

Fall 2017
Global Health Culture
ANT 3478 Section 1A77

Instructor: **Dr. Kevin Bardosh**, Research Assistant Professor, Department of Anthropology, Emerging Pathogens Institute, Department of Environmental and Global Health, One Health Centre of Excellence University of Florida

Professor office hours: TBD

Professor Office: Emerging Pathogens Institute, Room 120

Email: kevinbardosh@ufl.edu

TA: Doug Monroe, dmonroe@ufl.edu

TA office hours: TBD

Meeting Times and Locations: M, W, F 4th Period (10:40-11:30): Turlington L011

Course description

This course will introduce students to the social, cultural and political world of global health in the 21st century. We will explore the complex negotiations involved in contemporary efforts to understand, prevent and cure disease and promote health across diverse global cultures and societies. To do so, we will expand our understanding 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. Our goal will be to interrogate relationships between the local and global, policy and practice, and conflicting notions of *how* global health should be done. The class will include a mixture of lectures, student-driven workshops and film, and will be divided into four 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 the ethics of humanitarianism. The second section will discuss local experiences of health, illness and healing as they intersect with public health and political economy factors. The third section will explore the culture of biomedicine – from epidemiology, clinical research, pharmaceutical policy and disease surveillance systems. The last section will focus on the culture of global health governance, including the World Health Organization, the Gates Foundation and institutional efforts to mobilize funds and action for pandemic preparedness, planetary health and the Sustainable Development Goals. 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 and death.

Course Objectives

- Generate conceptual and theoretical insight into the study of global health from a critical social science perspective;
- Further student knowledge and learning of how global health is influenced by social, cultural, political, economic and ecosystem dynamics at different local and global levels;
- Further student knowledge and learning on the biopolitics of public health intervention, policies and systems for health and illness;
- Build insight into the importance of anthropological research as a pathway for health activism and social justice;
- Strengthen practical skills for students in academic journal article analysis, essay writing, debate skills and critical self-reflection.

Course Structure

This course is intended for advanced undergraduate students from a range of biomedical and social science disciplines. Students are expected to critically engage with the class readings and be actively involved in class discussion. Students are expected to read all of the assigned readings before each class.

The course will integrate instructor lectures with student workshops and the occasional film. There will be a total of 8 student workshops throughout the semester. Students are expected to attend all of these workshops and do the assigned reading and other necessary preparations, as noted in the course outline below. Workshops will include a variety of activities, ranging from proposal writing, debates, critical group discussions and study design preparation. Students will be placed into small groups. Class activities will be graded at the level of the group for each individual student.

Class participation is mandatory, and class participation will be based in part on attendance. Attendance is mandatory. Every student will be expected to participate in class discussion in a way that provokes thoughtful engagement with classmates.

Grades and Assignments

The assessment will include an evaluation of class exercises during the student workshops, a mid-term exam, an essay outline and the final research paper.

1. Student workshop participation = 20%
2. Mid-term exam = 25%
3. Essay outline = 5% (due Nov 27th)
4. Research paper = 50% (due Dec 10th)

1. Student workshops: There will be 8 student workshops. 5/8 will be graded, although your final grade will only take into account the top 4/8 scores, graded at 5% of your total class grade. Assignments will be done in class. All assignments will be handed to the instructor at the end of the class, and graded at the group level.

2. Mid-term exam: A take-home mid-term exam will be sent to students by email on October 4th (no class that day) and should be returned to class on October 9th. The exam will consist of 3 essay questions; each student will select 2 of them. During this time, students may engage in an open-book review of the course material. You may consult with your peers while working on the take-home exam, but all work needs to be submitted individually, and it must be original. No group work will be accepted. More details will be explained in class.

3. Essay outline: Each student will prepare a research paper. In order to strengthen student skills in essay writing, each student will be expected to write a 2-page essay outline, which will be due at the beginning of class Nov 27th. Each student is expected to come to this class with a copy of the outline. Any student that does not (without an adequate reason) will be penalized the full 5% of their overall class grade. During this class, students will read each others' outlines and provide feedback. Students are expected to (neatly!) edit, change and add to their outline during the class. The instructor will collect the outlines at the end of the class, and the grades will reflect both the original outline and the changes made during the class. Outlines will be promptly given back to students at the next class, Nov 29th.

4. Research paper: Each student will identify a research topic that meets his/her professional goals and objectives, and intersects with the objectives and content of this course. This paper will be between 3,000 and 4,000 words, excluding references and figures. The paper must be sent by email to the instructor and TA on or before the December 10th due date.

All references require parenthetical citations and bibliographic references. The bibliographic material must be submitted in formal APA, MLA, or Chicago Style citation conventions.

If you are aware of any pending conflicts with any of the assignments, please let the instructor and TA know immediately so that alternative accommodations can be made.

Grades

Grades for this course will be assigned according to UF's grading policy. For further information, please review the UF policy here: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#grades>.

Required Course Texts

1. Farmer, P., Kim, J. Y., Kleinman, A., & Basilio, M. (2013). *Reimagining global health: an introduction*. Univ of California Press.
2. Nichter, M. (2008). *Global health: Why cultural perceptions, social representations, and biopolitics matter*. University of Arizona Press.

Both texts are mandatory. It is recommended that students purchase previously owned books via the Internet. All readings assigned from the two mandatory texts are marked with an (*) in the reading list below. All other course readings are available via the UF library system. It is up to each student to find the required readings online, using their UF account or through an internet search engine. The instructor prefers this method, as it helps students to become familiar with searching for academic articles and promotes the general perusal of academic publications by the class.

Policy on Late Assignments

You are required to complete all assignments by the stated due dates. Late assignments will lose one half-letter grade for each day past the deadline. There are no make-up opportunities for any assignment, as you will have ample time to complete each requirement. You must provide documentation from an appropriate authority in case of illness or other circumstance that prevents the timely completion of your work.

"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 <http://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Academic Honor Code

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida Community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the honor code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

Americans with Disabilities Act

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.

University of Florida Counseling Services

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

- University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling
 - <http://www.counseling.ufl.edu/cwc/Default.aspx>
- 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
- University Police Department, 392-1111, or 9-1-1 for emergencies

Online Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <http://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <http://evaluations.ufl.edu/results>.

Course Schedule

Date	Topic	Reading Assignments
Section 1: What is global health?		
8/23	What is Global Health?	<ul style="list-style-type: none"> • Paul Farmer et al., Introduction, in Reimagining Global Health. Pp. 1-14.* • Paul Farmer et al., Global Health Priorities for the Early Twenty-First Century, in Reimagining Global Health. Pp. 302-340.*
8/25	Historical Perspectives 1: Colonial Medicine	<ul style="list-style-type: none"> • Jeremy Greene et al. Colonial Medicine and Its Legacies, in Reimagining Global Health. Pp. 33-73.*
8/28	Historical Perspective 2: International Health	<ul style="list-style-type: none"> • Basilico et al. Health for All? Competing Theories and Geopolitics, in Reimagining Global Health. Pp. 74-110.*
8/30	Anthropology in/of Global Health	<ul style="list-style-type: none"> • Bridget Hanna & Arthur Kleinman, "Unpacking Global Health", in Reimagining Global Health. Pp. 15-32.* • Janes, C. R., & Corbett, K. K. (2009). Anthropology and global health. <i>Annual Review of Anthropology</i>, 38, 167-183.
9/1	<i>Movie – First, Do No Harm: A Global Health Documentary</i> , by Tim Holland	
9/4	No Class: Labor Day	
9/6	The politics of global health partnerships	<ul style="list-style-type: none"> • Crane, J. T. (2010). Unequal 'partners'. AIDS, academia, and the rise of global health. <i>BEHEMOTH-A Journal on Civilisation</i>, 3(3), 78-97. • 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 & Medicine</i>, 120, 344-351.
9/8	Health, ethics and social values	<ul style="list-style-type: none"> • Suri et al. Values and Global Health, in Reimagining Global Health. Pp. 245-286.* • World Health Organization. (2015). Global health ethics key issues: global network of WHO collaborating centres for bioethics. WHO Press.

Section 2: Problems of the "local"		
9/11	Ethnophysiology	<ul style="list-style-type: none"> • Mark Nichter, Perceptions of Ethnophysiology Matter, In Global Health, Pp. 23-40.* • Geissler, W. (1998). 'Worms are our life.' Understandings of worms and the body among the Luo of western Kenya. <i>Anthropology and Medicine</i>, 5:63-79.
9/13	Illness Causality & Categories	<ul style="list-style-type: none"> • Mark Nichter, Representations of Illness Causality and Vectors that Transmit Disease, In Global Health, Pp. 24-68.* • Mark Nichter, Why is Research on Local Illness Categories Important? In Global Health, Pp. 69-84.*
9/15	Student Workshop 1	
9/18	Suffering and stigma	<ul style="list-style-type: none"> • Ramdas, S., van der Geest, S., & Schallig, H. D. (2016). Nuancing stigma through ethnography: the case of cutaneous leishmaniasis in Suriname. <i>Social Science & Medicine</i>, 151, 139-146. • White, C. (2005). Explaining a complex disease process: talking to patients about Hansen's disease (leprosy) in Brazil. <i>Medical anthropology quarterly</i>, 19(3), 310-330.
9/20	Structural Violence	<ul style="list-style-type: none"> • Farmer, P. (1996). On suffering and structural violence: A view from below. <i>Daedalus</i>, 261-283.
9/22	Student Workshop 2	
9/25	Behavior, risk and blame	<ul style="list-style-type: none"> • Aagaard-Hansen J, Claire L: Neglected tropical diseases: equity and social determinants. In <i>Equity, Social Determinants, and Public Health Programmes</i>. Edited by Blas E, Anand SK. Geneva: WHO Press; 2010:135–157. • Launiala, A. (2009). How much can a KAP survey tell us about people's knowledge, attitudes and practices? Some observations from medical anthropology research on malaria in pregnancy in Malawi. <i>Anthropology Matters</i>, 11(1). • Lupton, D. (1993). Risk as moral danger: the social and political functions of risk discourse in public health. <i>International journal of health services</i>, 23(3), 425-435.
9/27	Community engagement	<ul style="list-style-type: none"> • Rifkin, S. B. (1996). Paradigms lost: toward a new understanding of community participation in health programmes. <i>Acta tropica</i>, 61(2), 79-92. • Nichter, M. (2006). Anthropology and global health: Reflections of a scholar-activist. <i>India Review</i>, 5(3-4), 343-371.
9/29	Student Workshop 3	
10/2	Global health labor	<ul style="list-style-type: none"> • Prince, R. J., & Otieno, P. (2014). In the shadowlands of global health: Observations from health workers in Kenya. <i>Global public health</i>, 9(8), 927-945.
10/4	(TAKE HOME) MID-TERM EXAM – no class	
10/6	No class homecoming	

Section 3: Problems of “biomedicine”		
10/9	Epidemiology and anthropology	<ul style="list-style-type: none"> • Trostle, J. A., & Sommerfeld, J. (1996). Medical anthropology and epidemiology. <i>Annual Review of Anthropology</i>, 25(1), 253-274. • Boyce, P. et al. (2007). Putting sexuality (back) into HIV/AIDS: Issues, theory and practice. <i>Global Public Health</i>, 2(1), 1-34.
10/11	Disease models and narratives	<ul style="list-style-type: none"> • Leach, M., & Scoones, I. (2013). The social and political lives of zoonotic disease models: narratives, science and policy. <i>Social science & medicine</i>, 88, 10-17. • Christley, R. M. et al. (2013). “Wrong, but useful”: negotiating uncertainty in infectious disease modelling. <i>PloS one</i>, 8(10), e76277.
10/13	Student Workshop 4	
10/16	Research and metrics	<ul style="list-style-type: none"> • 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. • Anne Becker et al., The Unique Challenges of Mental Health and MDR-TB, in Reimagining Global Health. Pp. 212-244.*
10/18	Policy and evidence	<ul style="list-style-type: none"> • Allen, T., & Parker, M. (2016). Deworming delusions? Mass drug administration in East African schools. <i>Journal of biosocial science</i>, 48(S1), S116-S147. • Béhague, D. P., & Storeng, K. T. (2008). Collapsing the vertical-horizontal divide: an ethnographic study of evidence-based policymaking in maternal health. <i>American Journal of Public Health</i>, 98(4), 644-649.
10/20	Student Workshop 5	
10/23	Pharmaceuticals I	<ul style="list-style-type: none"> • Mark Nichter, Perceptions of Pharmaceuticals and Quality of Care, In Global Health, Pp. 85-104.*
10/25	Pharmaceuticals II	<ul style="list-style-type: none"> • Roemer-Mahler, A., & Elbe, S. (2016). The race for Ebola drugs: pharmaceuticals, security and global health governance. <i>Third World Quarterly</i>, 37(3), 487-506. • Petryna, A. (2005). Ethical variability: drug development and globalizing clinical trials. <i>American Ethnologist</i>, 32(2), 183-197.
10/27	Student Workshop 6	
10/30	Human-animal health	<ul style="list-style-type: none"> • Nading, A. M. (2013). Humans, animals, and health: From ecology to entanglement. <i>Environment and Society</i>, 4(1), 60-78. • Lorimer, J. (2016). Gut Buddies Multispecies Studies and the Microbiome. <i>Environmental Humanities</i>, 8(1), 57-76.
11/1	Space and surveillance	<ul style="list-style-type: none"> • Peckham, R., & Sinha, R. (2017). Satellites and the New War on Infection: Tracking Ebola in West Africa. <i>Geoforum</i>, 80, 24-38.

11/3	Student Workshop 7	
Section 4: Problems of “governance”		
11/6	States and citizens	<ul style="list-style-type: none"> • Luke Messac et al., Redefining the Possible, in Reimagining Global Health. Pp. 111-132.* • Pfeiffer, J. (2003). International NGOs and primary health care in Mozambique: the need for a new model of collaboration. <i>Social science & medicine</i>, 56(4), 725-738.
11/8	The politics of scaling-up	<ul style="list-style-type: none"> • Jim Yong Kim et al., Scaling-up Effective Delivery Models Worldwide, in Reimagining Global Health. Pp. 184-211.*
11/10	No Class: Holiday	
11/13	The World Health Organization	<ul style="list-style-type: none"> • Chorev, N. (2013). Restructuring neoliberalism at the World Health Organization. <i>Review of International Political Economy</i>, 20(4), 627-666. • Lee, K., & Pang, T. (2014). WHO: retirement or reinvention? <i>Public health</i>, 128(2), 119-123.
11/15	Philanthro-capitalism & global health	<ul style="list-style-type: none"> • Erikson, S. L. (2015). Secrets from whom? following the money in global health finance. <i>Current Anthropology</i>, 56(S12), S306-S316. • Harman, S. (2016). The Bill and Melinda Gates Foundation and legitimacy in global health governance. <i>Global Governance: A Review of Multilateralism and International Organizations</i>, 22(3), 349-368.
11/17	Student Workshop 8	
11/20	<i>Movie – Living in Emergency: Stories of Doctors Without Borders</i>	
11/22	No Class; Holiday	
11/24	No Class: Holiday	
11/27	Essay Writing Workshop – Essay Outline is Due!	
11/29	Pandemics and Global Health Security	<ul style="list-style-type: none"> • Caduff, C. (2014). On the verge of death: visions of biological vulnerability. <i>Annual Review of Anthropology</i>, 43, 105-121. • National Academy of Medicine. 2016. The Neglected Dimension of Global Security: A Framework to Counter Infectious Disease Crises. Washington, DC: The National Academies Press.
12/1	Planetary Health	<ul style="list-style-type: none"> • Whitmee, S. et al. (2015). Safeguarding human health in the Anthropocene epoch: report of The Rockefeller Foundation–Lancet Commission on planetary health. <i>The Lancet</i>, 386(10007), 1973-2028.
12/4	From MDGs to SDGs	<ul style="list-style-type: none"> • Jonathan Weigel et al., Taking Stock of Foreign Aid, in Reimagining Global Health. Pp. 287-301.* • Buse, K., & Hawkes, S. (2015). Health in the sustainable development goals: ready for a paradigm shift?. <i>Globalization and health</i>, 11(1), 13.

12/6	Anthropology and global health "revisited"	<ul style="list-style-type: none">• 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.• Mark Nichter, Towards a next generation of social science research, In <i>Global Health</i>, Pp. 151-186.*
12/10	FINAL PAPER DUE	