

**ANT 3478 Global Health Culture**  
University of Florida  
Fall 2018

Instructor: Sarah Staub

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L005

Office Location: Turlington B329

Office Hours: Monday & Wednesday 11:30-1:00

Credit Hours: 3

Class Location: TUR

MWF Period 4 (10:40-11:30)

TA:

Contact:

**COURSE TA OR COORDINATOR:**

All TAs are available in B329 Turlington Hall (in the basement) and online during office hours. Locations for appointments outside of normal office hours will be scheduled individually.

**COURSE WEBSITE:**

**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' 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?

This course will introduce you to the social, cultural and political world of global health in the 21<sup>st</sup> 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, reading discussions, activities and critical 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 tourism, and questions of improvisation and care. The last section will focus on the culture of global health governance and the ethics of humanitarianism.

The course will provide a forum for you to critically analyze and reflect on our own taken-for-granted assumptions about global hierarchies of power, local health cultures and experiences, transnational health movements, and global arrangements of development and underdevelopment that influence 'life itself'.

**COURSE GOALS AND/OR OBJECTIVES:** By the end of the course, the students should be able to:

1. Describe the concept of global health through its history and different ethnographic approaches to the anthropology of/in global health.
2. Analyze the structural and biosocial factors that shape the distribution of health, illness, and disease worldwide.
3. Evaluate the political, social and cultural processes that shape the disciplines of biomedicine and public health.
4. Apply an anthropological perspective to the intended and unintended consequences of global health and humanitarian interventions worldwide.

This course is also designed to develop the student's learning skills, including:

1. Analytical thinking and reflection (including information acquisition and critical reading and writing skills)
2. Holistic learning skills and the ability to integrate ideas from many different perspectives.

**REQUIRED TEXT:**

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. Please alert your TA or instructor if you have a problem accessing the electronic files.*

**PREREQUISITE KNOWLEDGE AND SKILLS:** There are no specific prerequisites or skills for this course. The following resources may be helpful to students who wish to gain more information about Anthropology and Global Health before/while taking this course:

*Books:*

- R. Lavenda & E. Schultz. *Anthropology*. Oxford University Press.
- J. Biehl & A. Petryna. *When People Come First: Critical Studies in Global Health*. Princeton University Press.

*Websites:*

- [Living Anthropologically](#): This website/blog is a supplement to the Lavenda and Schultz book and provides links to additional resources and up-to-date information.
- [American Anthropological Association](#): Official website for the American Anthropological Association.
- [The Anthropology Department at UF](#) also offers a wide variety of courses every semester. For additional information on course offerings:

**TEACHING PHILOSOPHY:** Anthropology makes an important contribution to understanding and appreciating human diversity. Aside from academia, many anthropologists are involved in applied work across a range of disciplines. Therefore, our goal when teaching anthropology is for you to understand the relevance of anthropology to your lives and the contribution that anthropology can make to other disciplines and practices.

I follow a constructivist learning approach, which means that I believe learning is an active process of creating meaning from different experiences. My approach to teaching is to act as a facilitator and co-creator of information, rather than lecturer. I understand that students learn in many different ways and my role is to help you identify: 1) how you learn best, 2) how to use that capacity to find new information, and 3) how to effectively and efficiently evaluate, translate, and use the information that you find. My teaching approach reflects these goals--favoring a more interactive, hands-on approach

to teaching and asking questions that encourage you to synthesize and engage with the material.

This type of learning requires active participation from both the teacher and the student. So, I expect that you will take the necessary time to prepare for class in advance and actively participate in classroom activities. Being an active participant in this course means doing the necessary readings, completing assignments, attending lectures and engaging in respectful discussions with classmates.

**COURSE COMMUNICATIONS:** This course is coordinated via Canvas. In addition to course management and the posting of readings and assignments, Canvas will be used as a contact interface between students and the instructor, as well as between student groups during class discussion. Questions can be sent to me through Canvas messaging or can be posted to the “General Questions” discussion board if appropriate. You are responsible for checking Canvas regularly. The course instructor and TAs can also be reached via email. Please use your UF email address and allow 24 hours for a response. you are responsible for checking your official UF email regularly to be aware of communication from the instructors. There are no allowances for students who fail to read their email announcements or whose inboxes are full at the time an announcement is sent.

**COURSE FORMAT:** The course material is divided into 16 weeks that include lectures, readings, discussions, and assignments. These activities are designed to help you engage with the material and facilitate learning and interaction with your peers in the class. Our time in class will be split between lectures, discussions, and hands-on team-based learning exercises. The purpose of the lectures will be to review the major conceptual points of each new topic and to integrate the material. You are expected to have completed all reading assignments prior to class, so that our class time can be more interactive. I hope we can use our meetings to discuss points of particular interest or difficulty, and to move beyond the information presented in the text.

## COURSE POLICIES:

**ATTENDANCE POLICY:** I expect you to attend each class meeting and to take an active part in discussions and activities. Unless there is a compelling reason you cannot attend class, you are expected to be here. Students unable to attend class or complete assignments due to documented, excused absences or extenuating circumstances must contact the course instructor no less than 48 hours before a planned absence (e.g., university event, religious holiday) and no more than 48 hours after an unplanned absence (e.g., illness). Make-up opportunities will be offered for absences for which documentation is provided. Requirements for make-up exams, assignments, and other

work in this course are consistent with university policies that can be found in the [online catalog](#).

**ASSIGNMENT POLICY:** Students are required to complete all assignments by the stated due dates. Assignments should be submitted within Canvas. Specific instructions are provided for each assignment in Canvas. The due dates for assignments can be found in the course schedule at the end of this syllabus and in the course calendar in Canvas. Late assignments will lose one half-letter grade for each day past the deadline (including weekends).

**MAKE-UP POLICY:** Make-up quizzes/assignments are only available in the case of incapacitating illness or other university-approved absence. When possible, students must provide the instructor with written documentation from an appropriate authority within 24 hours. Teaching Assistants (TAs) may not give permission for make-up work or assignment extensions. The instructor does not assign grades of “incomplete” except in the most unusual, extreme circumstances (i.e. alien abduction). Students must provide documentation of such circumstances from an appropriate authority.

**REGRADING POLICY:** If students dispute the grade they receive for an assignment or quiz, they may request to have it re-graded by the instructor. First, students must discuss the grade with your TA so they understand the initial rationale for the grade. If the student still wishes to dispute the grade, they may email the instructor to request that their assignment be re-graded. If they request re-grading, the second grade will stand, regardless of whether it is higher or lower than the original grade. Students may request re-grading up to one week after an assignment/exam has been returned; we will not consider regarding requests after this time.

## UF POLICIES:

**UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES:** Students requesting accommodation for disabilities must first register with the [Dean of Students Office](#). The Dean of Students Office (DSO) will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. The student must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

**UNIVERSITY POLICY ON ACADEMIC MISCONDUCT:** Academic honesty and integrity are fundamental values of the University community. Students should be sure that they

understand the [UF Student Honor Code](#). *Please be aware--all written assignments are submitted to TurnItIn. Students caught plagiarizing on any assignment in this class will be reported to the Dean of Students and receive a zero for the assignment.*

**NETIQUETTE: COMMUNICATION COURTESY:** All members of the class are expected to follow rules of common courtesy (outlined in the [Netiquette Guide for Online Courses](#)) in all email messages, threaded discussions and chats.

**UNIVERSITY OF FLORIDA COUNSELING SERVICES:**

Resources are available on-campus for students that feel like they are struggling in their personal or academic life.

- University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling
- Student Mental Health, Student Health Care Center, 392-1171, personal counseling
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling
- Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

**COURSE EVALUATIONS:** Student feedback is greatly appreciated and taken seriously. Course evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester. Students will be notified via email when the online evaluation page is open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

## GETTING HELP:

For issues with technical difficulties for E-learning in Canvas, please contact the UF Computing Help Desk at:

- [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- (352) 392-HELP - select option 2
- <https://request.it.ufl.edu>

\*\* Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. Students MUST e-mail your instructor within 24 hours of the technical difficulty if they wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should students have any complaints with their experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

## COURSE REQUIREMENTS AND METHODS OF ASSESSMENT:

### POINT BREAKDOWN:

INDIVIDUAL WORK		TEAM WORK	
Weekly individual Quizzes	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
<b>Total 280</b>		<b>Total 280</b>	
<b>TOTAL POINTS POSSIBLE FOR THE COURSE: 560</b>			

**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. Students are to complete 12 out of the 13 quizzes available. Quizzes are to be completed **before class every Monday by 10:30am.**

### BIWEEKLY TEAM QUIZZES (7 @ 10 PTS = 70 PTS)

Bi-weekly team quizzes will be taken in class every other week, typically on Mondays, 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. Five 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 day they are due. 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 10/2

Essay #2 due 10/16

Essay #3 due 10/28

Essay #4 due 11/15

Essay #5 due 12/2

#### **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? Were 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.

### **EXTRA-CREDIT OPPORTUNITIES (2 @ 10 PTS = 20 PTS)**

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 93% or above	C 73-76.99%
A- 90-92.99%	C- 70-72.99%
B+ 87-89.99%	D+ 67-69.99%
B 83-86.99%	D 63-66.99%
B- 80-82.99%	D- 60-62.99%
C+ 77-79.99%	F below 60%

Current grade status is available under the “Grades” section of the e-learning site. For more information, see the [undergraduate catalog for grading policies](#).

**COURSE SCHEDULE:**

**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
<b>Section 1: What is global health?</b>			
1	8/21	Introduction – Syllabus	
	8/23	What is global health?	Packard book Intro pp. 1-12 Reimagining Global Health Chapter 1 pp 1-14
2	8/26	What is an anthropological approach to global health?	Reimagining Global Health Chapter 2 pp. 15-32 Kleinman “Four Social Theories for Global Health”

			History Matters- operation cat drop (page 6) <a href="https://www.who.int/formerstaff/publications/qn60.pdf">https://www.who.int/formerstaff/publications/qn60.pdf</a> <b>Individual quiz due</b>
	8/28	Colonial Medicine	Packard book Part One (chapters 1 & 2) pp. 13-46
	8/30	Early International Health	Packard book Part Two (chapters 3 & 4 pp. 47-88) <b>TEAM DISCUSSION</b>
3	9/2	<b>LABOR DAY – NO CLASS</b>	
	9/4	Narrowing Visions of International Health	Packard book Part Four (chapters 7 & 8 pp. 133-180) <b>Team Quiz 1</b>
	9/6	Narrowing Visions of International Health	Reimagining Global Health chapter 4  Ventegodt, S. (2015). Why the Corruption of the World Health Organization (WHO) is the Biggest Threat to the World’s Public Health of Our Time. J Integrative Med Ther, 2(1), 5. <b>TEAM DISCUSSION</b>
4	9/9	International Family Planning	Packard book chapter 9 <b>Individual quiz due</b>
	9/11	International Family Planning	Packard book chapter 10 & 11 pp. 204-226
	9/13		<b>TEAM DISCUSSION</b>
5	9/16	HIV/AIDs & Birth of Global Health	Packard book chapter 14 & 15 pp. 267-304 <b>Individual quiz due</b> <b>Team Quiz 2</b>
<b>Section 2: Problems of the “local”</b>			
	9/18	HIV/AIDs & Birth of Global Health	Packard book 16 & Conclusion pp. 305-342
	9/20		<b>TEAM DISCUSSION</b>
6	9/23	Politics of Global Health ‘Partnerships’	Crane, Unequal ‘Partners’: AIDS, Academia & the Rise of Global Health  NYTimes article, “The World Bank Is Remaking Itself as a Creature of Wall Street;” <a href="https://www.nytimes.com/2018/01/25/business/world-bank-jim-yong-kim.html">https://www.nytimes.com/2018/01/25/business/world-bank-jim-yong-kim.html</a> . <b>Individual quiz due</b>
	9/25	Global Health ‘Partnerships’	Paul Farmer: How Liberation Theology Can Inform Public Health; <a href="https://www.pih.org/article/dr.-paul-farmer-how-liberation-theology-can-inform-public-health">https://www.pih.org/article/dr.-paul-farmer-how-liberation-theology-can-inform-public-health</a>  Redfield, Doctors without Borders and the Global Emergency

			Erikson, 2015. The Financialization of Ebola <a href="http://somatosphere.net/2015/11/the-financialization-of-ebola.html">http://somatosphere.net/2015/11/the-financialization-of-ebola.html</a> .
	<b>9/27</b>	Anthropology of/in Global Health	Janes, C. R., & Corbett, K. K. 2009. Anthropology and global health. Annual Review of Anthropology, 38, 167-183.  Pigg, S.L. 2013. On Sitting and Doing: Ethnography as action in global health. Social Science & Medicine 99:127-134  <b>Team Discussion</b> <b>Essay #1 DUE</b>
<b>Section 3: Problems of "biomedicine"</b>			
7	9/30		Berry book-Prologue & Introduction pp. xi- 22  <b>Individual quiz due</b> <b>Team Quiz 3</b>
	10/2	Structural Violence	Berry book- Chapter 1 pp. 23- 59
	10/4	Homecoming – NO CLASS	
8	10/7	Race & Racism in Health & Medicine	Berry book chapters 2 &3 pp. 60-107  <b>Individual quiz due</b>
	10/9	Race & Racism in Health & Medicine	Berry book chapter 4 pp. 108-129
	<b>10/11</b>		<b>Team Discussion</b> <b>Midterm due</b>
9	10/14	Race & Racism in Health & Medicine	Berry book chapter 5 pp. 130-159  <b>Individual quiz due</b> <b>Team Quiz 4</b>
	10/16	Race & Racism in Health & Medicine	Berry book Chapter 6 and conclusion pp. 160-196  Paul Farmer. 1996. On Suffering and Structural Violence: A view from below  <b>Essay # 2 DUE</b>
	10/18	Race & Racism in Health & Medicine	Roberts "The Invention of Race"  Meyers & Hunt "The other Global south"  <b>Team Discussion</b>
10	10/21	Race & Racism in Health & Medicine	NYTimes Magazine article "Why America's Black Mothers and Babies are in a Life-or-Death Crisis"  <b>Individual quiz due</b>

	10/23	The Body & Biomedicine	Nancy Scheper-Hughes and Margaret M. Lock. 1987. The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology.
	<b>10/25</b>	Medical Tourism & NGOs	Wendland, C. 2012. Moral Maps and Medical Imaginaries: Clinical Tourism at Malawi's College of Medicine. <i>American Anthropologist</i> 114(1):108-22.  Berry, N. S. 2014. Did we do good? NGOs, conflicts of interest and the evaluation of short-term medical missions in Sololá, Guatemala. <i>Social Science &amp; Medicine</i> , 120, 344-351.  <b>Team Discussion</b>
<b>Section 4: Problems of "governance"</b>			
11	10/28		<b>Individual quiz due</b> <b>Team Quiz 5</b> <b>Essay #3 DUE</b>
	10/30	<b>Case Study: Improvising Medicine Part I Scarcity &amp; Care</b>	Livingston book preface & chapter 1 pp. ix-28
	11/1	<b>Case Study: Improvising Medicine Part I Scarcity &amp; Care</b>	Livingston book chapter 2 pp. 29-51  <b>TEAM DISCUSSION</b>
12	11/4	<b>Case Study: Improvising Medicine Part I Scarcity &amp; Care</b>	Livingston book chapter 3 pp. 52-84  <b>Individual quiz due</b>
	11/6	Case Study: Improvising Medicine Part II Visibility/Invisibility in Global Health	Livingston book interlude & chapter 4 pp. 85-118
	<b>11/8</b>	Case Study: Improvising Medicine Part II Visibility/Invisibility in Global Health	Livingston book chapter 5 pp. 119-151  <b>TEAM DISCUSSION</b>
<b>13</b>	11/11	<b>VETERANS DAY – NO CLASS</b>	
	<b>11/13</b>	Case Study: Improvising Medicine Part II Visibility/Invisibility in Global Health	Livingston book chapters 6, & epilogue pp. 152-182  <b>Team Quiz 6</b>
	<b>11/15</b>		<b>TEAM DISCUSSION</b> <b>Essay # 4 DUE</b>
14	<b>11/18</b>	What Counts in Global Health?	Reimagining Global Health Chapter 8  <b>Individual quiz due</b>

	11/20	Metrics and Research Scarcity & Care	Adams, V. Metrics of the Global Sovereign: Numbers and Stories in Global Health
	11/22		<b>TEAM DISCUSSION</b>
15	<b>11/25</b>	Humanitarianism & Global Health	Limn Issue 9, On Band-Aids and Magic Bullets: <a href="https://limn.it/articles/on-band-aids-and-magic-bullets/">https://limn.it/articles/on-band-aids-and-magic-bullets/</a> .  <b>Individual quiz due</b> <b>Team Quiz 7</b>
	11/27	Thanksgiving– NO CLASS	
	11/29	Thanksgiving– NO CLASS	
16	12/2	Humanitarianism & Global Health	“That Obscure Object of Global Health” Fassin on Canvas  <b>Individual quiz due</b> <b>Essay # 5 DUE</b>
	12/4		<b>TEAM DISCUSSION</b>
	12/6	<b>READING DAY</b>	
17		<b>FINAL EXAM 12:30-2:30</b>	