

Anthropology & Global Health
ANG6930/ANT4930
Mondays 12:50-3:50 (6-8 Period)
Matherly Hall 0006

Dr. Alyson Young

Office: 496 Grinter (4th floor, CAS)

Email: agyoung@ufl.edu

Office Hours: Weds. 11:45 am-1:30 pm and by appt.

Course website: <https://lss.at.ufl.edu/>

Global health is an area of research and practice that focuses improving health and achieving equity in health for all people worldwide. It concentrates on transcending national boundaries and understanding the interconnected nature of global and local health along with the political and economic conditions that shape a community's ability to be healthy. Taking on the challenge of actualizing health as a human right and the WHO definition of health as, "A state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" is a daunting task however. Global disparities remain despite the money, tools, and interventions that agencies are pouring into improving health.

This course approaches global health using an anthropological perspective to understand the successes and failures of the global health approach, its impact on individual lives, and how scholars and practitioners in both public health and the social sciences can work together to improve human health. The format is a mixed grad/undergrad seminar that will base discussions on readings from medical anthropology, public health, and a range of other disciplines. The goals of the course are to:

- Help students understand global health including its history, goals, and the strategies used by practitioners to improve health.
- Help students understand the critiques of global health including the fundamental differences between global health and other approaches to understanding and reducing health disparities.
- Introduce the ethnography of global health, including the ways in which global policy and practice shape, and are shaped by, local context and experience.
- Provide examples of the ways that anthropologists/social scientists and public health scholars/practitioners have been able to work together to improve global health, the challenges associated with these relationships, and how both disciplines can benefit from the relationship.

The texts for the class are:

- Skolnik, R. (2008) *Essentials of Global Health*.
- Levine, R. (2004) *Millions Saved: Proven Successes in Global Health*.
- Nichter, M (2008) *Global Health: Why Cultural Perceptions, Social Representation, and Biopolitics Matter*.
- Hahn, R and Inhorn, M. (2009) *Anthropology and Public Health: Bridging Differences in Culture and Society*.
- Castro, A. and Singer, M. (2004) *Unhealthy Health Policy: A Critical Anthropological Examination*.
- Gutmann, M (2007) *Fixing Men: Sex, Birth Control, and AIDS in Mexico*.
- Leach, M. and Fairhead, J. (2007) *Vaccine Anxieties: Global Science, Child Health, and Society*.
- Foley, E. (2009) *Your Pocket is What Cures You: The Politics of Health in Senegal*.

Course Requirements and Grading

This course is a seminar, so the primary format will be discussion. There are a total of 250 points for the course. Point totals are calculated based on participation in discussion, discussion leadership, and the final research project. At any point, you can calculate your grade in the course by dividing your points received by the total number of points for assignments thus far.

Graded Assignments

Class Participation (75 pts.): I expect students to attend each class meeting and to take an active part in class discussions and activities. Active participation includes attendance but also requires that you read all assigned readings and prepare thoughtful questions and critical discussion points in advance of class meetings. I will evaluate your participation based on the *quality* of your contributions and not simply on how often you speak in class. The purpose of evaluating your participation is to encourage you to prepare for class and to promote thoughtful analysis and discussion. In this class, participation is divided into two components:

- 1) Class participation and discussion (50 pts.)
- 2) Leading topic discussion (25 pts.) starts Feb. 7.

Research Poster (175 pts):

You will be required to present a research project on a topic of your choice that relates to Global Health. In lieu of the typical research paper, you will present a poster detailing the results of your research during the last week of classes. Grading rubrics for each part of the poster project will be on Sakai in the first few weeks of the semester.

Development of the research project will occur throughout the semester:

- 1) **Research topic (25 pts):** You are required to submit a poster proposal outlining the topic of your research project by **Feb. 13**; this brief proposal should describe the topic, including why the topic is important, and should identify some of the key questions or issues your project will explore. You will submit topics online through Sakai.
- 2) **Abstract and annotated bibliography (50 pts):** A 250-300 word proposal abstract (25 pts.) and an annotated bibliography (25 pts.) with at least 10-20 carefully selected references from scholarly literature are due **Fri. Mar 19**.
- 3) **Poster submission (50 pts.):** You must submit your final poster (electronically) by **Fri, Apr. 19**.
- 4) **Research forum (50 pts.):** You will present the poster to your peers on **Monday April 22** during regular class time. You will give a brief 15-minute presentation about your research to other students and answer questions.

Grades

Final grades will be based on the following scale: A (94-100), A- (90-93), B+ (87-89), B (84-86), B- (80-83), C+(77-79), C (74-76), C- (70-73), D+(67-69), D (64-66), D-(60-63), E (<59). *I will do my best to return graded assignments to you within a week of their submission.*

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. I will not assign grades of “incomplete” except in the most unusual, extreme circumstances (i.e. alien abduction). You must provide documentation of such circumstances from an appropriate authority.

Academic Honor Code

I expect students to uphold the Academic Honor Code of the University of Florida. The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and responsibility on the part of the University community. Please see the following website for a complete explanation of the Academic Honor Code: www.registrar.ufl.edu/catalog/policies/students.html.

Americans with Disabilities Act

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific modifications. Students requesting accommodation must first register with the Dean of Students Office and then provide documentation to the instructor. For more information about services available to University of Florida students:

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
- 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

DATE/ASSIGNMENT	TOPIC	READING
Week 1 (Jan. 9)	Intro to course	Syllabus
Week 2 (Jan. 16)	MLK Day: No class	
Week 3 (Jan. 23)	Introduction to Global Health	<ul style="list-style-type: none"> • Skol: Part I & II (pp. 3-110) • MS: Intro, Case 1
Week 4 (Jan. 30)	Anthropology & Global Health	<ul style="list-style-type: none"> • N: pp. 1-84 • CS: Intro, Chs. 4, 9, 15 • HI: Chs. 10, 11, 12
Week 5 (Feb. 6)	Stakeholders & Politics in Global Health	<ul style="list-style-type: none"> • Skol: Ch. 15 • HI: Ch 24 • N: pp. 117-150. • CS: Ch. 3 Foley: <i>Your Pocket is What Cures You</i>
Week 6 (Feb. 13)	Health disparities TOPICS DUE FEB. 13	<ul style="list-style-type: none"> • N: pp. 119-132 • MS: Case 8 • CS: Chs. 7, 13 • HI: Chs. 7, 19, 21, 23
Week 7 (Feb. 20)	Nutrition & Environment	<ul style="list-style-type: none"> • Skol: Ch. 7-8 • HI: Ch 22, • MS: Case 7, 14 • HI: Ch. 20
Week 8 (Feb. 27)	Maternal & Child Health	<ul style="list-style-type: none"> • Skol: Ch 9-10 • MS: Case 2, 5, 16 • CS: Chs. 5, 10, 22 • HI: Chs. 1, 4, 15, 16
Week 9 (Mar. 5)	Spring Break: No class	
Week 10 (Mar. 11)	Reproductive Health & Rights	<ul style="list-style-type: none"> • Skol: Ch. 11 • MS: Case 12 • CS: Chs. 5, 8, • HI: Chs. 5, 6, 13, 14 Gutmann: <i>Fixing Men</i>
Week 11 (Mar. 19)	Communicable & Non-Communicable Disease ABSTRACT & ANNOTATED BIB DUE MAR. 19	<ul style="list-style-type: none"> • Skol: Ch. 12 • MS: Case 3, 6, 9, 10, 11, 17 • CS: Ch. 17 • HI: Ch. 3
Week 12 (Mar. 26)	Prevention & Risk	<ul style="list-style-type: none"> • Skol: Ch. 13 • CS: Chs. 11, 18, 19, 20, 23 • MS: Case 13

Week 13 (Apr. 2)	<i>Vaccinations & Pharmaceuticals</i>	<ul style="list-style-type: none"> • Skol: Ch 16 • N: pp. 85-103 • HI: Ch 17, 18 • MS: Case 4,15 • CS: Ch. 6 Leach & Fairhead: <i>Vaccine Anxieties</i>
Week 14 (Apr. 9)	AAPA/HBA Meetings: No class	
Week 15 (Apr. 16) POSTER DUE APR. 19	<i>Future Directions, Policy & Practice</i>	<ul style="list-style-type: none"> • Skol: Ch. 14 • N: pp. 151-186 • CS: Ch. 12
Week 16 (Apr. 22)	POSTER PRESENTATIONS	

CS: Castro & Singer, **N:** Nichter, **HI:** Hahn & Inhorn, **MS:** Millions Saved (Levine) **Skol:** Skolnik