

SYLLABUS IS SUBJECT TO CHANGE

Instructor: Sharon Abramowitz

Office Hours: in Grinter 494, by appointment.

Office #: Main Office: Grinter Hall #494, (352) 273-4763, Turlington Office: B128

Email: sabramowitz@ufl.edu, cell (617) 599-0191

Synopsis

Africa bears a disproportionate burden of disease globally and the gap is growing. Key health threats in the region include maternal mortality, child under-nutrition, HIV/AIDS, malaria, violence/intentional injury, zoonotic diseases, diarrhea, pneumonia, mental health, and chronic disease. These health threats are closely related to evolving social processes and phenomena, including urbanization, migration, political conflict, economic disparities, and gender dynamics, as well as the structure, politics, and institutionalization of health systems in local, national, and international systems of governance. In turn, these health threats can severely influence economic, social, and political development. Understanding health in the region goes beyond understanding disease, and includes understanding how individuals, families and communities work on a continual basis to create good health as a positive outcome.

However, integrating social science analyses into public policy has proven to be challenging. While long-form research like ethnographies provides extraordinary context and insights, the details tend to overwhelm the policy utility of deep social science research findings. This reading-intensive course will attempt to bridge this divide by examining these health threats, health production, and relationships with social processes from an interdisciplinary perspective, and then *translating these insights into policy-relevant insights*. It is designed for advanced undergraduates in social sciences, natural sciences, and humanities interested in understanding the connections between their own field and these broader social challenges. The course also examines how social and technical innovations provide new opportunities to address these challenges.

Requirements

Class Attendance (15%)

Informed Participation in Discussions Using Readings (25%)

Presentation 1 (10%)

Presentation 2 (10%)

Team Policy Briefs (Pass/Fail Grade) (40%)

Class Participation and Attendance Policy

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

Class Structure, Group Assignments, and Group Presentations

Classes are designed as follows:

On Thursdays, students will lead a 40-minute collaborative group presentation providing information and context and exploring the broad issues relevant to the assigned reading for the subsequent Tuesday discussion. **Every student will be responsible for participating in two group presentations** during the

Thursday sessions of class, to prepare the class on background material, context, and general insights that can support Tuesday in-class book discussions.

On Monday Nights: Every group must submit a 1-page policy brief summarizing the key policy implications from the book to the professor. These will be presented to the class in discussion on Tuesday.

On Tuesdays, We will use the class to engage in an open-ended and rigorous discussion of the reading, with careful attention to specific examples from the text, the arguments of the author, and the contextual questions that the book presents.

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>.

Grading Scheme is as follows: A (94-100), A- (90->94), B+ (87->90), B (84->87), B- (80-<84), C+ (77-<80), C (74-<77), C- (70-<74), D+ (67-<70), D (64-<67), D- (61-<64), F (0-<61).

Course Readings and Materials (Recommended, not Required)

All readings will be available at the UF Bookstore. It is recommended to students that they purchase books in electronic version (aka Kindle), or previously owned, via the Internet.

Policy on Late Assignments

You are required to complete all assignments by the stated due dates. Because policy statements are group projects, and are pass/fail, 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>.

Recommendations Policy

I am happy to write letters of recommendation for students who have earned a B+ or higher for any course I teach. In order to obtain a letter of recommendation, students must request the letter of recommendation at least 21 days prior to due date. Students must also: (1) meet with me during office hours or during a scheduled appointment time to discuss their goal; (2) provide a current resume, statement of purpose, and instructions regarding submission; (3) take responsibility for all relevant procedures and deadlines.

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
 - <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 and Readings

| Date | Topic | Reading Assignment |
|------------------------------|---|---|
| Topic 1 1/6, 1/8 | Introduction | The Case of Ebola |
| Tuesday 1/13 Class Cancelled | | |
| Week 3 1/15, 1/20 | Nutrition | Katherine Dettwyler, <u>Dancing Skeletons: Life and Death in West Africa</u> |
| Week 4 1/22, 1/27 | Malaria and Global Health Interventions | James Webb, <u>The Long Struggle Against Malaria in Tropical Africa</u> |
| Week 5 1/29, 2/3 | African Health Sector Workforces | Clare Wendland, <u>A Heart for the Work: Journeys Through an African Medical College</u> |
| Week 6 2/5, 2/10 | Health Infrastructures | Julie Livingstone, <u>Improvising Medicine: An African Oncology Ward in an Emerging Epidemic</u> |
| Week 7 2/12, 2/17 | Medical Pluralism | John Janzen, <u>The Quest for Therapy: Medical Pluralism in Lower Zaire</u> |
| Week 8 2/19, 2/24 | Meghan Vaughan, <u>Curing Their Ills: Colonial Power and African Illness</u> <u>2/26: Presentation for Post-Spring Break Reading</u> <i>Note: Attendance required for Vaughan Visit on 2/27</i> | |
| Spring Break | | |
| Week 9 2/26, 3/10 | Public Health in Africa | Ruth Prince and Rebecca Marsland, <u>Making and Unmaking Public Health in Africa: Ethnographic and Historical Perspectives</u> |
| Week 10 3/12, 3/17 | Global Health Science and AIDS | Johanna Tayloe Crane, <u>Scrambling for Africa: AIDS, Expertise, and the Rise of American Global Health Science</u> |
| Week 11 3/19, 3/24 | Sovereignty Paradoxes | Vinh-Kim Nguyen, <u>The Republic of Therapy: Triage and Sovereignty in West Africa</u> Class Cancelled all week – To be rescheduled |
| Week 12 3/26, 3/31 | Local Economies and Health Realities | Ellen Foley, <u>Your Pocket is What Cures You: The Politics of Health in Senegal</u> |

Health in Africa: Spring 2015
 AFS6905:06HB/AFS4935:06A4/ANT4930:1F24/ANG6930:1F20
 Meeting Times and Locations: T 4-5th Period Keene-Flint Hall 0115, R 5th Period Matherly Hall 0100

| | | |
|-----------------------|---------------------------------------|--|
| | | |
| Week 13 4/2, 4/7 | Drug Markets | Peterson, Kristin. <u>Speculative Markets: Drugs and Derivative Life in Nigeria</u> |
| Week 14 4/9, 4/14 | Human Rights and Health Controversies | Bettina Shell-Duncan, <u>"Female Circumcision" in Africa: Culture, Controversy, and Change</u> |
| Week 15 4/16, 4/21 | Make-up/Wrap-up | |