

ANT 3478

Global Health Culture



I. Course Information

Fall 2020

Meeting Day/Time: M,W,F Period 4 [10:40-11:30am]

Location: Zoom

Instructor

Megan Cogburn – megandcogburn@ufl.edu

Office location: Turlington B327 (though will be mostly at home and meeting with students via Zoom)

Office hours: Mondays 12:00-2:00pm and Wednesdays 9-10am (and by appointment—email to schedule)

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 and practitioners 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? What types of issues should matter in global health moving forward?

Throughout the course students will be introduced to the social, cultural and political world of global health in the 21st 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, video 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 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 medicine and global health, staying attuned to hierarchies, power, and global arrangements of development and underdevelopment that influence ‘life itself’.

Course Objectives

- Describe the concept of global health through its history and different ethnographic approaches to the anthropology of/in global health.
- Analyze the structural and biosocial factors that shape the distribution of health, illness, and diseases worldwide.
- Evaluate the political, social, and cultural processes that shape the disciplines of biomedicine and public health, including their knowledge production.
- 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 to critically reflect on experiences and contemporary events.

Course Format & Expectations

The course will consist of lectures, class discussion, group activities, and applications. The purpose of lectures will be to review the major conceptual points of each new topic and to integrate the material. You are expected to have completed any reading assignments prior to class, so that our class time can be more interactive. You should be prepared at any given time to offer a summary or to discuss and debate assigned readings. Exams will include content from the lectures in addition to the readings and class discussion.

The course adopts a Team-Based Learning method to stimulate discussion and facilitate close reading of course materials. Students will be divided into groups on the first day of class, and will remain in the same teams throughout the semester. Student teams will complete in-class “pop” assignments and engage in small and large group discussions.

Mondays and Wednesdays will consist of lectures and small group discussion and activities. Fridays are generally reserved for class discussion and applications.

Expectations

- **This course will be administered synchronously** (in real time). I expect you to attend our class meetings, unless you have a compelling and verifiable excuse for your absence. Many of the graded group assignments require you to attend class regularly and will not be announced in advance.
- I expect you to complete assigned readings **before** class. Reading ahead of time facilitates assimilation of course material and allows me to address your questions as they arise. *Students who do not do the reading should not expect a good grade in the course.*
- I expect you to participate fully in class discussion. (This also requires that you have done the reading.) Discussions are intended to help students assimilate course material, apply anthropological concepts, and to learn to develop arguments using evidence from texts and lectures.
- I expect you to complete all assignments on time. Assignments submitted after the deadline will be docked one letter grade per DAY that they are overdue.
- I expect you to communicate respectfully with your instructor, and classmates. This includes listening (or reading) intently and offering thoughtful, facilitative responses to your classmates' comments.
- I expect you to complete course evaluations at the end of the semester to help improve the course for future students and provide valuable feedback to your instructor.

Required Course Materials (to purchase/rent)

There are three required books, listed here in the order we will read them:

Packard, Randall M. 2016. *A History of Global Health: Interventions into the Lives of Other Peoples*. Baltimore: Johns Hopkins University Press.

Berry, Nicole. 2010 *Unsafe Motherhood: Mayan Maternal Mortality and Subjectivity in Post-War Guatemala*. New York: Berghahn Books.

Livingston, Julie. 2012. *Improvising Medicine: An African Oncology Ward in an Emerging Cancer Epidemic*. Durham: Duke University Press.

The books are available locally at the UF Bookstore. Additional required readings including book chapters and articles will be made available electronically via the Canvas e-Learning platform (elearning.ufl.edu).

II. Coursework & Schedule

1. List of Graded Work

Weekly Quizzes (15 @ 5 pts = 75 pts)

Completed **before** class. Weekly quizzes will be administered on Canvas to maintain accountability and test initial understanding of that week's readings.

Applications (3 @ 20 pts = 60 pts)

Throughout the course each team will make 3 applications to contribute to Friday discussions. These will be “pop” assignments.

Discussion Summaries & Workshops (5 @ 20 pts = 100 pts)

Each team will complete 5 discussion summaries and/or workshops during the semester, to be assigned at random. These will be brief write-ups, concept diagrams, images, presentations 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. These will be graded on *content* and *completion*.

Process Journal (15 @ 10 pts= 150 pts)

Throughout the course you will submit a private process journal via Canvas in which you will write ~500 words connecting the module’s material to your own life, experiences, or mindset. Journals should be a creative space for you to thoughtfully connect course materials to issues in your own life and current events in the world. They are also ethnographic in that you may use this assignment similar to an anthropologist’s field diary, documenting and reflecting on daily life during a global pandemic and how it applies to what you are learning in this course. ***Taking this class is a process of exploring taken-for-granted assumptions and global power structures—this is your space to write about what that process looks like for you.*** I will occasionally offer a potential prompt and will offer feedback on these entries. I will not grade them for accuracy, per se, although critical reflection, grammar, spelling and formatting will be considered. You will be responsible for submitting one journal each week throughout the course. Journals are due on Fridays at midnight with the exception of weeks 8 & 13 (due on a Sunday) and week 15 (due Wednesday).

Midterm Exam (100 pts)

There will be one midterm exam, consisting of two essay questions. The exam will cover material from assigned readings, lectures, videos, and class discussions or activities. The midterm is designed to test your knowledge of content from several modules and asks you to synthesize that material. The midterm is online and will be scheduled for 10/23 from 8:00am-8:00pm EST ONLY. You will be able to access the questions for the midterm starting at 8:00am EST and all answers must be submitted by 8:00pm EST. It is advised that you start the midterm earlier rather than later. *Additional details will be provided in Canvas. You will have one hour to complete the exam.*

Final Exam (150 pts)

Like the midterm, the final exam will cover material from assigned readings, lectures, videos, and class discussions or activities in an essay format. It will require you to integrate material from all sections of the course. The final exam is online and is scheduled for 12/18 from 7:30am-9:30am EST ONLY. *Additional details will be provided in Canvas. You will have two hours to complete the exam.*

Peer evaluations (Midterm 25 pts + Final 50 pts = 75 pts)

Students will complete two peer evaluations for each of their teammates. The first will be assigned midterm to allow students to get feedback from their teams and assess their standing. Both the midterm

will be and final peer evaluation will be graded for completion and based on teammate feedback. You will be evaluating each member on his or her participation in team activities. (Did they participate regularly? Were they prepared for the day's activity? Did they contribute productively to the team? Respect others' ideas?) This is to hold students accountable to their teams, to ensure that the workload is distributed evenly, and that all students are participating fully and effectively.

Midterm peer evaluations due by October 25 @ 11:59pm

Final peer evaluations due by December 9 @ 11:59pm.

Extra-credit Opportunities:



There will be three extra-credit opportunities to be announced in class throughout the course. Each will be worth 5 points for maximum extra credit 15 pts.






Point Breakdown:






INDIVIDUAL WORK		TEAM WORK	
Canvas Quizzes	5 pts x 15 = 75	Applications	20pts x 3 = 60
Process Journal	10 pts x 15 = 150	Discussion Summaries & Workshops	20 pts x 5 = 100
Midterm	100 pts	Peer Evaluation	
Final	150 pts	Midterm	25 pts
		Final	50 pts
Total 475		Total 235	
TOTAL POINTS POSSIBLE FOR THE COURSE: 710			






2. Weekly Course Schedule





(This is a preliminary schedule of assigned readings and may be subject to change with advance notice.)

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 1	Topic	What is global health?	
	Summary	<ul style="list-style-type: none"> • Expectations- Mine and yours • Course aims and scope • Identify different definitions of global health and anthropological approaches • Identify four social theories for the study of global health 	
Aug. 31, Sept. 2 and 4	Readings/Works	 Wednesday Packard: Introduction Re-imagining Global Health: Chapters 1 & 2  Friday Kleinman "Four Social Theories for Global Health"	
	Assignments	Quiz 1 Process Journal 1	Wednesday Friday
Week 2	Topic	Yellow Fever & Hookworm: Colonial Medicine & the Rockefeller Foundation	
	Summary	<ul style="list-style-type: none"> • Understand characteristics of colonial medicine and disease eradication campaigns • Identify why certain disease eradication campaigns became the model for early international health work • Recognize alternative approaches incorporating social determinants of health 	




Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
NO CLASS Sept. 7 (Labor Day) Sept. 9 and 11	Readings/Works	 Wednesday Packard: Chapters 1 & 2 Decolonizing COVID-19 article  Friday Packard: Chapters 3 & 4	
	Assignment	Quiz 2 Process Journal 2	Wednesday Friday
Week 3	Topic	Malaria, Smallpox, and the Rise and Fall of Primary Health Care	
	Summary	<ul style="list-style-type: none"> Identify and the legacies of the malaria and smallpox eradication campaigns Critique the “good” and “bad” campaigns through a biosocial analysis Identify key events leading to the rise and fall of primary health care Explain the ways in which money and power shape global understandings, practices, and policies related to malaria treatment and control 	
Sept. 14, 16, and 18	Readings/Works	 Monday Packard: Chapters 7 and 8  Wednesday Reimagining Global Health Chapter 4  Friday Discussion	
	Assignment	Quiz 3 Process Journal 3	Monday Friday
Week 4	Topic	International Family Planning & the Politics of Reproduction	
	Summary	<ul style="list-style-type: none"> Identify key factors leading to the birth of the population crisis and the rise in international family planning 	





Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		<ul style="list-style-type: none"> Identify anthropological approaches to family planning Discuss and critique U.S. role in international family planning 	
Sept. 21, 23 and 25	Readings/Works	 Monday Packard: Chapters 9 & 10  Wednesday Packard: Chapter 11  Friday Discussion	
	Assignment	Quiz 4 Process Journal 4	Monday Friday
Week 5	Topic	HIV/AIDs & Global Health 'Partnerships'	
	Summary	<ul style="list-style-type: none"> Identify key factors leading to the birth of global health. Critique and understand different perspectives and definitions of global health partnerships. Identify and critique the work of Partners in Health and Médecins sans Frontières/ Doctors without Borders 	
Sept. 28 and 30 No Class Oct 2 Homecoming	Readings/Works	 Monday Packard: Chapters 14 & 15 Crane, Unequal 'Partners': AIDS, Academia & the Rise of Global Health  Wednesday Packard: Conclusion Redfield, Doctors without Borders and the Global Emergency	
	Assignment	Quiz 5 Process Journal 5	Monday Friday






Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 6	Topic	Anthropology of/in Global Health	
	Summary	<ul style="list-style-type: none"> Identify and explore examples of anthropology <i>of</i> and <i>in</i> global health Reflect on the role of ethnography in global health 	
Oct. 5, 7 and 9	Readings/Works	<p> Monday</p> <p>Janes, C. R., & Corbett, K. K. 2009. Anthropology and global health. Annual Review of Anthropology, 38, 167-183.</p> <p>Pigg, S.L. 2013. On Sitting and Doing: Ethnography as action in global health. Social Science & Medicine 99:127-134</p> <p> Wednesday</p> <p>TBA</p> <p> Friday Discussion</p>	
	Assignment	<p>Quiz 6</p> <p>Process Journal 6</p>	Monday Friday
Week 7	Topic	Global Maternal Health Part I	
	Summary	<ul style="list-style-type: none"> Identify the Safe Motherhood Initiative and the unintended local consequences of global maternal health practices and policies Explain the importance of pregnancy and birth through a cross-cultural lens Approach and engage with an ethnographic text 	
Oct. 12, 14 and 16	Readings/Works	<p> Monday</p> <p>Berry book pp. xi- 59</p> <p> Wednesday</p> <p>Berry book pp. 60-107</p>	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		 Friday Discussion	
	Assignment	Quiz 7 Process Journal 7	Monday Friday
Week 8	Topic	Global Maternal Health Part II: Structural Violence	
	Summary	<ul style="list-style-type: none"> Identify the concept of structural violence Reflect and engage with Nicole Berry's main arguments and conclusions 	
Oct. 19, 20 and 23	Readings/Works	 Monday Berry pp. 108-159 Paul Farmer. 1996. On Suffering and Structural Violence: A view from below  Wednesday Berry book pp. 160-195  Friday Discussion	
	Assignment	Quiz 8 MIDTERM Exam Process Journal 8 Midterm Peer Evaluation	Monday Friday, Oct. 23 Sunday Sunday
Week 9	Topic	Race & Racism in Health & Medicine	
	Summary	<ul style="list-style-type: none"> Define race and racism Explore how race and racism have impacted medicine and global health Explain the relationship between embodiment, racism, and the existence of racial health disparities in the U.S. 	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Oct. 26, 28 and 30	Readings/Works	<p>📖 Monday</p> <p>Roberts “The Invention of Race”</p> <p>Meyers & Hunt “The other Global south”</p> <p>NYTimes Magazine article “Why America’s Black Mothers and Babies are in a Life-or-Death Crisis”</p> <p>📖 Wednesday</p> <p>Gravlee, Tampa Bay Times: "It’s about racism, not race, when coronavirus hits communities of color hard.”</p> <p>The Atlantic, How Racism Creeps Into Medicine: The history of a medical instrument reveals the dubious science of racial difference.</p> <p>☁ Friday Discussion</p>	
	Assignment	<p>Quiz 9</p> <p>Process Journal 9</p>	<p>Monday</p> <p>Friday</p>
Week 10	Topic	Medical Tourism & Global Health Experiences	
	Summary	<ul style="list-style-type: none"> • Explore clinical tourism and short-term medical service trips through an ethnographic lens • Critically reflect on the existence and impacts of short-term medical service trips—including one’s own experiences if applicable. 	
Nov. 2, 4 and 6	Readings/Works	<p>📖 Monday</p> <p>Wendland, C. 2012. Moral Maps and Medical Imaginaries: Clinical Tourism at Malawi’s College of Medicine. <i>American Anthropologist</i> 114(1):108-22.</p> <p>📖 Wednesday</p> <p>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.</p>	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		 Friday Discussion	
	Assignment	Quiz 10 Process Journal 10	Monday Friday
Week 11	Topic	What counts in global health? Metrics & Research	
	Summary	<ul style="list-style-type: none"> • Reflect on what counts in global health today • Explore the rise of research and policies focused on metrics, such as quantifiable data and indicator-driven goals and targets • Explore two examples of contemporary ethnographic research and findings related to the visibility/invisibility of certain diseases, voices, and experiences in global health 	
Nov. 9 and 13 No Class Nov. 11 Veterans Day	Readings/Works	 Monday Reimagining Global Health Chapter 8 Packard: Chapter 16  Friday Cogburn, M.D. 2020. Health cards and Homebirth fines in rural Tanzania: On the push for numbers in maternal health	
	Assignment	Quiz 11 Process Journal 11	Monday Friday
Week 12	Topic	The Body & Biomedicine	
	Summary	<ul style="list-style-type: none"> • Explore the body and biomedicine from a critical medical anthropology perspective 	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		<ul style="list-style-type: none"> Define and give examples of the three bodies and why they are good to think with 	
Nov. 16, 18 and 20	Readings/Works	<p> Monday Nancy Scheper-Hughes and Margaret M. Lock. 1987. The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology.</p> <p> Wednesday Martin, E. (1991). The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles. <i>Signs</i>, 16(3), 485–501.</p> <p> Friday Discussion</p>	
	Assignment	Quiz 12 Process Journal 12	Monday Friday
Week 13	Topic	Improvising Medicine Part I: Scarcity & Care	
	Summary	<ul style="list-style-type: none"> Explore the concepts of scarcity and care in global health and in the context of an African cancer epidemic Approach and engage with a hospital ethnography 	
Nov. 23 No Class Nov. 25 & 27 Holiday	Readings/Works	<p> Monday Livingston book pp. ix-92</p> <p>Wednesday & Friday- Thanksgiving Break</p>	
	Assignment	Quiz 13 Process Journal 13	Monday Sunday
Week 14	Topic	Improvising Medicine Part II: Visibility/Invisibility in Global Health	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Summary	<ul style="list-style-type: none"> Explore the visibility/ invisibility of cancer and pain in global health Reflect on the stories and experiences that Livingston presents in her ethnography Make recommendations for how we might apply Livingston's arguments to the future of global health 	
Nov. 30, Dec. 2 & 4	Readings/Works	 Monday Livingston book pp. 93-181  Wednesday The Guardian, Threats, bullying, lawsuits: tobacco industry's dirty war for the African market  Friday Discussion	
	Assignment	Quiz 14 Process Journal 14	Monday Friday
Week 15	Topic	That Obscure Object of Global Health & Humanitarian Devices	
	Summary	<ul style="list-style-type: none"> Define and identify little development devices and humanitarian goods Explore examples of Redfield's band aids and magic bullets Apply the role of anthropological critique in global health Reflect upon what Fassin means by "that obscure object of global health" 	
Dec. 7 & 9	Readings/Works	 Monday Fassin, "That Obscure Object of Global Health"  Wednesday Redfield, Limn Issue 9, On Band-aids and Magic Bullets	
	Assignment	Quiz 15 Process Journal 15	Monday Wednesday

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		Final Peer Evaluation	Wednesday
	FINAL EXAM	12/18 @ 7:30-9:30 am	

III. Grading

3. Statement on Attendance and Participation

Attendance and Participation:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

4. Late Policy

Unexcused late work will drop one letter grade per day. After one week, work is only eligible for half credit. NO EXCEPTIONS. For excused absences, please provide the appropriate paperwork and speak with the instructor and/or assistant about make-up work.

5. Grading Scale

Grades for this course are calculated on a point system. Assignments and point distributions are described in detail above and below. Please reach out to the instructor with any questions. For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>. Letter grades for this course are determined as follows:

A	94 – 100% of possible points		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

VI. Required Policies

8. Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their

accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

9. UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

10. University Honesty Policy

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 (<https://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. If you have any questions or concerns, please consult with the instructor or TAs in this class.

11. Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

12. The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

13. Recordings of Online Class Meetings

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses,

unauthorized recording and unauthorized sharing of recorded materials is prohibited. Please note: The recording will only be available via the class Canvas site for currently enrolled students.