

# Working for Health

A Graduate Seminar in Urban Geography  
Geography 302  
Spring 2003  
Fridays, 1:00-3:30  
CW 208

Drs. Cravey, Gesler, Kirsch, Pickles, and Wolford

## Aims of the Course:

This course is jointly taught by five faculty in the Department of Geography, UNC-CH. In it we seek to investigate contemporary issues and approaches to health, and to locate the question of health in broader debates about place in a globalizing world. The course will draw on local resources and case studies, with students working on research projects in the area, especially in Durham, North Carolina. Topics include:

- (1) Migration and Health: A Question of Rights
- (2) Privatizing and Socializing Health;
- (3) Health, Knowledge, and Place;
- (4) Environmental Health;
- (5) Basic Goods, Housing, and Financial Services

Students will be introduced to critical perspectives on health care delivery, informed by literature that combines theory and practice. All students will work on research projects that link their classroom readings, lectures, and discussions with information gathered from field projects in the Durham area.

## Course Requirements:

- Attending weekly seminars and actively participating in discussions of assigned readings and lectures.
- Reading assigned course-pack article before class and being prepared to discuss them in class. Leading the discussion of some of these articles with a five-minute critical summary, supplementary material, and questions for group discussion. Along with first requirement, 20 percent of grade.
- Writing five thought pieces (approximately one every two weeks) on each of the major course topics. Due the next class after each two-week topic. 50% of grade.
- Participating in a group project with fellow students and faculty members involving field work in the Durham area related to major course topics. Includes group presentation of the project in class and a hard-copy paper. 30% of grade.

## Overview of the Syllabus:

The first week is an introduction to the course, its contents, its requirements and a keynote lecture. Most weeks in the course are devoted to five two-week sessions on five major topics or themes, each led by a faculty member. In each two-week segment there will be various combinations of outside speakers, invited guests to participate in discussions, group discussion of assigned readings, and summary de-briefings. In the middle of the course, a session will be given to a field trip to Durham to visit some health care facilities and a walking tour of some neighborhoods. During the last regularly scheduled class, groups will present the findings of their group projects.

## Schedule of Topics, Readings, and Activities

### Week 1. January 10<sup>th</sup>. Introduction.

Introductions of participating faculty and students. What the course is all about. The Durham Area Working Group (DAWG). Course requirements. Keynote lecture by Dr. Deborah Bender, Department of Health Policy and Administration, School of Public Health, UNC-Chapel Hill.

Assignment: Read articles for Weeks 2 and 3 topic.

### Weeks 2 and 3. January 17<sup>th</sup> and 24<sup>th</sup> – Migration and Health: A Question of Rights. Dr. Wolford

How do different groups conceive of their “rights,” and how to they act to operationalize those rights in a context that is unfamiliar to them and even somewhat hostile? Over the past ten years, Durham County has experienced tremendous economic and social restructuring as traditional industries have been marginalized by both very high-tech and very low-tech industries such as telecommunications and poultry processing, respectively. This restructuring is embedded in global social, political, economic, and cultural processes, all of which are perhaps most visibly highlighted by the steady flow of Latino migrants (both citizens and non-citizens) into the area. In this section of the course, we will analyze the concept of “cultural citizenship” as a way of thinking through the intersections of culture, community and class. What is cultural citizenship, and how do people claim it, particularly in the context of formal non-citizen-ness? How is access to health care affected by formal citizenship, cultural citizenship and non-citizenship? In the first week, we will discuss these readings, and in the second week, we will hear from a speaker who will discuss local organizing efforts around access to health care.

Readings:

Something from Sasken – either from *Globalization and Its Discontents* (1999) or *Guests and Aliens* (2000).

Flores, William and Rina Benmayor, eds. (1997) *Latino Cultural Citizenship: Claiming Identity, Space, and Rights*. Boston: Beacon Press. Selections, including: Introduction: Constructing Cultural Citizenship, pp. 1-27; Rosaldo, Renato. “Cultural Citizenship, Inequality, and Multiculturalism” pp. 27-38; Silvestrini, Blanca. “‘The World We Enter When Claiming Rights’: Latinos and Their Quest for Culture” pp. 39-53; Flores, William. “Citizens vs. Citizenry: Undocumented Immigrants and Latino Cultural Citizenship” pp. 255-277 (and possibly one of these two: “Identity, Conflict, and Evolving Latino Communities: Cultural Citizenship in San Jose, California” pp. 57-97; “Citizenship, Culture, and Community: Restructuring in Southeast Los Angeles” pp. 97-124).

Suárez-Orozco, Marcelo M. and Mariela M. Páez, eds. (2002) *Latinos Remaking America*. Berkeley: UC Press. Selections, including: Hayes-Bautista, David E. “The Latino Health Research Agenda for the 21st Century”; and Brown, Richard E. and Hongjian Yu. “Latinos' Access to Employment-Based Health Insurance”; and Commentary by Paul Farmer.

Dagnino, Evelina. (1994). “On Becoming a Citizen: The Story of Dona Marlene,” in *Migration and Identity*, edited by Rina Benmayor and Andor Skotnes. Oxford: Oxford University Press.

Martinez-Ebers, Valerie. (2000). “Latino Interests in Education, Health, and Criminal Justice Policy,” in *PS: Political Science & Politics*, September. Available on the web at: [http://www.findarticles.com/cf\\_dls/m2139/3\\_33/65241256/print.jhtml](http://www.findarticles.com/cf_dls/m2139/3_33/65241256/print.jhtml).

Assignment: Write thought piece for this topic; read course-pack articles for next topic; work on group project.

Weeks 4 and 5. January 31<sup>st</sup> and February 7<sup>th</sup>. Privatizing and Socializing Health-Dr. Cravey

Health is a key element in, and a central way of understanding, social reproduction. Where does social reproduction and social welfare take place? How is social reproduction and social welfare organized in contemporary society? Two key sites to consider are households and states. What are the processes through which specific health measures or educational goals become social goods or public goods? Conversely, how and when do specific social programs become privatized? Jamie Peck's discussion of U.S welfare restructuring (and the welfare-to-work programs) provides an example of the historical struggles that shape such decisions. U.S. welfare restructuring can be seen as part of a wider set of neoliberal initiatives, known as the Washington Consensus that impact global health outcomes. Does the concept of social reproduction provide any insight in understanding struggles over global health outcomes or place-based health outcomes?

Marston SA (2000) The social construction of scale. *Progress in Human Geography* 24 (2): 219-242.

Peck, Jamie. (2001) *Workfare States*. Chapter 2, pp. 31-82. "Regulation: Workhouse/Welfare/Workfare."

Johnston, RJ, Gregory, Derek, Geraldine Pratt and Michael Watts (Eds). (2000) *The Dictionary of Human Geography*. Entry on "Social reproduction". pp. 760-2.

Katz C (2001) Vagabond capitalism and the necessity of social reproduction. *Antipode* 33(4): 709-728.

Activities: Proposed Guest: Armando Carvahal of North Carolina Occupational Health Service.

Assignment: Write thought piece for this topic; read coursepak articles for next topic; work on group project.

Weeks 6 and 7. February 14<sup>th</sup> and 21<sup>st</sup>. Health, Knowledge, and Place-Dr. Gesler

People, including health care workers, bring their health beliefs to work and thereby influence all those they work with or for. Kleinman (1978) has called sets of illness and health beliefs *explanatory models*: they include ideas about disease etiology, onset of symptoms, pathophysiology, course of illness, and treatment. As examples, one can examine the views that Mexicans have about sickness (Finkler 2001). and the medical system used by some African-Americans living in the South (Mathews 1987). Worker concepts can be expanded to include thoughts about formal and informal health care systems, the efficacy of biomedicine and ethnic medicine, etc. It is important (especially for geographers) to know where health beliefs and health information come from, both in a micro-scale sense (e.g., relatives and friends, health facilities, and newspapers within a community) and a macro-scale sense (e.g., both Durham and Mexico). Information sources can be looked at using the concept of *socio-spatial knowledge networks* (SSKNs) (Cravey et al. 2001). The notion of *situated knowledges* is also useful here (Haraway 1991): what we know/believe is embedded in current ways of thinking about the world.

Coursepak articles:

Kleinman, Arthur. 1978. Concepts and a model for the comparison of medical systems as cultural systems, *Social Science and Medicine* 12: 85-93.

Finkler, Kaja. 2001. Sickness: A Mexican view, pp. 35-49 in Finkler, Kaja, *Physicians at Work, Patients in Pain: Biomedical Practice and Patient Response in Mexico.*, Second Edition. Durham, NC: Carolina Academic Press.

Mathews, Holly F. 1987. Description of an ethnomedical system in the American South, *Southern Medical Journal* 80: 885-891.

Cravey, Altha J. et al. 2001. Developing socio-spatial knowledge networks: A qualitative methodology for chronic disease prevention, *Social Science and Medicine* 52: 1763-1775.

Haraway, Donna J. 1991. Situated knowledges: The science question in feminism and the privilege of partial perspective, pp. 183-201 in Haraway, Donna J., *Simians, Cyborgs, and Women: The Reinvention of Nature*. London: Free Association Books.

Activities: Lecture by Dr. Arthur Kleinman and discussion; participation in group discussions by Dr. Kaja Finkler; discussion of course-pak articles; de-briefing.

Assignment: Write thought piece for this topic; read course-pack articles for next topic; work on group project.

Week 8. February 28<sup>th</sup>. Field Trip to Durham.

Visit to Lincoln Health Center, El Centro, African-American, Latino, and European American neighborhoods.

Week 9. March 7<sup>th</sup>. Association of American Geographers Meetings – no class

Week 10. March 14<sup>th</sup>. Spring Break.- no class

Weeks 11 and 12. March 21<sup>st</sup> and March 28<sup>th</sup> Environmental Health (Dr. Pickles)

In her research in New York City, Juliana Maantay has found that local zoning policies-which ostensibly are intended to protect the public health, safety, and welfare-often push industrial uses up against poor and minority residences, disproportionately exposing the least powerful members of our society to dangerous environmental cocktails. In this section, we will focus on what has elsewhere been called 'environmental racism' and 'environmental violence'. Second, we will investigate the ways in which geographical information systems offer diagnostic tools for investigating the effects of such racism and violence on community health.

Robert D. Bullard. (selections). Dumping in Dixie: Race, Class, and Environmental Quality (Harper Collins, 1996) and Unequal Protection: Environmental Justice and Communities of Color (Sierra Club Books, 1996).

Interview with Robert Bullard. [http://www.emagazine.com/july-august\\_1998/0798conversations.html](http://www.emagazine.com/july-august_1998/0798conversations.html)

Gail C. Christopher. Reinvigorating the Social Equity Debate. Federal Times, September 2001. <http://www.innovations.harvard.edu/articles/ft0901.html>

Juliana Maantay. Race and Waste: Options for Equity Planning in New York City. Planners Network, Jan/Feb 2001. <http://www.plannersnetwork.org/htm/pub/archives/145/maantay.html>

Juliana Maantay (Lehman College, City University of New York). "Mapping Environmental Injustices: Problems and Potential of Geographic Information Systems (GIS) in Assessing Environmental Health Conditions." Journal of the NIEHS, EHP Special Environmental Justice/Community-Based Health Supplement. Volume 110, Number 2, April 2002

Activities: Visitor Dr. Maantay, Lehman College of City University New York.

Dr. Robert Bullard - Director, Environmental Justice Resource Center Topic: Environmental Justice: Strategies for Creating Healthy and Sustainable Communities. Mercer University. Virtual lecture: Environmental Justice: Strategies for Creating Healthy and Sustainable Communities <http://www.law.mercer.edu/elaw/rbullard.htm>.

Website exploration: What is Environmental Racism and Environmental Justice:

<http://www.ejnet.org/ej/>; West Harlem Environmental Action (WE ACT). <http://www.weact.org/>; Environmental Justice/Environmental Racism: <http://www.hensonscales.com/erlinks.htm>

Assignment: Write thought piece for this topic; read course-pack articles for next topic; work on group project.

Weeks 13 and 14. April 4<sup>th</sup> and 11<sup>th</sup>: “Mines and foundries of the informational economy”? The RTP model in urban and regional context. (Dr. Kirsch)

Castells and Hall (1994) called places like the Research Triangle Park (RTP) in North Carolina the "mines and foundries" of the world's new informational economy. In this section we will explore the development of the research park model in global, national, regional, and local contexts as a way of exploring, on one hand, the role of particular sites of scientific, technical, and biopharmaceutical knowledge production in the “new economy,” and on the other hand, how these models work as part of urban development strategies. In the second week, we will focus explicitly on the historical geography of RTP's planning and development; the role of public-private partnerships (including universities) in the making of the RTP; and we will raise questions about the ways that this vision of 'high end' regional economic restructuring may draw public resources away from other potential areas of social investment; and the impacts of RTP on social and economic development within the City of Durham.

## **Texts**

### Wk 1

Manuel Castells and Peter Hall, *Technopoles of the World: The making of 21<sup>st</sup> century industrial complexes*. Routledge, 1994. *Selections*.

Massey, Quintas, and Wield, *High-Tech Fantasies: Science Parks in Society, Science, and Space*. Routledge, 1992. *Selections*

Shearmur, R, Doxoreux, D, “Science parks: actors or reactors? Canadian science parks in their urban and regional context. *Environment and Planning A* 32(2000): 1065-1082.

Westhead, P, Batstone, S, “Independent technology-based firms: The perceived benefits of a science park location” *Urban Studies* 35(1998): 2197-2219.

Wk 2 (will include additional selections from Massey et al.; Castells & Hall)

Brewer, JP, “Science Parks as a force in employment – Research-Triangle Park” *Nature* 368 (1994): 169-170.

Larrabee, Charles X. *Many Missions: Research Triangle Institute’s First 31 years 1959-1990* (Research Triangle Institute, 1991). *Selections*.

Research Triangle Institute – various promotional literatures; RTP directories; prospectus; etc; & materials from “The First 40 years” celebratory conference (1999).

Activities: *RTP film festival*

Week 15. April 18<sup>th</sup> Good Friday – no class

Week 16. April 25<sup>th</sup>. Group presentations of projects

Week 17. May 2<sup>nd</sup> Exam week. Group project reports due