

LALS 56

# The Right to Health

*An Introduction to Latin American Social Medicine*

University of California, Santa Cruz – Summer Session I, 2024

Online Asynchronous

**Instructor:**

Professor Justin Perez, PhD (he/him)  
Contact via Canvas messenger

**Teaching Assistants:**

Alejandra Watanabe-Farro (ella/she/her)  
Brienne Cotter (she/her)  
Kaio Lacet (he/him/ele)

### Course Description

Over the 20th century, Latin American countries experimented with the challenge of affirming health as fundamental human right. Many of their approaches were inspired by Latin American Social Medicine, a social scientific field whose contributions remain, to this day, under-recognized in traditional public health. Through a range of people-centered case studies, this course introduces the field and its struggles to ensure the right to health. Students examine how unequal social contexts and power relations shape collective health, the politics of care, and everyday experiences of illness and well-being.

### Student Hours

Systemwide Senate Regulation 760 specifies that one academic credit corresponds to a total of 30 hours of work for the median student over a quarter. This is a 5-unit course, thus corresponding to 150 hours over the quarter (30 hours of work per week over the 5-week summer quarter). The estimated weekly breakdown of student hours for LALS 56 is 5 hours of lecture, 10 hours of reading, and 15 hours of assignments/homework.

### Required Text

Carter, Eric D. 2023. *In Pursuit of Health Equity: A History of Latin American Social Medicine*. Chapel Hill: University of North Carolina Press.

### Navigating the Syllabus

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## LALS 56 Course Learning Outcomes

Upon successful completion of course requirements, students will be able to:

1. **Acquire** a working fluency of key concepts associated with the field of Latin American Social Medicine and Collective Health
2. **Describe** significant philosophical undercurrents shaping the field, including primary healthcare, liberation theology, and *el buen vivir*
3. **Compare** the political, economic, and historical conditions that influence and impact a country's efforts to affirm health as a human right
4. **Articulate** and **communicate** comprehension of course materials and **collaborate** with classmates to mutually strengthen, improve, and, if necessary, revise understandings of concepts and materials
5. **Practice** effective reading and notetaking strategies and **develop** the confidence to approach and comprehend challenging and/or lengthy scholarly texts
6. **Imagine** a possible career in the health professions or health sciences with an appreciation for social justice, human rights, and person-centered approaches

## Latin American and Latino Studies Program Learning Outcomes

Successful completion of course requirements will contribute to students' competency in the following Latin American and Latino Studies Program Learning Objectives:

1. **Apply** critical thinking to analyze from a transnational perspective the interconnections between Latin American and Latino issues, people, ideas, problems, and solutions, in alignment with the Latin American and Latino Studies Program Learning Objective "Critical Thinking."
2. **Develop** lifelong learning skills in community engagement, cross-cultural fluency, and familiarity with Latin American experiences through learning about community and civic organizations from the region through online multimedia and grey literature, in alignment with the Latin American and Latino Studies Program Learning Objective "Lifelong Learning Skills."

## Course Requirements and Grading

### Community Directory (2 points)

In the Week Zero module there is a Community Directory. Each student will add a slide to our class slide deck to introduce yourself to the class. Complete your entry in the community directory by the end of the first week of the session.

### Syllabus Quiz (2 points)

In the Week Zero module there is a Syllabus Quiz. It is a short, untimed quiz to be taken on Canvas. You may consult the syllabus while you are taking the quiz. Complete by the end of the first week of the session (June 30).

### Video Interactions (35 points)

Each weekly module contains 2-3 pre-recorded instructional videos. In each video there are 2-4 questions about the content discussed in the video. The video will automatically pause for you to answer the questions. You can view the videos and answer the questions as many times as you want – the only score that is sent to the Canvas Gradebook will be the highest overall score from any of your attempts. Complete the assigned video interactions by the end of the designated week.

### Journal (20 pts)

You will compose weekly entries to your journal on Google Documents. Instructions for setting up your journal are on Canvas. You will be given one prompt per week which will be related to the assigned readings and videos. Prompts are available on Canvas. Journal entries will not be evaluated as “right” or “wrong,” but rather: a) on timeliness and completeness and b) for evidence that you **put effort and tried hard** to respond to the prompt. The instructional team may read through your journal over the quarter and comment, but the assignment will not be graded until the posted due date (July 26). It is up to you to make sure you are progressing with your weekly journal entries. Consult the journal rubric on Canvas.

### Reading Quiz (4 quizzes x 4 pts each = 16 points)

In most weekly modules there will be a brief, untimed reading quiz. These quizzes cover the week’s assigned chapters of Eric Carter’s *In Pursuit of Health Equity*, our primary text throughout the course. The quiz is open book and open note—meaning you can consult the book and your notes while you are taking the quiz—but you may only take the quiz once. Quizzes are to be completed by the end of the week on Weeks 1, 3, 4, and 5 (Note: No reading quiz on Week 2).

### Discussion Forum (4 posts x 5 pts each = 20 points)

In the modules for weeks 1, 2, 3, and 5, you will be responsible for writing a post on the discussion forum and responding to the post of at least one other students. Each post will be in response to a prompt related to course materials. Students will be grouped into smaller learning communities on Canvas so that you engage in sustained discussion over the quarter. Consult the discussion forum rubric on Canvas.

**Reading Annotation (2 readings x 2.5 pts each = 5 points)**

Using the social annotation tool Hypothesis on Canvas, students will engage in collaborative annotation of two important readings: a translation of a selected portion of Salvador Allende’s *La Realidad Medico-Social Chilena* (The Chilean Medical-Social Reality) in Week 4 and the article “Latin American Social Medicine in Colombia: Violence, Neoliberalism, and *Buen Vivir*” by Vivian Laurens, César Abadía-Barrero and Mario Hernandez. Consult the reading annotation rubric on Canvas

**Course Grade Breakdown**

Community Directory	2
Syllabus Quiz	2
Video Interactions	35
Reading Journal	20
Reading Quizzes	16
Discussion Board	20
Reading Annotation	5
<b>Total</b>	<b>100</b>

**Grading Scale**

A = 94-100; A- = 90-93; B+ = 87 – 89; B = 83-86; B- = 80-82; C+ = 77-79; C = 70-76; D = 60-69; F = 0-60

## Communication Policies

### Contacting the Professor and Instructional Team

The most efficient form of communication with the instructional team is over Canvas messenger. Expect a response in at least 24 hours if your message is sent during the week. Weekend response time may be longer.

### Office Hours

The instructional team encourages you to participate in office hours. Office hours are conducted over zoom on a drop-in basis. You are welcome to attend the office hours of the professor or any teaching assistant:

#### Professor Perez

Tuesdays, 2:00pm-4:00pm

Zoom ID# 707 504 9091

Passcode: perez

#### Kaio Lacet

Tuesdays, 10:00am-12:00pm

Zoom ID# 930 8707 4969

Passcode: 777909

#### Brianne Cotter

Thursdays, 1:00pm-3:00pm

Zoom ID# 706 110 5802

Passcode: jK2Kgr

#### Alejandra Watanabe Farro

Mondays, 11:00am-1:00pm

Zoom ID# 995 0782 5939

Passcode: 198279

### Instructional Feedback

The instructional team provides feedback and comments on your work through Speedgrader in Canvas. For written assignments, a grading rubric is included that will be available to you prior to submitting your work. Click [here](#) to learn how to access grading rubrics on Canvas. Click [here](#) to learn how to view and interpret rubric feedback and other comments.

### Student Feedback

At the end of the quarter, you will be asked to complete a Student Experience of Teaching (SET) survey for this course. I take SET feedback seriously: course assignments have been re-designed and required readings have been carefully selected based on feedback from SETs in prior versions of the course. Most readings are included because prior students have reported to me they are interesting, compelling, and/or challenging. I will use your feedback to help future students learn more effectively.

## Course Policies

*Adapted from the UCSC Teaching & Learning Center*

### Accessibility

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please affiliate with the DRC. I encourage all students to benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at [drc@ucsc.edu](mailto:drc@ucsc.edu). For students already affiliated, make sure that you have requested Academic Access Letters, where you intend to use accommodations. You can also request to meet privately with me during my office hours or by appointment, as soon as possible. I would like us to discuss how we can implement your accommodations in this course to ensure your access and full engagement in this course.

### Academic Integrity

All members of the UCSC community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others in order to preserve the integrity of scholarship.

Academic integrity includes:

1. Following exam rules
2. Using only permitted materials during an exam
3. Viewing exam materials only when permitted by your instructor
4. Keeping what you know about an exam to yourself
5. Incorporating proper citation of all sources of information
6. Submitting your own original work

Academic misconduct includes, but is not limited to, the following:

- Disclosing exam content during or after you have taken an exam
- Accessing exam materials without permission
- Copying/purchasing any material from another student, or from another source, that is submitted for grading as your own
- Plagiarism, including use of Internet material without proper citation
- Using cell phones or other electronics to obtain outside information during an exam without explicit permission from the instructor
- Submitting your own work in one class that was completed for another class (self-plagiarism) without prior permission from the instructor.

Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Misconduct page](#) at the [Division of Undergraduate Education](#).

### Intellectual Property

The materials in this course are the intellectual property of their creators. As a student, you have access to many of the materials in the course for the purpose of learning, engaging with your

peers in the course, completing assignments, and so on. You have a moral and legal obligation to respect the rights of others by only using course materials for purposes associated with the course. For instance, you are not permitted to share, upload, stream, sell, republish, share the login information for, or otherwise disseminate any of the course materials, such as: video and audio files, assignment prompts, slides, notes, syllabus, simulations, datasets, discussion threads. Conversely, any materials created solely by you (for example, your videos, essays, images, audio files, annotations, notes) are your intellectual property and you may use them as you wish.

### **Principles of Community**

The University of California, Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment or bias (see more [here](#)). I am committed to providing an atmosphere for learning that respects diversity and supports inclusivity. We need to work together to build this community of learning. I ask all members of this class to:

- Be open to and interested in the views of others
- Consider the possibility that your views may change over the course of the term
- Be aware that this course asks you to reconsider some “common sense” notions you may hold
- Honor the unique life experiences of your colleagues
- Appreciate the opportunity that we have to learn from each other
- Listen to each other’s opinions and communicate in a respectful manner
- Keep confidential discussions that the community has of a personal (or professional) nature
- Ground your comments in the texts we are studying. Refer frequently to the texts and make them the focus of your questions, comments, and arguments. This is the single most effective way to ensure respectful discussion and to create a space where we are all learning together.

The principles of community extend to the virtual spaces like Canvas and Discord. All students are expected to continue their commitment to the principles of community.

### **Land Acknowledgement**

The land on which we gather is the unceded territory of the Awaswas-speaking Uypi Tribe. The Amah Mutsun Tribal Band, comprised of the descendants of indigenous people taken to missions Santa Cruz and San Juan Bautista during Spanish colonization of the Central Coast, is today working hard to restore traditional stewardship practices on these lands and heal from historical trauma.

### **Title IX/Care Advisory**

The [Title IX Office](#) is committed to fostering a campus climate in which members of our community are protected from all forms of sex discrimination, including sexual harassment, sexual violence, and gender-based harassment and discrimination. Title IX is a neutral office committed to safety, fairness, trauma-informed practices, and due process.

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling 831-502-2273. In addition, Counseling & Psychological

Services (CAPS) can provide confidential, counseling support, 831-459-2628. You can also report gender discrimination directly to the University's Title IX Office, 831-459-2462. Reports to law enforcement can be made to UCPD, 831-459-2231 ext. 1. For emergencies call 911.

### **Content Advisory**

This course examines some texts, images, and videos that contain descriptions and depictions of violence, hardship, disease, and human suffering and, in some cases, death. I will do my best to provide individual warnings in weekly Canvas announcements for content that is particularly sensitive. My hope is that these notifications will help your engagement by allowing you to prepare to work through challenging material. I encourage you to do what you need to care for yourself. If taking care of yourself means that you need to take a break while completing course assignments, either for a short time or for the rest of the day, you may do so without academic penalty. I encourage you to pause video recordings and return when you are ready.

### **Discussion Channel Platform Policy**

Discussion channel platforms—like Slack and Discord—can be helpful spaces for community building and advancing learning, particularly amid the challenging circumstances of the ongoing pandemic. If students of LALS 56 create such a space, it is my policy to affirm that it is not an official LALS 56 venue. I cannot confirm that the information that is shared in the channel is accurate and will not be playing any moderating role. I expect all students to continue to uphold our principles of community even in non-sanctioned online platforms. Communications with other students at UCSC, even on Discord or Slack, are still subject to UCSC's code of conduct which prohibits bullying and harassment. I also expect students to maintain academic integrity and cheating will not be tolerated. Cheating includes sharing materials during or right after an exam, collaborating on individual quizzes and exams, and posting work from which other students can plagiarize.

### **Deadlines**

Due dates are final. You are encouraged to start your assignments in advance. The conditions in which rare exceptions may be granted are on a case-by-case basis based on DRC accommodation eligibility or in the event of emergencies, both of which must be properly evidenced and documented. Unless an extension is granted on the basis of DRC affiliation, late work may be subject to a point penalty/reduction at the determination of the professor.

### **Changes to the syllabus**

Unplanned disruptions to teaching have become increasingly common. Changes to the syllabus may be made in response to changing circumstances. Stay attentive to course announcements on Canvas.

### **Student Services**

#### [Counseling and Psychological Services](#)

Many students at UCSC face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy



respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

### [Campus Mobile Crisis Team](#)

If you are concerned about yourself or someone around you and feel they may be having a behavioral health crisis, do not hesitate to call our team. Behavioral Health concerns can include mental health or substance use related situations where you or someone around you may be a danger to self or others. Dial 831-502-9988 to reach the team.

### [Student Success and Engagement Hub](#)

The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

### [Tutoring and Learning Support](#)

At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative experiences that empower them at the university and beyond.

### [Slug Support Program](#)

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need. To get started with SLUG Support, please contact the [Dean of Students Office](#) at 831-459-4446 or you may send us an email at [deanofstudents@ucsc.edu](mailto:deanofstudents@ucsc.edu).

### [Slug Help/Technology](#)

The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email [help@ucsc.edu](mailto:help@ucsc.edu).

Students may check out laptop computers and chargers through the [ITS Laptop Checkout Kiosk](#) service at kiosks located in McHenry Library and the Science & Engineering Library.

### [On-Campus Emergency Contacts](#)

For all other help and support, including the health center and emergency services, start [here](#). **Always dial 9-1-1 in the case of an emergency.**

## Weekly Course Schedule

### Week Zero: Welcome and Community Directory

View the Week Zero module on Canvas to start the course. Download and familiarize yourself with the syllabus. You will learn more about the instructor, the course, and meet your fellow classmates in the module. Don't forget to add your profile to the community directory!

This module will open as soon as the course Canvas is posted. Make sure to complete the following deliverables by 11:59pm on Sunday, June 30:

1. Community Directory: Add your own slide to the Community Directory slide deck.
2. Syllabus Quiz: Take the brief, untimed syllabus quiz. You may consult the syllabus while you take it, but you can only take it once.

### Week 1: Introduction to Latin American Social Medicine

We start our introduction to the dynamic field of Latin American Social Medicine in the 19th Century. Our readings and videos for the week outline some of the early health problems faced by Latin American countries and the social approaches health professionals took to respond. This is important historical context for our move in the following weeks into the twentieth century, when the emergence and development of Latin American social medicine transpired.

This module will open at 8:00am on Monday, June 24. Complete the weekly assignments in the following order by 11:59pm on Sunday, June 30:

1. Watch the video: "Introduction to Latin American Social Medicine." Make sure to submit responses to the questions embedded in the video.
2. Read: "What is Social Medicine" by Matthew Anderson, Lanny Smith, and Victor Sidel.
3. Share and Respond: "Class Discussion Forum 1." Make sure to submit your post and reply to the post of at least one other student. The discussion forum builds off the reading "What is Social Medicine."
4. Watch the Video: "Miasma Theory and the 19<sup>th</sup> Century Epidemics." Make sure to submit responses to the questions embedded in the video.
5. Watch the Video: "An Episode of Yellow Fever in Buenos Aires." Make sure to submit responses to the questions embedded in the video.
6. Journal: Compose your response to the Week One Journal Prompt in your Journal. The journal prompt covers the painting *An Episode of Yellow Fever in Buenos Aires*.

7. Read: “Introduction” and “Chapter 1” of Eric Carter’s *In Pursuit of Health Equity* (pp. 1-45).
8. Knowledge Check: Complete the Reading Quiz for Week 1. Remember, the quiz is open book and open note, but you can only complete it once. This week’s quiz covers the Introduction and Chapter 1 of *In Pursuit of Health Equity*.

## **Week 2: Cuban Experiments in Social Medicine**

This week focuses on the emergence of the Cuban model of healthcare and medical diplomacy. The Cuban case offers one important model for social medicine in Latin America, and has played an important role in supporting and influencing the approaches towards ensuring the right to health in other Latin American countries (and even other countries around the world!). It will be important to keep the Cuban model in mind for a later week in the course when we compare it with the development of socialized and social medicine in Chile.

This module will open at 8:00am on Monday, June 24. Complete the weekly assignments in the following order by 11:59pm on Sunday, July 7:

1. Watch the video: “The Cuban Revolution.” Make sure to submit responses to the questions embedded in the video.
2. Read Chapter 2 “Ideology and Organization of the Cuban Health System” from Julie Feinsilver’s *Healing the Masses: Cuban Health Politics at Home and Abroad*.
3. Journal: Compose your response to the Week Two Journal Prompt in your journal. The journal prompt covers Chapter 2 of *Healing the Masses*.
4. Read Chapter 5 “Biotechnology, Biomedical Research, and Medical-Pharmaceutical Exports” from Julie Feinsilver’s *Healing the Masses: Cuban Health Politics at Home and Abroad*.
5. Watch the video: “Cuban Medical Diplomacy.” Make sure to submit responses to the questions embedded in the video.
6. Watch the video: *Salud!* (dir. Field, 2006). Note that this is a full-length documentary.
7. Share and Respond: “Class Discussion Forum 2.” Make sure to submit your post and reply to the post of at least one other student. The discussion forum covers the documentary *Salud!*

## **Week 3: The Rise of International Health Institutions**

This week we follow the rise of international health organizations, especially the Pan-American Health Organization and the World Health organization (WHO). To do so, we will focus on the

global effort to eradicate malaria. In reflecting on the failure to eradicate malaria, we will track the ebbing of social medicine in Latin America and the emergence of the paradigm of technical triumphalism, development expertise, and the culture of planning.

This module will open at 8:00am on Monday, July 1. Complete the weekly assignments in the following order by 11:59pm on Sunday, July 14:

1. Watch the video: “The Pan-American Health Organization.” Make sure to submit responses to the questions embedded in the video.
2. Read: Chapter 2 (pp. 46-67) and Chapter 5 (pp. 122-146) of Eric Carter’s *In Pursuit of Health Equity*.
3. Knowledge Check: Complete the Reading Quiz for Week 3. Remember, the quiz is open book and open note, but you can only complete it once. This week’s quiz covers the Chapter 2 and Chapter 5 of *In Pursuit of Health Equity*.
4. Watch the video: “Malaria Eradication.” Make sure to submit responses to the questions embedded in the video.
5. Read: “Cultural Contagion: On Disney’s Health Education Films for Latin America” by Lisa Cartwright and Brian Goldfarb.
6. Watch the video: “Disney Health Films.” Make sure to submit responses to the questions embedded in the video.
7. Watch the video: *The Winged Scourge* (1943). The short video is linked to Youtube on Canvas.
9. Journal: Compose your response to the Week Three Journal Prompt in your journal. The journal prompt covers *The Winged Scourge*.
8. Share and Respond: “Class Discussion Forum 3.” Make sure to submit your post and reply to the post of at least one other student. The discussion forum asks for a personal reflection on your own experiences with health promotion campaigns.

#### **Week 4: Chilean Experiments in Social Medicine**

This week focuses on the case of Chile and the efforts over the course of the century to develop an equitable medical system. We pay particular attention to the story of the politician and physician Salvador Allende and his ideas about social medicine, as well as the ideas that influenced him. Recalling what we learned about Cuba, we appreciate the different trajectories of social medicine in Latin America.

This module will open at 8:00am on Monday, July 8. Complete the weekly assignments in the following order by 11:59pm on Sunday, July 21:

1. Watch the video: “Alliance for Progress.” Make sure to submit responses to the questions embedded in the video.
2. Read: Chapter 3 (pp. 68-93) of Eric Carter’s *In Pursuit of Health Equity*.
3. Knowledge Check: Complete the Reading Quiz for Week 4. Remember, the quiz is open book and open note, but you can only complete it once. This week’s quiz covers the Chapter 3 of *In Pursuit of Health Equity*.
4. Read: “From Cold War Pressures to State Policy to People’s Health” by Jadwiga Pieper Mooney.
5. Journal: Compose your response to the Week Four Journal Prompt in your journal. The prompt asks you to compare and contrast ideas from the Carter and Pieper Mooney readings.
6. Watch the video: “Salvador Allende’s Social Medicine.” Make sure to submit responses to the questions embedded in the video.
7. Collective Annotation: Annotate the short translation of a section of Salvador Allende’s “The Chilean Social-Medical Reality” on Hypothesis. Make sure to add thoughtful comments to the posts of your peers.

## **Week 5: Neoliberalism and Health Reform**

The important concept for this week is neoliberalism. We will learn how the neoliberalization of Latin America transformed (and even reversed) the efforts to implement social medicine towards ensuring a right to health for all. We also learn how some countries resisted. We will focus on the example of how the economic conditions created by neoliberalism enabled a disastrous cholera epidemic in Peru to amplify in the early 1990s. We then consider how the proposals of Latin American social medicine continue to be relevant today.

This module will open at 8:00am on Monday, July 15. Complete the weekly assignments in the following order by 11:59pm on **Friday, July 26**:

1. Watch the video: “Neoliberal Reform.” Make sure to submit responses to the questions embedded in the video.

2. Watch the video: “Peru’s Cholera Epidemic.” Make sure to submit responses to the questions embedded in the video.
3. Read: Chapter 6 (pp. 147-177) and Chapter 7 (pp. 178-211) of Eric Carter’s *In Pursuit of Health Equity*.
4. Journal: Compose your response to the Week Five Journal Prompt in your journal. The prompt covers Chapter 7 of Carter’s *In Pursuit of Health Equity*.
5. Knowledge Check: Complete the Reading Quiz for Week 5. Remember, the quiz is open book and open note, but you can only complete it once. This week’s quiz covers the Chapters 6 and 7 of *In Pursuit of Health Equity*.
6. Collective Annotation: Annotate the article “Latin American Social Medicine in Colombia” on Hypothesis. Make sure to add thoughtful comments to the posts of your peers.
7. Read: Read the short reflection by Paul Farmer “Social Medicine for a Better Future.”
8. Share and Respond: “Class Discussion Forum 4.” Make sure to submit your post and reply to the post of at least one other student. The discussion covers concepts from Farmer’s “Social Medicine for a Better Future.”

## Comprehensive Course Bibliography

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### Syllabus Acknowledgements

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