5), Sept.-Oct. 2011, pp. 19-22.

[Reading Journal for readings from 3/22-3/31 due in Canvas, Thurs. March 31]

12. Alternative Futures: Cuba and Guatemala

- Tues. April 5 - Chomsky, Aviva, "The 'Special Period': Socialism in One Island" (Ch. 7), "Cuba into the Twenty-First Century" (Ch. 8), and "Conclusion," in *A History of the Cuban Revolution*, 2nd ed. (Malden, MA: Wiley-Blackwell, 2015), pp. 126-73.
- Jon Lee Anderson, "Obama and Castro Seize History," *The New Yorker*, 18 Dec. 2014, <http://www.newyorker.com/news/daily-comment/obama-castro-seize-historic-moment> .
- Cristóbal Vásquez, "Cuba: Beyond the Embargo," *World Policy Journal*, 17 Dec. 2014, <http://www.worldpolicy.org/blog/2014/12/17/cuba-beyond-embargo> .
- LeoGrande, William and Peter Kornbluh, "U.S.-Cuba Diplomacy Comes Out of the Shadows," *Foreign Policy* August 14, 2015. <http://foreignpolicy.com/2015/08/14/u-s-cuba-diplomacy-replace-interests-section-embassy-havana/>
- Nolan, Rachel, "Guatemala's Civil Hangover," *NACLA*, 4 Nov. 2015, <https://nacla.org/news/2015/11/04/guatemala's-civil-hangover> .
- Abbot, Jeff, "Jimmy Morales, the New Face of Guatemala's Military Old Guard," *NACLA*, 30 Oct. 2015, <https://nacla.org/news/2015/10/30/jimmy-morales-new-face-guatemala%E2%80%99s-military-old-guard> .
- Abbott, Jeff, "The Power to Defend Our Territory: Indigenous Communities Win Consultation Law in Guatemala," *Upside Down World*,

<http://upsidedownworld.org/main/guatemala-archives-33/5524-the-power-to-defend-our-territory-indigenous-communities-win-consulation-law-in-guatemala>, 18 Nov. 2015 .

13. Immigration: Human Rights and Health

- Thurs. April 7 - Holmes, Seth, *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States* (Berkeley: University of California Press, 2013), Ch. 1-3, pp. 1-87
 -Karaim, Reed, "Immigrant Detention: Is the System Too Harsh?" *CQ Researcher* 25:38 (October 23, 2015).
<http://library.cqpress.com.ezproxy.emich.edu/cqresearcher/document.php?id=cqresrre2015102300>

[film reflection paper #3 due in Canvas Thurs., Apr. 7]

- Tues. April 12 -Holmes, *Fresh Fruit*, Ch. 4-7, pp. 88-198
 -Sommers, Benjamin, "Stuck Between Health and Immigration Reform – Care for Undocumented Immigrants," *The New England Journal of Medicine* (August 2013), pp. 593-95.
 -Pauw, Robert, Rebecca Sharpless, and Judith Wood, "Using a Human Rights Approach in Immigration Advocacy: An Introduction," *Clearinghouse Review* (February 28, 2013).

14. Solidarity: Thinking Globally, Acting Locally

- Thurs. Apr. 14 -Benjamin, Medea, and Andrea Freedman, *Bridging the Global Gap: A Handbook to Linking Citizens of the First and Third Worlds* (Washington, D.C.: Seven Locks Press, 1989), pp. 7-37, 205-219.
 -Biddle, Pippa, "The Problem with Little White Girls (and Boys): Why I Stopped Being a Voluntourist," *Culture Club*, 18 Feb. 2014,
<https://medium.com/culture-club/the-problem-with-little-white-girls-and-boys-b84d4011d17e> .
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[Reading Journal for readings from 4/5-4/14 due in Canvas, Thurs. April 14]

- Tues. Apr. 19 ****Final exam***: Tues. Apr. 19, in class**