

Money, Power, Bodies: Public Health and Political Economy

Spring 2026



evergreen

Welcome students! 🖐️

CLASS STANDING: Sophomores, Juniors and Seniors

Spring, 2026

FACULTY

Carolyn Prouty, DVM (public health, health sciences) (proutyc@evergreen.edu)

Anthony Zaragoza, PhD (political economy) (zaragozt@evergreen.edu)

CRN: **32960** (So, Jr & Sr, 16 credits)

FIELDS OF STUDY

American Studies; Biology; Gender, Sexuality and Queer Studies; Health; History; Political Economy and Political Science; Sociology

PATHS

Psychology, Health, and Community; Political Economy, Global Studies, and Environmental Justice

Catalog description

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In what ways do power, privilege, and profit show up in a variety of bodies, including our own? How does a system organized around profit shape and structure our health, choices, and communities? In this interdisciplinary program, we will use the lenses of political economy and public health to delve into economic, epidemiological, political, and social dimensions that intersect health, money, and power on national and global levels. This program continues the work started in winter quarter in Embodied Justice: Political Economy and Public Health. Students do not need to have studied public health nor political economy to be successful in this program.

We will explore the political economy of the last several decades; we'll analyze the relationship between the economic structure of human society and impacts on public health. Political economy asks who has what, who does what work, how it got to be that way and how to change it. Through these explorations, we will get a better understanding of the ways in which society itself becomes hierarchical and divided by race, class, gender, and sexuality, and how we embody those disparities. A particular focus will be the political economy of the drug trade (pharmaceuticals and illegal drugs), its deeper history, and the use of drugs as weapons against communities.

Catalog description

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Our public health studies will begin with an examination of reproductive health, politics, and justice, and the ways that class, race, gender, and dis/ability are vectors of power and control that affect how reproduction is discussed, legislated, and experienced in the United States. We'll also explore the child welfare and foster care systems as key sites determining the health and well-being of children and adolescents, particularly youth of color. In addition, we'll examine the school-to-prison pipeline, and the impacts of zero-tolerance policies in schools. Students will learn about topics in reproductive physiology, and have the option to carry out a dissection of (non-human) reproductive organs.

Films—documentary and features—as well as workshops and seminars in economics, health, reproductive politics, globalization, and writing will be used. This program requires all participants to be ready to fully commit themselves to our common work and show a willingness to help build a community of learners. Students will complete a quarter-long research project on a program-related topic of their choice.

Catalog description

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This program will lead students through intermediate-to-advanced work in two Paths of Study: Political Economy, Global Studies, and Environmental Justice; and Psychology, Health, and Community. Any students interested in political economy, health, and politics (and more!) who have solid academic skills are welcome to join us.

Weekly schedule

Mondays

10am–1 pm – Lecture/workshop/film

Tuesdays

10 am–12:30pm – Lecture, workshop

1:30–4:00 pm – Seminar

Thursdays

10 am–12:30pm – Seminar

1:30–4:00 pm – Workshop, Integration

**First class: Monday, March 30th
at 10 am**

Weekly schedule

Time	Mon	Tue	Wed	Thu	Fri
10:00	10 am–1 pm	10 am–12:30pm		10 am–	
10:30	Lecture,			12:30pm	
11:00	Workshop,	Lecture,		Seminar	
11:30	Film	Workshop			
Noon					
12:30					
1:00					
1:30		1:30-4 pm		1:30-4 pm	
2:00		Seminar		Workshop	
2:30				Integration	
3:00					
3:30					
4:00					
4:30					

This is an upper division
program for Sophomores,
Juniors and Seniors.
What does that mean?

Any students interested in
political economy, health, and
politics (and more!) who have
solid academic skills are
welcome to join us.

There will be a substantial
amount of reading in a variety of
genres.

Anticipated credit equivalencies: Spring

6 - Public Health, Reproductive Politics and
Reproductive Justice

6 - Political Economy

4 - Research

Meet the Faculty!

Carolyn Prouty, DVM (she/her; Public Health & Health Sciences; proutyc@evergreen.edu)

I've been teaching at Evergreen since 2009, and I love it. My first career was being a veterinarian, then medical researcher, and now teacher (with a few other excursions along the way).

I help students learn about how each of us embodies the world around us—how history, politics, economics, “race”, gender, and dis/ability (and more) affect our bodies. I invite students to use a public health lens to examine how those health impacts are not random, but are patterned on historical and ongoing oppressions.

I also love to teach about bodies—how they function (physiology), how things can go wrong (pathology, like diabetes, heart disease, cancer), and how we can heal, at the societal as well as the individual level. It's important to me to welcome every body into my classes, recognizing the wonderful variety of body-minds of human beings.



Meet the Faculty! (continued)

Anthony Zaragoza, PhD (he/him; Political Economy; zaragozt@evergreen.edu)

I facilitate interdisciplinary learning in political economy, popular education, and cultural studies at Evergreen (in Olympia, Tacoma, and various prisons). Born and raised in NW Indiana (Hammond, Gary, East Chicago), I am the son, grandson and great grandson of steel workers who came from Mexico and Ireland to work in the mills.

I was the first in my family to go to college, and thanks to many completed a Ph.D. at WSU. At Evergreen since 2004, I have worked with Gateways, taught in Japan, researched in Italy, and produced a collection of people's knowledge, with more to come...



About our pedagogy

We are both student-centered, and committed to talking openly about how structural oppression plays out in the classroom.

We intend to provide time and space for processing what can be challenging material.

In addition, we rely on everyone's proactive preparation for all class sessions.

Useful student resources

A comprehensive set of links to college offices, policies, and resources may be found on the [Current Students webpage](#).

Please feel free to e-mail
us if you think of other
questions!

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