



**Sociology of Health and Health Care in Costa Rica
Pitzer College/ICADS
Summer 2017**

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Course Description:

Through readings, lectures, discussions, fieldtrips, and internships, you will be introduced to the health status of Costa Ricans, to formal health care delivery systems in Costa Rica, gender and health issues, and environmental health problems. You should gain a good understanding of the many factors –including human biology, the social and physical environment, health care, and lifestyle– that influence the health outcomes in a society. A study trip to the Caribbean region of Costa Rica will allow you to compare the health care system, services and main health problems of a different part of the country.

Readings/ Class Materials

The following materials were to be brought with you or is available in Sakai:

- Office of Study Abroad, Pitzer College (2017) *Costa Rica Summer Health Pre-departure Orientation Handbook*.

The materials below are in your reading packet –which you will return when the program is over:

- Alvarenga, Patricia. Passing: Nicaraguans in Costa Rica. In Palmer, S. & Molina, I. eds. *The Costa Rica Reader: History, Culture, Politics*. Durham: Duke University Press. Pages 257–263.
- Chelala, César (2001) *Pesticides: A Threat to Central America's Children and the Region's Future*. PRB

- Chant, Sylvia (2004) Men in Crisis. In Palmer, S. & Molina, I. eds. *The Costa Rica Reader: History, Culture, Politics*. Durham: Duke University Press. Pages 350–357. Available on Sakai.
- Edelman, Marc (1999) The Rise and Demise of a Tropical Welfare State. In Marc Edelman *Peasants Against Globalization: Rural Social Movements in Costa Rica*. Stanford University Press: Stanford, California. Pages 44-90. Available on Sakai.
- Hall, C.A.S., Hall, M. & Aguilar, B. (2000). A Brief Historical and Visual Introduction to Costa Rica. In Hall, C.A.S. (ed.), *Quantifying Sustainable Development: The Future of Tropical Economies*. San Diego: Academic Press. Available on Sakai.
- Marquardt, Steve (2004) Pesticides and Parakeets in the Banana Industry. In Palmer, S. & Molina, I. eds. *The Costa Rica Reader: History, Culture, Politics*. Durham: Duke University Press. Pages 298–309.
- Pan American Health Organization / PAHO (2012). *Health in the Americas: Regional Outlook and Country Profiles*. Washington, DC: PAHO. Chapters on Costa Rica and Nicaragua. (Available on Sakai)
- Pan American Health Organization / PAHO Gender and Health packet.
- PRB Bulletins: Population and Health: *An Introduction to Epidemiology* (1999, pp. 3–24 only) *Global Demographic Divide* (2005); *Attaining Global Health; Critical Links: Population Health, and the Environment* (2003); and, *New Population Policies: Advancing Women’s Health and Rights* (2001);
- PRB *World Population 2014* Data Sheet you downloaded, for use along with your completed work sheet on social and health indicators based on the PRB Data Sheet.
- Rocha, J. (2003). Why do they go? Theories on the migration trend. *Revista Envío*. Universidad Centroamericana, Managua, Nicaragua.
- Sandoval C. (2015). Nicaraguan Immigration to Costa Rica: Tendencies, Policies, and Politics. *Latin American Studies Association*. Volume XLVI: Issue 4. Retrieved from: <http://lasa.international.pitt.edu/forum/files/vol46-issue4/Debates3.pdf>
- U.S. Department of State, Bureau of Western Hemisphere Affairs (Oct., 2006). *Background Note: Costa Rica* and *Background Note: Nicaragua*. Available on Sakai.
- Wallerstein (2003). The Country, Chapter from *Culture Shock: Costa Rica*. Portland: Graphic Arts Center Publishing. Available on Sakai.

Requirements / Grading

1. Participation (15% of course grade). Your attendance and active participation in all lectures, discussions, site visits, and field trips are essential to your grade and to the success of the course. Assessment of your participation will consider not only your presence/attendance at all class functions but also the efforts you make to take advantage of learning opportunities, the contributions you make in such settings, and your steps to participate in culturally appropriate ways and to support your colleagues.

If, for any reason, you cannot attend a class meeting or activity, call ICADS or one of the professors to let us know why. Also inform your internship supervisor early in the morning if you are ill and unable to attend your internship on a particular day.

2. Fieldbooks (20% of course grade: 12% for the first three fieldbooks taken together, 8% for the fourth fieldbook on your internship, with an oral report on your internship). Your grade will be based as well on four short writing assignments, called fieldbooks, described in separate handouts. These fieldbook assignments will ask you to reflect creatively on the experiences you are having, especially with regard to health issues. The fourth is a lengthier assignment offering a summary and assessment of your internship experience: it is to be typed and especially polished as it will be bound with your colleagues' papers in a book that will be used by future Pitzer and ICADS students. A final aspect of your grade is constituted by your final oral report on your internship.

3. Fieldbook Peer Review (10% of course grade: 2.5% each). One component of the course will be your peer review of your classmates' work. The point of peer review is not to help each other feel better. It is to assist students to understand and improve the quality of their writing. You will be graded on your insight and helpfulness. The process will be explained thoroughly in a separate handout.

4. Exams (25% of grade): 15% for the first one and 10% for the second one). There will be two exams on the readings, lectures, and study trips; these exams will be given in the second and sixth weeks of class. The first exam will be an in-class exam with short answer questions (multiple choice, true/false, fill in the blank) and essays that cover the course work in Claremont and weeks one and two in Costa Rica. The second exam will cover materials in weeks three through five, including the field experience in Nicaragua. It will include a take home portion as well as short answer questions (multiple choice, true/false, fill in the blank) and short essays.

5. Internship (30% of grade). Your active participation in your internship constitutes a major component of this course. You are expected to arrive punctually at your internship site Monday through Thursday, appropriately dressed, and eager to work with initiative. No doubt you will want to be highly involved once you meet the people with whom you will work. Your field supervisor will report to us on a regular basis about your progress and any concerns, and s/he will aid us also in assigning this portion of your overall course grade. You are also responsible to let us know in a timely fashion if you have any concerns about your placement or need our assistance in any way: we cannot help you to resolve any dilemmas you might encounter if you do not speak up. Criteria we consider in assigning your internship grade include punctuality, initiative, engagement, responsibility, positive attitude, and respectful relationships with others.

☞ Sociology of Health and Health Care in Costa Rica ☞

☞ Schedule – Summer 2017 ☞

(Subject to changes as needed)

WEEK 1: Health and Health Care in Costa Rica: An Overview

Reading assignments:

- Edelman, Marc (1999) *The Rise and Demise of a Tropical Welfare State. In Marc Edelman Peasants Against Globalization: Rural Social Movements in Costa Rica.* Stanford University Press: Stanford, California. Pages 44-90.
- Hall, Hall, and Aguilar, A Brief Historical and Visual Introduction to Costa Rica. (review)
- U.S. Department of State, Background Note: Costa Rica, (review).
- *World Population Data Sheet 2015* and your own data sheet (review).
- PRB Bulletin, *Global Demographic Divide* (review).
- PRB Bulletin, *Population and Health*, pp. 3–24 only (review).
- PRB Bulletin, *Attaining Global Health*, (review).
- PAHO, Costa Rica chapter from *Health in the Americas: Regional Outlook and Country Profiles*, (review).

Mon 5/22	8:00 – 9:45	Welcome to ICADS /Orientation to ICADS and Costa Rica, including personal security issues. Lunch and transportation allowance distributed.
	10:00 – 12:30	Trip to bank and tour of Curridabat and San Pedro including lunch
	1:30 – 3:30	Spanish Exam – Written and oral, interspersed with internship meetings with Gabriel Vargas.
	3:40 – 5:30	The peer review process Introduction to the syllabus and other orientation tips
		Fieldbooks #1, 2, 3 and 4 handed out

Tue 5/23	8:00 – 10:00	<u>Introduction to the Study of Health –Review session</u> Heidi Michelsen
	9:45 – 12:30	Site visit: Museo Nacional
	12:30 – 1:30	Lunch
	1:30 – 5:00	Spanish Classes (20 minute break from 2:50 – 3:10)
		Fieldbook #1 peer reviewers assigned

Wed 5/24	8:00 – 10:00	<i>Epidemiology of Costa Rica and Central America</i> Msc. Jean Carlo Córdoba
	10:30 – 12:30	<i>The Costa Rican Health Care System</i> Lic. Marianne Carballo
	12:30 – 1:30	Lunch
	1:30 – 5:00	Spanish Classes

Thu 5/25	8:00 – 10:00	Talk on EBAIS history and bio-psycho-social model, and visit to EBAIS
	10:15 – 12:30	Site visit: Hospital San Juan de Dios
	12:30 – 1:30	Lunch
	1:30 – 5:00	Spanish Classes
	5:00 – 6:00	Dance Class

Fri 5/26	7:30-11:30	Visits, interviews and introductions to internship sites. Meet the organizations and people you will be working with. Discuss your responsibilities and develop a work plan.
		Fieldbook #1 due for peer review

WEEK 2: Gender and Health

Reading assignments:

- Chant, S., Men in Crisis? In *The Costa Rica Reader*, pp. 350–357, (review).
- PRB Bulletin, *New Population Policies: Advancing Women’s Health and Rights* (review).
- PAHO packet on Gender, Ethnicity, and Health, (review).

Mon 5/29	7:30 – 11:30	Internships
	1:30 – 5:00	Spanish classes
		Return Fieldbook 1 with peer review comments to your classmate /

Tue 5/30	8:00 – 11:30	Internships
	1:30 – 3:30	Spanish classes
	3:30 – 5:30	<i>Gender and Health in Costa Rica</i> Dr. Rebecca Turecky.

Wed 5/31	8:00 – 11:30	Internships
	1:30 – 5:00	Spanish classes

		Dota/Savegre information handed out Fieldbook #1 due by 5:00 pm
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Thu 6/1	8:00 – 11:30	Internships
	1:30 – 3:30	Spanish classes
	4:00 – 5:30	Exam 1 Fieldbook #2 peer reviewers assigned

Fri 6/2	10:00	Leave for 3 day trip to Dota – Savegre cloudforest Hiking, quetzal watching, horseback riding, and, above all, relaxing.
		Fieldbook #2 due for peer review

WEEK 3: Public vs. Private Health Care Services		
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Reading assignments: No additional reading assignments

Mon 6/5	8:00 – 11:30	Internships
	1:30 – 5:00	Spanish classes
		Return Fieldbook #2 with peer review comments to your classmate

Tue 6/6	8:00 – 11:30	Internships
	1:30 – 4:30	Spanish classes (Fiesta de frutas, ICADS Garden)
	4:45 – 6:00	<i>Economic Systems and Human Rights</i> Lic. Gabriel Vargas

Wed 6/7	8:00 – 11:30	Internships
	1:30 – 4:00	Spanish classes
	4:30 – 6:00	<i>Public and Private Medicine Practices in Costa Rica</i> Msc. María de los Ángeles Benávides
		Fieldbook #2 due by 5:00 pm

Thu 6/8	8:00 – 11:30	Internships
	9:00 – 3:00	Crafts fair @ ICADS
	1:30 – 5:00	Spanish classes
		Fieldbook # 3 peers assigned

Fri	8:00 – 12:00	Site Visit: Hospital CIMA San José
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6/9	1:30 – 3:00	Possible Talk: TBD
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WEEK 4: Migrants and Health

Reading assignments:

- Alvarenga, Patricia. Passing: Nicaraguans in Costa Rica. In Palmer, S. & Molina, I. eds. *The Costa Rica Reader: History, Culture, Politics*. Durham: Duke University Press. Pages 257–263.
- Sandoval C. (2015). Nicaraguan Immigration to Costa Rica: Tendencies, Policies, and Politics. *Latin American Studies Association*. Volume XLVI: Issue 4. Retrieved from: <http://lasa.international.pitt.edu/forum/files/vol46-issue4/Debates3.pdf>
- Booth, Wade and Walker, *Understanding Central America*. Focus on chapters 1, 2, 3, 4, 5, and 11. Highly recommended to read the entire book
- PAHO, Nicaragua chapter from *Health in the Americas*, 2007.
- U.S. Department of State, Background Note: Nicaragua, 2013 (review).
- Rocha, J. (2003). Why do they go? Theories on the migration trend. *Revista Envío*. Universidad Centroamericana, Managua, Nicaragua

Mon 6/12	8:00 – 11:30	Internships
	1:30 – 5:00	Spanish classes
		Fieldbook #3 due for peer review

Tue 6/13	8:00 – 11:30	Internships
	1:30 – 5:00	Spanish classes
	5:15 – 6:00	<i>Colonialism and Neocolonialism</i> Dr. Anthony Chamberlain

Wed 6/14	8:00 – 11:30	Internships – Prepare your good-byes and thank you notes (small gifts – as appropriate) for your internship mentors on Thursday
	1:30 – 4:00	Spanish classes
	4:15 – 5:40	<i>Social and Economic Reality of Nicaragua</i> Heidi Michelsen
		Return Fieldbook # 3 with peer review comments to your classmate

Thu 6/15	8:00 – 11:30	Internships
	1:30 – 5:00	Spanish classes

Fri 6/16	08:00 – 12:00	Visit to irregular settlement (squatter's community): Migrants, marginalized communities, and health. Students observe environmental health conditions with resident guides and interview immigrant women from Nicaragua
	1:30 – 4:00	Visit to organization of Nicaraguan Immigrants
		Fieldbook #3 due by 5:00 pm Fieldbook # 4 peers assigned

WEEK 5: Environmental and Health Issues

Reading assignments:

- PRB Bulletin (2003) *Critical Links: Population, Health, and the Environment* (review).
- Chelala, César (2001) *Pesticides: A Threat to Central America's Children and the Region's Future*. PRB
- Marquardt, Steve (2004) *Pesticides and Parakeets in the Banana Industry*. In Palmer, S. & Molina, I. eds. *The Costa Rica Reader: History, Culture, Politics*. Durham: Duke University Press. Pages 298–309.
- Wallerstein, C. (2003). The Country, Chapter from *Culture Shock: Costa Rica*. Focus on the pages on ecological challenges (review).

Mon 6/19	8:00 – 11:30	Internships
	1:30 – 5:00	Spanish classes
		Fieldbook #4 due for peer review

Tue 6/20	8:00 – 11:30	Internships
	1:30 – 5:00	Spanish classes
	5:15 – 6:00	<u><i>Transnational Labor and Health</i></u> Professor David Norman

Wed 6/21	8:00 – 11:30	Internships (Prepare your good-byes and thank you notes (small gifts – as appropriate) for your internship mentors on Thursday
	1:30 – 3:30	Spanish classes
		Return Fieldbook # 4 with peer review comments to your classmate Discuss final exam and trip to Caribbean

Thu 6/22	8:00 – 11:30	Internships – Last day
	1:30 – 5:00	Spanish Written Final Test

Fri 6/23	6:45	Leave to Caribbean
	8:30: 11:00	Site visit: Banana plantation
	3:00 – 5:00	Talk by an indigenous leader
		Fieldbook #4 due by 7:00 am

*** Start your journal in Spanish about your experiences**

Sat 6/24	All day	Trip to BriBri indigenous community in Yorkín
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WEEK 6: Wrapping Up

No additional reading assignments

Note: During this last week, the allowed free time should be used to prepare your written final for the Health class and your oral final in Spanish. You will be given funding for computer time if needed.

Mon 6/26	8:00 – 10:00	Site Visit to Clinic in Hone Creek
	10:30	Return to San José

Tue 6/27	8:00 – 12:00	Work time at ICADS or home
	1:30 – 5:00	Spanish Journal due by 1:30 pm

Wed 6/28	8:00 – 12:00	Work time at ICADS or home
		Spanish special activity taken as your Spanish Final Oral Presentation

Thu 6/29	8:00--12:00	Work time at ICADS or home
	2:00 – 4:00	Final Exam (Bring your take home portion to turn in)

Fri 6/30	8:00 – 2:00	Final Oral Presentation on your Internship
		Fieldbook #4 – Final version for printed book – due by 5:00 pm
	6:00 pm	Fiesta de Despedida

Sat 7/1		Free day for last minute shopping, time with your host family, saying good-bye.
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Sun 7/5		Return to U.S.A
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