Ant 3478: 1A77 Global Health Culture – Fall 2016
Monday, Wednesday, Friday 10:40 – 11:30 am PUGH 170

Instructor: Kelly Chapman
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Office: Turlington basement - B 133
Office Hours: Monday, Wednesday, Friday 11:30am – 12:30pm

Course Description

In this course, we examine the ways in which diverse societies construct illness and health experiences, balance healing traditions with multiple forms of medical practice, and integrate the human experiences of illness, recovery, and death with the technical world of biomedicine. Simultaneously, we engage with global health and biomedicine as cultural forms that have their own distinctive features. Looking at the global health interventions world-wide, we study how biomedicine - from epidemics, to disaster relief, to DNA research – exists as a set of cultural constructs that transform human experiences of health and disease. Building upon the work of scientists, anthropologists, and scholars of the medical humanities, we explore new ways of thinking about global health and culture as global health institutions and forces are changing in the 21st century. This course uses ethnographic writings from around the world to explore health experience, health discourses, traditional and biomedical practices, and health governance in a global perspective. Our readings and conversations will serve as the springboard for a semester-long discussion about the meanings of health, sickness, and health justice, with emphasis on the emerging international principle of “health as a human right.” Through this discussion, we will challenge some of our own taken-for-granted assumptions about global hierarchies of power, access to treatment and prevention, and local health cultures and experiences.

Course Structure

You need to do the required reading before each class in order to be prepared to participate and share your knowledge. My lectures are not passive, my style is very interactive and I will often interrupt to ask questions. Sometimes we will focus on particular readings, in order to make sure everybody understands them. Other days we will engage in team-based learning style discussion of the course concepts and student’s interpretation of the readings and lecture topics.

Course Objectives

• Understand the values, attitudes, and norms that constitute health-related aspects of culture in countries outside the U.S., as well as the cultural norms of western biomedicine.
• Think critically about biomedical knowledge and health as a cultural domain.
• Acquire fluency in the core concepts of medical anthropology and global health, and be immersed in a broad range of theories and methodologies in medical anthropology.
• Learn to identify, describe, and explain the social institutions, structures, and processes that shape global health processes and outcomes at both the local level of practice, and the global level of transnational intervention.
• Consider the principles of “health justice” and “health as a human right,” and formulate a distinct and individual position on the matter.
Required Textbooks:

- The Spirit Catches You and You Fall Down. Ann Fadiman.
- The Big Truck That Went By: How the World Came to Save Haiti and Left Behind a Disaster, by Jonathan Katz

Class requirements and assignments

Attendance and Oral Participation in Class (6%)
Reflections on Canvas (20%)
Assessments (34%)
Exams (40%)

Attendance and Oral Participation in Class (6%):
Attendance is not mandatory, however attendance is required to earn credit for oral participation in class. Lecture slides will not be available outside of class and foundational concepts and definitions that cannot be found in the readings will be introduced during lecture at every course meeting. You are expected to keep up with the readings and to come to class well prepared and make thoughtful, relevant contributions to class discussions. Class discussions are a fundamental part of the course and you are expected to take an active part in them. I am aware that individual personalities differ and some students may be more reserved than others. I will try my best to foster an environment in which everyone feels comfortable sharing their opinions; however, each of you is expected to do his/her own part. It is not just a matter of speaking a lot, but of showing you pay attention, you do your reading, and you can reflect on the issues raised.

Reflections on Canvas (20%):
Each week, as part of preparation for class, you will post reflections about the readings (200 word minimum per article or chapter) and a minimum of 2 responses to your classmate’s reflections on the Canvas discussion board. The individual reflections are due by midnight each Thursday in preparation for in class discussion on Fridays. Reflections submitted later than Thursday at midnight will not be accepted.

Assessments (34%):
An assessment will follow each of the 4 topic sections. Assessments will take the form of either online quizzes or take-home assignments that encourage students to apply what they've learned to real world scenarios. Detailed information on take-home assignments are available on the course website.

Exams (40%):
There will be two in class essay based exams, a mid-term and a final. Exams will not be comprehensive but students may pull from all sources of information in the course to answer essay prompts. Essay exams are intended to evaluate critical thinking and level of engagement with the topics covered in reading assignments, lectures, and class discussions.
Grades:
There is no extra credit offered in this course. As is standard mathematical procedure, final grades will be rounded up for decimal points of 0.5 and higher, and rounded down for 0.49 and lower. There is no curve, there are no exceptions.

Your percent final score will be assigned a letter grade according to the following table:

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Policy on Late Assignments
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 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. For more information, contact:
  Dean of Students Office Disability Resource Center
  202 Peabody Hall or 0020 Reid Hall
  Phone: (352) 392-1261 Phone: (352) 392-8570

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
    o 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
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

Introduction

Week 1: Defining Health and Well-Being within US Society and Cross-Culturally
Main objective: Recognize that “health” is a culturally constructed and poorly defined.

Monday, Aug 22nd: Introduction to the course
Wednesday, Aug 24th: The role of anthropology in medicine and global health
Readings:
  • James, C.R., Corbett, K.K. “Anthropology and Global Health” in *Med Anth Reader*

Friday, Aug 26th: Defining health and illness
Readings:

Section 1: Cultural differences

Week 2: Health Systems Throughout the World
Main objective: Discover differences in how healthcare is practiced globally.

Monday, Aug 29th: Traditional healing practices and shamanism
Readings:
  • E.E. Evans-Pritchard “The Notion of Witchcraft explains Unfortunate Events” in *Med Anth Reader*
  • A. Kleinman “Why do Indigenous Practitioners Successfully Heal?” On Canvas

Wednesday, Aug 31st: Non-western healthcare practices
Readings:
  • Charles Leslie, “Introduction to Asian Medical Systems” in *Med Anth Reader*

Friday, Sept 2nd: Global perceptions of U.S. healthcare
Readings:
  • Lesley Magnussen “Comprehensive Versus Selective Primary Health Care: Lessons for Global Health Policy” on Canvas
  • Dov Chemichovsky “Not “Socialized Medicine” — An Israeli View of Health Care Reform” on Canvas
**Week 3: Western Biomedicine Context and Scope**
Main objective: Evaluate the historical ethnocentrism and limitations of western medicine.

**Monday, Sept 5th**: Labor Day, No Class

**Wednesday, Sept 7th**: The historical context of biomedicine
Readings:
- *Anthropology of biomedicine*: Chapter 3 “Anthropologies of Medicine”

**Friday, Sept 9th**: Limitations of biomedicine in a global context
Readings:
- Bernhard Bierlich “Injections and the fear of death: an essay on the limits of biomedicine among the Dagomba of northern Ghana” on Canvas
- Naomi Adelson “Health beliefs and the politics of Cree well-being” on Canvas

**Section 2: Lived Experiences**

**Week 4: Barriers to Care and Structural Violence**
Main objective: Explore barriers to healthcare and medical treatment cross-culturally.

**Monday, Sept 12th**: Barriers to care by population
Readings:
- Wilson “Health Needs and Barriers to Healthcare of Women Who Have Experienced Intimate Partner Violence” on Canvas
- DeVoe “Insurance + Access ≠ Health Care: Typology of Barriers to Health Care Access for Low-Income Families” on Canvas

**Wednesday, Sept 14th**: Barriers to care by region of the world
Readings:
- Schwitters et al. “Barriers to Health Care in Rural Mozambique: A Rapid Ethnographic Assessment of Planned Mobile Health Clinics for ART” on Canvas
- Kakute et al. “Cultural Barriers to Exclusive Breastfeeding by Mothers in a Rural Area of Cameroon, Africa” on Canvas

**Friday, Sept 16th**: Structural violence
Readings:
- Donovan “Patient Non-Compliance: Deviance or Reasoned Decision-Making?” on Canvas

**Week 5: Race in Medicine and Health**
Main objective: Analyze the use of race in medical treatment and education.

**Monday, Sept 19th**: Medicalization of race and the individual experience
Readings:
- Witzig “The Medicalization of Race: Scientific Legitimization of a Flawed Social Construct” on Canvas
- Chen “Patients’ Beliefs About Racism, Preferences for Physician Race and Satisfaction with Care” on Canvas

**Wednesday, Sept 21st**: Embodiment theory
Readings:

**Friday, Sept 23rd**: Strategic marketing
Readings:
• Kahn “Race in a bottle” on Canvas
• Dorothy Roberts “Is Race-Based Medicine Good for US?” on Canvas
• “The Problem with race-based medicine” video
  https://www.ted.com/talks/dorothy_roberts_the_problem_with_race_based_medicine?language=en

Week 6: Patient’s, Doctors, and Governments All Experience Health Differently
Main objective: Interpret the beliefs and behaviors of individuals within the healthcare system.
  Monday, Sept 26th: Biomedicine & Cultural Sensitivity: The Patient’s Perspective
  Readings:
  • The Spirit Catches You and You Fall Down, by Ann Fadiman.
  Wednesday, Sept 28th: Biomedicine & Cultural Sensitivity: The Doctor’s Perspective
  Readings:
  • The Spirit Catches You and You Fall Down, by Ann Fadiman.
  Friday, Sept 30th: Biomedicine & Cultural Sensitivity: The Government’s Perspective
  Readings:
  • The Spirit Catches You and You Fall Down, by Ann Fadiman

Week 7: Rights to Our Bodies
Main objective: Discuss whether experts or individuals have the right to make health decisions.
  Monday, Oct 10th: The medicalization of experience and self
  Readings:
  • Anthropology of Biomedicine: Chapter 8 “Who owns the body?”
  Wednesday, Oct 12th: The role of women in biomedicine and birth practices
  Readings:
  • Martin chapter 5 of The Woman in the Body “Self and Body Image“ on Canvas
  Friday, Oct 14th: Homecoming, No Class

Section 3: Global Medicine and Medical Aid
Week 8: Illness as a Cultural Construct
Main objective: Explore the role of culture in diagnostics and experience.
  Monday, Oct 17th: What is Normal?
  Readings:
  • Anthropology of Biomedicine, Chapter 2 “The Normal Body”
  Wednesday, Oct 19th: Critique of Psychiatry
  Readings:
  • Interview with Dr. Allen Frances on Diane Rehm Show: The Validity of DSM-V
  Friday, Oct 21st: Culture-Bound Syndromes
  Choose any 2:
  • Guarnaccia, Peter J. "Ataques de nervios in Puerto Rico: Culture-bound syndrome or popular illness?." Medical Anthropology 15, no. 2 (1993): 157-170. on Canvas
  • Quinlan, Marsha B. “Ethnomedicine and ethnobotany of fright, a Caribbean culture-
bound psychiatric syndrome.” Journal of Ethnobiology & Ethnomedicine, 6(9). on Canvas

**Week 9:** Epidemics and Emerging Pathogens
Main objective: Identify threats to public health on a global scale.

**Monday, Oct 24th:** First exam

**Wednesday, Oct 26th:** Chronic Illnesses, the neglected epidemic
Readings:

**Friday, Oct 28th:** Infectious disease
- Corbett et al. “The Growing Burden of Tuberculosis: Global Trends and Interactions with the HIV Epidemic” on Canvas

**Week 10: Globalization and International Aid**
Main objective: Determine the necessity and effectiveness of global health intervention initiatives.

**Monday, Oct 31st:** International charity-based health initiatives
Readings:
- The Big Truck That Went By: How the World Came to Save Haiti and Left Behind a Disaster, by Jonathan Katz

**Wednesday, Nov 2nd:** NGO’s, short-term relief aid, and miss-managed programs
Readings:
- The Big Truck That Went By: How the World Came to Save Haiti and Left Behind a Disaster, by Jonathan Katz

**Friday, Nov 4th:** Unintended consequences
- Finish reading The Big Truck That Went By: How the World Came to Save Haiti and Left Behind a Disaster, by Jonathan Katz

**Week 11: Medical Tourism & Global Pharmaceuticals**
Main objective: Compare domestic versus international pharmaceutical practices and usage.

**Monday, Nov 7th:** Medical volunteerism
Readings:
- Green et al. “Perceptions of short-term medical volunteer work: a qualitative study in Guatemala” on Canvas
- Devereux “International volunteering for development and sustainability: outdated paternalism or a radical response to globalization?” on Canvas

**Wednesday, Nov 9th:** Global Pharmaceuticals
Readings:
- João Biehl “Pharmaceutical Governance” on Canvas
- Petryna “Globalizing Human Subjects Research” on Canvas

**Friday, Nov 11th:** The rise of anti-biotic resistance
Readings:
- Spellberg et al. “The Epidemic of Antibiotic-Resistant Infections: A Call to Action for the Medical Community from the Infectious Diseases Society of America” on Canvas

**Section 4: Ethics**

**Week 12: Research and Practice**
Main objective: Evaluate the evolution of ethics on a global scale.
Monday, Nov 14th: Introduction to ethics
Readings:
  • Farmer “The New Medical Malsaise: medical Ethics and Social Rights in the Global Era” in Medical Anthropology Reader

Wednesday, Nov 16th: Genetics
Main objective: Breakdown the ethics of recent advancements in health screening and treatment.
Readings:
  • Anthropology of biomedicine: Chapter 13 “Genomics, Epigenetics, and Uncertain Futures

Friday, Nov 18th: Personalized medicine
Readings:
  • Anthropology of biomedicine: Chapter 12 “Genes as Embodied Risk”
  • Angelina Jolie, “My Medical Choice” NYT http://www.nytimes.com/2013/05/14/opinion/my-medical-choice.html

Week 13: Body Parts and Business
Monday, Nov 21st: Is biomedical waste profitable?
Readings:
  • Hannah Landecker, “Immortality, In Vitro: A History of the HeLa Cell Line” on Canvas
  • Anthropolgy of Biomed “The Social Life of Organs”
Wednesday, Nov 23rd: Thanksgiving break, no class
Friday, Nov 25th: Thanksgiving break, no class

Week 14: Public vs Individual Rights
Monday, Nov 28th: Vaccination debate
Main objective: Analyze the US anti-vaccine debate in relation to national and global health risk.
Readings:
  • Scientific American “Fact or Fiction?: Vaccines Are Dangerous” http://www.scientificamerican.com/article/fact-or-fiction-vaccines-are-dangerous/
  • Kata “A postmodern Pandora’s box: Anti-vaccination misinformation on the the Internet” on Canvas

Wednesday, Nov 30th: Dying with dignity
Readings:
  • Proulx et al. “Dying with dignity: The good patient versus the good death” on Canvas
  • Hosking “Cultural attitudes toward death and dying: a South African perspective” on Canvas
Friday, Dec 2nd: Medical decision making and the right to receive treatment
  • Fine “From Quinlan to Schiavo: medical, ethical, and legal issues in severe brain injury” on Canvas

Week 15: Conclusions and Review
Monday, Dec 5th: Tying it all together review lecture
Wednesday, Dec 7th: Final Exam