

ANT 3478 Global Health Culture
University of Florida
Fall 2018

Instructor: Megan Cogburn
Contact: megandcogburn@ufl.edu
Office Location: Turlington B329
Office Hours: Monday & Wednesday 11:30-1:00

Credit Hours: 3
Class Location: TUR L005
MWF Period 4 (10:40-11:30)

TA: Joshua Crosby
Contact: jacrosby@ufl.edu

Course Description:

The term global health is ubiquitous today. We hear about global health in the news, in the numerous and growing institutions dedicated to global health research, or even in our own hopes and future career trajectories as scholars concerned with health and social justice worldwide. But what does the term 'global health,' or the *doing* of global health, really mean? This course will provide a historical and ethnographic engagement with global health in the contemporary world. What might a critical study of global health tell us about the issues and voices that have been historically included and excluded in health interventions and policies across the globe? What constitutes "the global" and "the local" in global health? Where might we find room for different understandings of health, illness and disease?

Throughout the course students will be introduced to the social, cultural and political world of global health in the 21st century. Our goal will be to expand understandings of "culture" beyond the "exotic" to include the flows of capital, technology, techniques, ideas, power and values that define the cultures of biomedicine, public health and international development. We will interrogate relationships between the local and global, policy and practice, and conflicting notions of *what* global health is and *how* it has historically been done. The class will include a mixture of lectures, team-based learning (TBL) discussions and applications, films and writing assignments. It will be divided into four main sections. The first section will explore various historical, philosophical and anthropological ideas about the field of global health, including its roots in colonial medicine and international health. Using maternal health as a case study, the second section will discuss local experiences of health, illness and healing as they intersect with global public health priorities and policies. The third section will explore the culture of biomedicine – from medicalization, race and racism, to clinical research, global pharmaceuticals and questions of biological citizenship. The last section will focus on the culture of global health governance and the ethics of humanitarianism. The course will provide a forum for students in anthropology, geography, sociology, development studies, public health, medicine and other disciplines. We will critically analyze and reflect on our own taken-for-granted assumptions about infections and inequalities, global hierarchies of power, local health cultures and experiences, transnational health movements, and global arrangements of development and underdevelopment that influence 'life itself'.

Course Pre-requisites: *None*

Require Text(s):

Farmer, P., Kim, J. Y., Kleinman, A., & Basilio, M. (2013). *Reimagining global health: an introduction*. Berkeley: University of California Press.

Packard, R.M. 2016. *A History of Global Health: Interventions into the Lives of Other Peoples*. Baltimore: Johns Hopkins University Press.

Berry, N. 2010 *Unsafe Motherhood: Mayan Maternal Mortality and Subjectivity in Post-War Guatemala*. New York: Berghahn Books.

Livingston, J. 2012. *Improvising Medicine: An African Oncology Ward in an Emerging Cancer Epidemic*. Durham: Duke University Press.

Additional readings are also on canvas and listed in the syllabus. These will include journal articles and selections from other books.

Course Requirements and Methods of Assessment:

Readings: You are expected to complete the assigned readings and come to class ready to discuss the material. At the start of each module, you will complete a number of readings that contain the core concepts and ideas of that particular module. While these will not be the only reading for each unit, they will provide you with the foundation that will be built upon with supplemental readings later on in each unit.

Weekly Individual Quizzes (12 @ 5 pts = 60 pts)

The course consists of four sections (one per three weeks), each based on crucial concepts and approaches to global health. Weekly individual quizzes will be administered on Canvas to maintain accountability and test initial understanding of that week's readings. These are to be completed **before class every Monday by 10:30a.**

Biweekly Team Quizzes (7 @ 10 pts = 70 pts)

Bi-weekly team quizzes will be taken in class every other Monday, beginning in the second week of instruction. Students will be given one scratch card per team to complete the quiz and must discuss the questions as a team to arrive at the correct answer. These quizzes will combine questions from the two previous online quizzes (the individual quiz from the week before and the one due before class that day) and are intended to allow teammates to discuss wrong answers and clarify misunderstandings. They will also serve as a refresher on course material covered in the previous week to prepare for fruitful discussion.

Applications (2 @ 10 pts = 20 pts)

Throughout the course each team will make 2 applications to contribute to Friday discussions. These will be "pop" assignments.

Discussion Summaries & Workshops (5 @ 15 pts = 75 pts)

Each team will complete 5 discussion summaries and workshops during the semester, to be assigned at random. These will be brief write-ups or concept diagrams outlining the key points of your group's discussion for the day. Each team will submit ONE summary *at the end of class on the day they are assigned.* (Be sure to list the names of all team members who are present for discussion that day.) These are a way to track attendance and each team's progress in assimilating and engaging course material. A summary form will be provided, and should be filled out in complete sentences. These will be graded on *content* and *completion*.

Critical Essays (3 @ 40 pts = 120 pts)

You will complete three 3-page critical essays throughout the course. Essay prompts that require synthesis of course themes and discussion will be posted as an “Announcement” on the Monday of the week before it is due. Six prompts will be posted during the semester; you only need to respond to three. Submit your essay uploads under the assignments Critical Essay 1, 2 & 3. See rubrics for scoring. Essays must be submitted on Canvas by 11:59 pm on the Friday of the week they are assigned. Your writing will be processed through anti-plagiarism software. If you attempt to upload your assignment in an incorrect format, Canvas will not accept the file. The assignment will not be graded until it is uploaded in the correct format and may be considered late. *Format: MS word (.doc or .docx), Times New Roman, 12-point font, double-spaced.*

Essay #1 due 9/21

Essay #2 due 10/5

Essay #3 due 10/19

Essay #4 due 11/2

Essay #5 due 11/16

Essay #6 DUE: 11/30

Final Exam (100 pts)

In class Final will consist of multiple choice and essay questions.

Peer evaluations (Midterm 20 pts + Final 95 pts = 115 pts)

Students will complete two peer evaluations for each of their teammates. One of the most significant concerns with working in a group and receiving team grades is that some of the members of the team may work harder than others or “free-ride” off those in the group willing to put in more effort. You will be given a chance to evaluate your team member peers twice during the course. There will be an informal evaluation as a mid-term that will be graded for *completion only* (20 pts), and the rankings will not affect your grade. At the end of the semester, each of you will complete a confidential “peer evaluation” to assess the contribution of the other members of your team. You will be evaluating each member on his or her participation in team activities. (Did they come to class regularly? Where they prepared for the day’s activity? Did they contribute productively to the team? Respect others’ ideas?) These evaluations are intended to hold students accountable to their teams, to ensure that the workload is distributed evenly, and that all students are participating fully and effectively.

!!!ATTENDANCE!!!

Note that no points are designated for attendance. This does NOT imply, however, that attendance is optional. Attendance is mandatory and 50% of your grade is based on participation in group activities in class. Failure to attend class will therefore significantly hinder your success in the course and result in a grade reduction.

Late work:

You are required to complete all assignments by the stated due dates. Late assignments will not be accepted without a university approved excused absence prior to due date of the missed assignment. There are no make-up opportunities for any assignment, as you will have ample time to complete each requirement. I will not assign grades of “incomplete” except under extreme circumstances (and only if you have completed 50% of the coursework). You must provide documentation of such circumstances from an appropriate authority. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Point Breakdown:

INDIVIDUAL WORK		TEAM WORK	
Weekly Canvas Reflections	5 pts x 12 = 60	Bi-weekly Team Quizzes	10 pts x 7 = 70
Critical Essays	40 pts x 3 = 120	Discussion Summaries	15 pts x 5 = 75
Final Exam	100pts	Applications	10 pts x 2 = 20
		Peer Evaluations:	
		Midterm	20 pts
		Final	95 pts
Total 280		Total 280	
TOTAL POINTS POSSIBLE FOR THE COURSE: 560			

Extra-credit Opportunities:

Additionally, you can complete two of the four extra credit opportunities worth 10 points each. You are welcome to participate in as many as you choose, but only two will count towards your final grade.

- 1) Baraza: UF's Center for African Studies holds weekly Baraza lectures. Attend a lecture related to a topic in global health and write a one-page reflection (not summary) of key points and arguments in relation to class readings. Due 12/10 at midnight.
- 2) Independently watch a film related to a topic in global health. While you may use your own accounts on Amazon Prime, Netflix, Hulu, etc., there are many free resources available to you on campus. Look through the available DVDs in the library or explore UF's subscription to Kanopy, an on-demand streaming video service. You will need to use a vpn if watching the film off-campus. Write a one-page review using at least two sources from the course in your analysis, paying close attention how global health is represented and how the different narratives and stories emerge. Due 12/10 at midnight.
- 3) Critique a global health project. Go online and find the website of an NGO or non-profit working in global health and/or international development. Critique the discourse and narratives used to represent health, illness, biomedicine, and the local/global. What are the priorities, what are the 'problems'? What kinds of interventions are implemented and how are they represented? How are different people and culture represented? What might history say about these interventions and what future possibilities are obscured in this process? Due 12/10 at midnight.
- 4) Throughout the semester, we will be discussing different approaches to the *doing* of global health historically and today. Learn more about what this looks like by interviewing someone at UF who conducts research related to global health. Could be an undergraduate, graduate student, or faculty member in the social sciences, public health, medicine, and/or arts in medicine. Reflect on your interview by operationalizing key concepts from the course in a one-page write-up. You must use at least two course readings in your analysis and submit a list of questions asked. Due 12/10 at midnight.
- 5) *Reimagining Global Health* chapter reviews. Choose any chapter in *Reimagining Global Health* and write a one-page reflection on main arguments, themes related to course material, or personal experiences you may have with the work. 10 pts per chapter you review.

Grading scale

Grades for this course will be calculated on a point system (see above), which will make it easy for you to track your grade throughout the semester. The grading scale is as follows:

A = 94% - 100%	C- = 70% - 72%
A- = 90% - 93%	D+ = 67% - 69%
B+ = 87% - 89%	D = 63% - 66%
B = 83% - 86%	D- = 60% - 62%
B- = 80% - 82%	E = Below 60%
C+ = 77% - 79%	
C = 73% - 76%	

Academic Honesty: Cheating, plagiarism, violation of test conditions, complicity in dishonest behavior, or other falsification of academic work is a serious breach of College expectations and is subject to immediate disciplinary action. Plagiarism: There is no more serious academic offense than plagiarism. Plagiarism is academic theft, where the writer passes off as his or her own the ideas or words of another. If you plagiarize, you will receive a zero for that assignment and I will refer the matter to the Dean of Students for further disciplinary action. You must be familiar with the College's policies on plagiarism. If you have any questions please refer to the University's Honor Code, which is available online at: <http://www.registrar.ufl.edu/catalog/policies/students.html>.

Electronic Devices: Silence electronic devices during class. Let me know in advance if you carry a special device for particular purposes (e.g. staying in contact with children, monitoring pregnancy, etc.) All electronics (phones, laptops, etc.) are for note taking and research only.

Statement on Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. The Disability Resource office is located in 001 Reid Hall. Further information can be found at www.dso.ufl.edu/drp.

Mental Health: The university offers confidential counseling services to help students deal with personal concerns that interfere with learning and academic progress. The Counseling Center's professional counselors provide individual and group counseling and crisis intervention on short-term and emergency issues as well as consultation and referral services. All services are strictly confidential and are not part of students' college records.

1. University Counseling Center, 301 Peabody Hall, 392-1575
2. Student Mental Health, Student Health Care Center, 391-1171 (personal counseling)
3. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161
4. Career Resource Center, Reitz Union, 392-1601

All Readings are subject to change. Please see Canvas for any updates.

Section 1: What is global Health (Packard book, articles, excerpts from Reimagining Global Health)

Section 2: Problems of the "local" (Berry book, articles)

Section 3: Problems of "biomedicine" (articles and excerpts from Reimagining Global Health)

Section 4: Problems of "governance" (Livingston book, articles)

Week	Date	Topic	Reading
1	8/22	No CLASS	
Section 1: What is global health?			
	8/24	Introduction – Syllabus	
2	8/27	What is global health? What is an anthropological approach to global health?	Packard book Intro pp. 1-12 Reimagining Global Health Chapters 1 & 2 pp. 1-32 Kleinman “Four Social Theories for Global Health”
	8/29	Historical Perspectives 1: Colonial Medicine	Packard book Part One (chapters 1 & 2)
	8/31	Historical Perspectives 2: International Health	Packard book Part Two (chapters 3 & 4) TEAM DISCUSSION
3	9/3	LABOR DAY – NO CLASS	
	9/5	Historical Perspectives 3: Narrowing Visions of International Health	Packard book chapters 6 & 8 Team Quiz 1
	9/7		Reimagining Global Health chapter 4 TEAM DISCUSSION
4	9/10	Historical Perspective 5: Family Planning	Packard book Part Five (chapters 9, 10 & 11)
	9/12	Historical Perspective 7: Birth of Global Health	Packard book Part Seven (chapters 14 & 15)
	9/14		TEAM DISCUSSION
Section 2: Problems of the “local”			
5	9/17	Health, Well-Being, & Social Suffering	Kleinman, Arthur. "The personal and social meanings of illness." The illness narratives: suffering, healing, and the human condition. Basic Books, New York (1988): 31-55. On Canvas Farmer, Paul. “On Suffering and Structural Violence: A View from Below” on Canvas Team Quiz 2
	9/19	(Critical) Anthropology and Global Health	Janes, C. R., & Corbett, K. K. 2009. Anthropology and global health. Annual Review of Anthropology, 38, 167-183. Herrick, C. 2016. Critical Global Health or, when geography meets anthropology. Introduction: Global Health and geographical imaginaries.
	9/21		Team Discussion Essay #1 DUE

6	9/24	Case Study: Global Maternal Health	Berry book pp. xi- 84
	9/26		Boddy, Janice. 2007. Remembering Amal: On Birth and the British in Northern Sudan, in <i>Beyond the Body Proper</i> . Margaret Lock & Judith Farquhar, eds. Durham NC: Duke University Press, pp. 315-329
	9/28		Team Discussion
7	10/1	Case Study: Global Maternal Health	Berry book pp. 85-159 Team Quiz 3
	10/3		Berry book pp. 160-195 Storeng, K. & D. P. Béhague. 2014. "Playing the Numbers Game": Evidence-based Advocacy and the Technocratic Narrowing of the Safe Motherhood Initiative. <i>Medical Anthropology Quarterly</i> 28(2):260-279.
	10/5		Team Discussion Essay # 2 DUE
Section 3: Problems of "biomedicine"			
8	10/8	Biomedicine & Medicalization	Langwick, S.A. 2008. Articulate(d) Bodies: Traditional Medicine in a Tanzanian Hospital. <i>American Ethnologist</i> , 35(3), 428-439. Retrieved from http://www.jstor.org/stable/27667501 Packard book chapter 16
	10/10	Race & Racism in Health & Medicine	Black & Blue chapter Gravlee, "How Race Becomes Biology: Embodiment of Social Inequality" on Canvas
	10/12		Team Discussion
9	10/15	Barriers to Care & Embodied Inequality	Meyers & Hunt "The other Global south" Seth Holmes chapter Team Quiz 4
	10/17	Scarcity & Violence	Scheper-Hughes, N. 2013. No More Angel Babies on the Alto do Cruzeiro: A dispatch from Brazil's revolution in child survival. Strong, A.E. 2016. Working in scarcity: The on-going effects of austerity in the Tanzanian health sector. <i>Social Science & Medicine</i> 187:217-224.
	10/19		TEAM DISCUSSION Essay #3 DUE

10	10/22	Global pharmaceuticals & Citizenship	Petryna, A. 2005. Ethical variability: drug development and globalizing clinical trials. <i>American Ethnologist</i> , 32(2), 183-197. João Biehl "Pharmaceutical Governance" on Canvas
	10/24	Medical Tourism	Wendland, C. 2012. Moral Maps and Medical Imaginaries: Clinical Tourism at Malawi's College of Medicine. <i>American Anthropologist</i> 114(1):108-22.
	10/26		TEAM DISCUSSION
Section 4: Problems of "governance"			
11	10/29	MDGS, SDGS & Indicators	Measuring the World, Sally Engle Merry The Power of Numbers, Yamin & Fukuda-Parr Team Quiz 5
	10/31	Research & Metrics	Biruk, C. 2012. Seeing like a research project: Producing "high-quality data" in AIDS research in Malawi. <i>Medical anthropology</i> , 31(4), 347-366. Erikson, S.L. 2012. Global health business: The production and performativity of statistics in Sierra Leone and Germany. <i>Medical Anthropology</i> 31(4):367-384.
	11/2 NO CLASS	HOME COMING- NO CLASS	Essay # 4 DUE
12	11/5	Case Study: Improvising Medicine	Livingston book pp. ix-92
	11/7		
	11/9		TEAM DISCUSSION
13	11/12	VETERANS DAY – NO CLASS	
	11/14	Case Study: Improvising Medicine	Livingston book pp. 93-181 Team Quiz 6
	11/16		Team Discussion Essay # 5 DUE
14	11/19	Guest Lecture	
	11/21	HOLIDAY – NO CLASS	
	11/23	HOLIDAY – NO CLASS	

15	11/26	Humanitarianism	Redfield, P. 2016. Fluid technologies: The Bush Pump, the LifeStraw® and microworlds of humanitarian design. <i>Social Studies of Science</i> 46(2):159-183. “That Obscure Object of Global Health” Fassin on Canvas Global Public Health through the Eyes of Medical Anthropologist Didier Fassin Team Quiz 7
	11/28	Design Anthro & Human Centered Design	TBA
	11/30		TEAM DISCUSSION: Gallery Walk Essay # 6 DUE
16	12/3	Anthropology & Global Health Revisited	Abramowitz, S. 2017. Epidemics (Especially Ebola). <i>Annual Review of Anthropology</i> , 46(1). Adams, V., Burke, N. J., & Whitmarsh, I. 2014. Slow research: Thoughts for a movement in global health. <i>Medical Anthropology</i> , 33(3), 179-197. Pigg, S.L. 2013. On Sitting and Doing: Ethnography as action in global health. <i>Social Science & Medicine</i> 99:127-134.
	12/5		TEAM DISCUSSION
	12/7	READING DAY	
17	12/11	FINAL EXAM 12:30-2:30	