GLOBAL HEALTH CULTURE: ONLINE 3 CREDIT HOURS

INSTRUCTOR: Rebecca Henderson
OFFICE HOURS (virtual*): By appointment (Zoom) MWF 9am-1pm
EMAIL: rrhenderson@ufl.edu
DATES: Spring 2022; 1/5-4/20

COURSE TA(S):
Name:
Email:
Office Hours (virtual*):

*Zoom meetings by appointment via email

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 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?

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 global pandemics and the culture of global health governance in light of COVID-19. How can we apply course themes to our own experiences and use anthropological skills to make recommendations on the way forward? 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 global hierarchies of power,

local health cultures and experiences, transnational health movements, and global arrangements of development and underdevelopment that influence life itself.

COURSE OBJECTIVES:

By the end of the course, the students should be able to:

1. Describe the concept of global health through its history and different ethnographic approaches to the anthropology of/in global health.
2. Analyze the structural and biosocial factors that shape the distribution of health, illness, and disease worldwide.
3. Evaluate the political, social and cultural processes that shape the disciplines of biomedicine and public health.
4. 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.

*PLEASE NOTE THAT I RESERVE THE RIGHT TO MAKE CHANGES AS NEEDED TO THE SYLLABUS AND COURSE SCHEDULE AT ANY TIME.

FORMATTING:

Be advised that all writing assignments (except discussion boards) must be formatted correctly to avoid point deductions. You must include your name on the top of the page. It should be double Spaced, Times New Roman, and 12pt. font. Every writing assignment must be turned in as a .doc or .docx. No PDF or pages files (for Mac users) will be accepted. Assignments turned in in the wrong format will be considered late until the proper format is submitted.

Submit all document uploads as Last Name, Name of project. (e.g. Van Oostenburg, Journal2.doc).

Try to avoid direct quotes from your readings when possible. When you reference specific points, you should rephrase it to show that you understand the material. You must have a formal bibliography page if you are referencing any material including class and, you must use proper APA referencing and citations style. For the readings in this course, you should be specific of what you are referencing in your responses. For example, if you are discussing Berry use:
        "Religious belief had become so ingrained in the culture that it was believed that if a woman possessed enough faith in God, she would have no difficulties giving birth (Berry 2010)." If you are using a direct quote, your citation must include the page number ie. (Berry, 2010, p. 54)

COURSE COMMUNICATIONS:

This course is coordinated via Canvas. In addition to course management and the posting of readings and assignments, Canvas will be used as a contact interface between students and the instructor, as well as between student groups during class discussion. Questions can be sent to the instructor through Canvas messaging or can be posted to the "Course Questions" discussion board if appropriate. The student is responsible for checking Canvas regularly. The course instructor and TAs can also be reached via email. Please use your UF email address and allow 24 hours for a response. Students are responsible for checking their official UF email regularly to be aware of communication from their instructors. There are no allowances for students who fail to read their email announcements or whose inboxes are full at the time an announcement is sent. The student is responsible for checking Canvas regularly.

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

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

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

Additional required readings (journal articles and book chapters) as well as viewing and listening materials (films, video clips, and podcasts) will be made available electronically on the course elearning site. Please alert your TA or instructor if you have a problem accessing the electronic files.

PREREQUISITE KNOWLEDGE AND SKILLS:
There are no specific prerequisites or skills for this course. The following resources may be helpful to students who wish to gain more information about Anthropology and Global Health before/while taking this course:
Books:
- *R. Lavenda & E. Schultz. Anthropology. Oxford University Press.*
- *J. Biehl & A. Petryna. When People Come First: Critical Studies in Global Health. Princeton University Press.*

Websites:
- Living Anthropologically: *This website/blog is a supplement to the Lavenda and Schultz book and provides links to additional resources and up-to-date information.*
- American Anthropological Association: *Official website for the American Anthropological Association.*

The Anthropology Department at UF *also offers a wide variety of courses every semester. For additional information on course offerings:* https://catalog.ufl.edu/UGRD/courses/anthropology/

TEACHING PHILOSOPHY:

Anthropology makes an important contribution to understanding and appreciating human diversity. People do not have to be an academic to be an anthropologist. Many anthropologists are involved in applied work across a range of disciplines. Therefore, our goal when teaching anthropology is for students to understand the relevance of anthropology to their lives and the contribution that anthropology can make to other disciplines and practices.

We follow a constructivist learning approach, which means that we believe learning is an active process of creating meaning from different experiences. In other words, students learn best by trying to make sense of something on their own with instructors available as a guide to help them along the way. This means that we have a responsibility to help facilitate student learning and engagement. Our approach to teaching is to act as a facilitator and co-creator of information, rather than lecturers. We understand that students learn in many different ways and our role is to help students identify: 1) how they learn best, 2) how to use that capacity to find new information, and 3) how to effectively and efficiently evaluate, translate, and use the information that they find. Our teaching approach reflects these goals--we favor a more interactive, hands-on approach to teaching and asking questions that encourage students to synthesize and engage with the material.

This type of learning requires active participation from both the teacher and the student. So, we expect that students will take the necessary time to prepare for class in advance and actively participate in classroom activities. Being an active participant in this course means doing the necessary readings, watching lectures, completing assignments and engaging in respectful discussions with classmates.

INSTRUCTIONAL METHODS:
This is an entirely online course. The course material is divided into 15 modules that include lectures, readings, discussions, and assignments. These activities are designed to help students engage with the material and facilitate learning and interaction with their peers in the class. There is no set order to complete the material within a module however; students must complete all assignments to continue to the next module.

COURSE POLICIES:

ATTENDANCE POLICY:
Although this is an online course, students are expected to review all material posted on the course E-Learning site (i.e., lectures, articles, videos, etc.), as scheduled, and to read the texts in the order posted. Students are also expected to complete all module activities, discussion posts, and exams on schedule. Assignments are due by 11:59 pm on the day assigned unless otherwise specified.

Students unable to complete assignments due to documented, excused absences or extenuating circumstances must contact the course instructor no less than 48 hours before a planned absence (e.g., university event, religious holiday) and no more than 48 hours after an unplanned absence (e.g., illness). Make-up opportunities will be offered for absences for which documentation is

provided. Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the [online catalog](#).

EXAM POLICY:
Exams for this course are administered in Canvas. The exams are open book/open note, but students must complete them on their own. Students are not allowed to collude on exams in this class. exams must be completed by the due date unless students have an accommodation for additional time.

ASSIGNMENT POLICY:

Students are required to complete all assignments by the stated due dates. Assignments should be submitted within Canvas. Specific instructions are provided for each assignment in Canvas. The due dates for assignments can be found in the course schedule at the end of this syllabus and in the course calendar in Canvas. *Late assignments will lose 5 percentage points for each day past the deadline (including weekends). Initial posts for discussion boards are due on FRIDAY while responses are due SUNDAY. Late discussion boards are never accepted.*

*Extenuating circumstances: Please contact your **course instructor** if you are experiencing personal difficulties including mental health issues. Leniency under such circumstances is at the instructor's discretion. Please contact asap as the earlier an issue is identified, the easier it is to accommodate.*

MAKE-UP POLICY:
Make-up assignments are only available in the case of incapacitating illness or other university-approved absence. When possible, students must provide the instructor with written documentation from an appropriate authority within 24 hours. Teaching Assistants (TAs) may not give permission for make-up work or assignment extensions. The instructor does not assign grades of "incomplete" except in the most unusual, extreme circumstances (i.e. alien abduction). Students must provide documentation of such circumstances from an appropriate authority.

REGRADING POLICY:
If students dispute the grade they receive for an assignment, they may request to have it re-graded by the instructor. First, students must discuss the grade with your TA so they understand the initial rationale for the grade. If the student still wishes to dispute the grade, they may email the instructor to request that their assignment be re-graded. If they request re-grading, the second grade will stand, regardless of whether it is higher or lower than the original grade. Students may request re-grading up to one week after an assignment/exam has been returned; we will not consider regarding requests after this time.

COURSE TECHNOLOGY:
VoiceThread: VoiceThread is a cloud-based web application that allows users to post media such as a document, slide show, video, or photo collection that can be commented on by a community and then converted into a flash-based animation. Comments can be made by microphone, webcam, text, audio file or telephone.

VoiceThread will be used for two of the exercises in this class: the conceptual diagram and the final presentation. There are two components to each of these assignments: 1) uploading your video to VoiceThread and 2) Commenting on the VoiceThread videos from your group members.

Students can access VoiceThread in eLearning by clicking on Modules>VoiceThread.

UF POLICIES:

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES:
Students requesting accommodation for disabilities must first register with the Dean of Students Office. The Dean of Students Office (DSO) will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. The student must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT:
Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code. Please be aware--all written assignments are submitted to TurnItIn. Students caught plagiarizing on any assignment in this class will be reported to the Dean of Students and receive a zero for the assignment.

NETIQUETTE: COMMUNICATION COURTESY:
All members of the class are expected to follow rules of common courtesy (outlined in the Netiquette Guide for Online Courses) in all email messages, threaded discussions and chats.

UNIVERSITY OF FLORIDA COUNSELING SERVICES:
Resources are available on-campus for students that feel like they are struggling in their personal or academic life.
- 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.

COURSE EVALUATIONS:
Student feedback is greatly appreciated and taken seriously. Course evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester. Students will be notified via email when the online evaluation page is open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

GETTING HELP:

For issues with technical difficulties for E-learning in Canvas, please contact the UF Computing Help Desk at:
- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- https://request.it.ufl.edu

** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. Students MUST e-mail your instructor within 24 hours of the technical difficulty if they wish to request a make-up.

Other resources are available at http://www.distance.ufl.edu/getting-help for:
- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should students have any complaints with their experience in this course please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

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/.

GRADING POLICIES:

MAJOR COURSE COMPONENTS:
Your final grade has two main components: module work (including activities and discussions) and course exams. These components are weighted so that module work is worth 50%; journals are 10%; the midterm exam is 15%; and the final exam is 25% of the final grade.

	Quantity	Points Per Assignment	Total Points	% of Grade
Module Activities	14	30	420	25%
Module Discussions	14	30	420	25%
Ethnographic Journals	6	30	180	10%
Midterm Exam	1	100	100	15%
Final Exam	1	100	100	25%

COURSE ASSIGNMENTS:
Module Work (50%) There are 15 modules in this course. Each module requires students to complete one reading response discussion and one activity. Discussion posts are due on Friday by 11:59 and responses are due on Sunday by 11:59.
In addition, a few modules have extra credit opportunities.
If you can not move on to this week's module, you should make sure you have completed all preceding requirements and then, if the problem persists, email your course instructor.

Module activities (25%) will vary, however, they may include videos,
mapping activities, primary source document analysis, storyboarding, and
critical article reviews among other activities. <u>Generally, the activities will be due on Fridays
except for those weeks that are not a full 5 days.</u> The schedule is as follows:

Module 1: Sunday 1/9   *Module 10: Friday 3/18*
Module 2: Friday 1/14   *Module 11: Friday 3/25*
Module 3: Friday 1/21   *Module 12: Friday 4/1*
Module 4: Friday 1/28   *Module 13: Friday 4/8*
Module 5: Friday 2/4   *Module 14: Friday 4/15*
Module 6: Friday 2/11   *Module 15: Wednesday 4/20*
Module 7: Friday 2/20
Module 8: Midterm exam- due 2/25
Module 9: Friday 3/4

Module discussions (25%) will reflect on the core issue presented in each module. Students must post an answer to the module discussion prompt and comment on <u>two</u> other posts (before the due date) to receive credit for discussion. Your responses should contribute to discussion. They cannot simply be "I like your post, or I agree." You are required to give meaningful discussions to receive credit. PARTIAL CREDIT of **1/3** WILL BE GIVEN FOR ONLY POSTING AND NOT RESPONDING. YOU MUST RESPOND TO RECEIVE FULL CREDIT. Guidelines and rubrics for this assignment will be provided in Canvas. Generally, your initial posts are due on Fridays, while your replies are due Sundays. The schedule is as follows (listed as, initial response due date/reply posts due date):

Module 1: Both due Sunday 1/9   *Module 10: Friday 3/18, Sunday 3/20*
Module 2: Friday 1/14, Sunday 1/16   *Module 11: Friday 3/25, Sunday 3/27*
Module 3: Friday 1/21, Sunday 1/23   *Module 12: Friday 4/1, Sunday 4/3*
Module 4: Friday 1/28 Sunday 1/30   *Module 13: Friday 4/8, Sunday 4/10*
Module 5: Friday 2/4, Sunday 2/6   *Module 14: Friday 4/15, Sunday 4/17*
Module 6: Friday 2/11, Sunday 2/13   *Module 15:Both due Wednesday 4/20*
Module 7: Friday 2/20, Sunday 2/18
Module 8: no activity – Midterm exam- due 2/25
Module 9: Both due Friday 3/4

JOURNALS (10%) Throughout the course you will submit 6 private "journal" entries via Canvas, in which you will write 300-500 words connecting a module's material to your own life, experiences, or mindset, as well as existing scholarly work on the topic(s) of interest. <u>You are free to pick whichever 6 modules you would like to journal for, so long as you submit at least three by the Midterm (Week 8, 2/25) and the second 3 journal entries by 4/13</u>. Failure to submit three journals by the Midterm will result in a zero for all missing journals. Select weeks that you feel you can connect with or are passionate about. 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. Be sure to double check your work as grammar, spelling and formatting will be considered. You must also incorporate **two outside sources in addition to that week's readings, and at least one must be a peer-reviewed source**. You must use a citation system (both in-text and a references section) of your choosing. <u>You must submit it by</u> <u>the Saturday in which the module you are writing about ends.</u>

MIDTERM EXAM (15%)
There will be one midterm exam (due 2/25), consisting of one essay question. 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 available on 2/18 from 8:00am-8:00pm EST ONLY. *Additional details will be provided in Canvas. You will have one hour to complete the exam.*

FINAL EXAM (25%)
Like the midterm, the final exam will cover material from assigned readings, lectures, videos, and class discussions or activities in an essay format (two questions). It will require

you to integrate material from all sections of the course. The final exam is online will be open from 4/23-4/19 from 8:00am-8:00pm EST ONLY. *Additional details will be provided in Canvas. You will have two hours to complete the exam.*

EXTRA CREDIT
Some extra credit opportunities are built into the course and they will be announced when they become available.

GRADING SCALE: Final grades will be A (100-94), A- (<94-90), B+ (<90-87), B (<8784), B- (<84-80), C+ (<80-77), C (<77-74), C- (<74-70), D+ (<70-67), D (<67-64), D- (<6461), F (<61).

Current grade status is available under the "Grades" section of the e-learning site. For more information, see the [undergraduate catalog for grading policies](#).

COURSE SCHEDULE:

Date	Module	Topic	Readings	Assignments
Week 1 1/5-1/9	1	**What is global health?** • 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	Packard: Introduction Re-imagining Global Health: Chapters 1 & 2 Kleinman "Four Social Theories for Global Health"	Module 1 Discussion Module 1 Activity
Week 2 1/10-1/16	2	**Yellow Fever & Hookworm: Colonial Medicine & the Rockefeller Foundation** • Understand characteristics of colonial medicine and disease eradication campaigns • Identify why certain disease eradication campaigns became the model for early international health work	Packard: Chapters 1 - 4 Decolonizing COVID-19	Module 2 Discussion Module 2 Activity

		• Recognize alternative approaches incorporating social determinants of health		
Week 3 1/17-1/23	3	**Malaria, Smallpox, and the Rise and Fall of Primary Health Care** • Identify 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 polices related to malaria treatment and control	Packard: Chapters 7 and 8 Reimagining Global Health Chapter 4 Why the Corruption of the World Health Organization (WHO) is the Biggest Threat to the World's Public Health of Our Time	Module 3 Discussion Module 3 Group Activity
Week 4 1/24-1/30	4	**International Family Planning & the Politics of Reproduction** • Identify key factors leading to the birth of the population crisis and the rise in international family planning • Identify anthropological approaches to family planning • Discuss and critique U.S. role in international family planning	Packard: Chapters 9-11	Module 4 Discussion Module 4 Activity

Week 5 1/31-2/6	5	**HIV/AIDs & Global Health 'Partnerships'** • Identify key factors leading to the 'birth' of global health • Critique and understand different perspectives and definitions of global health partnerships • Reflect upon the role of the World Bank and private investment in global health	Packard: Chapters 14, 15, conclusion (skip 16 until week 11) Crane, Unequal 'Partners': AIDS, Academia & the Rise of Global Health Redfield, Doctors without Borders and the Global Emergency	Module 5 Discussion Module 5 Activity
Week 6 2/7-2/13	6	**Anthropology of/in Global Health** • Identify and explore examples of anthropology *of* and *in* global health • Reflect on the role of ethnography in global health	Janes, C. R., & Corbett, K. K. 2009. Anthropology and global health. Annual Review of Anthropology, 38, 167-183. Pigg, S.L. 2013. On Sitting and Doing: Ethnography as action in global health. Social Science & Medicine 99:127-134	Module 6 Discussion Module 6 Discussion
Week 7 2/14-2/20	7	**Global Maternal Health Pt. I** • 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	Berry book pp. xi- 107	Module 7 Discussion Module 7 Activity

Week 8 2/21-2/27	8	**Global Maternal Health Pt. II: Structural Violence** • Identify the concept of structural violence • Reflect and engage with Nicole Berry's main arguments and conclusions	Berry pp. 108-195 Paul Farmer. 1996. On Suffering and Structural Violence: A view from below	**MIDTERM EXAM Due 2/25** Journals 1-3 due by today
Week 9 2/28-3/6	9	**Race & Racism in Health & Medicine** • 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.	Roberts "The Invention of Race" Meyers & Hunt "The other Global south" NYTimes Magazine article "Why America's Black Mothers and Babies are in a Life-or-Death Crisis" Gravlee, Tampa Bay Times: "It's about racism, not race, when coronavirus hits communities of color hard." The Atlantic, How Racism Creeps Into Medicine: The history of a medical instrument reveals the dubious science of racial difference.	Module 9 Discussion Module 9 Activity
Week 10 3/14-3/20	10	**Medical Tourism & Global Health Experiences**	Wendland, C. 2012. Moral Maps and Medical Imaginaries: Clinical Tourism at	Module 10 Discussion Module 10 Activity

			Malawi's College of Medicine. *American Anthropologist* 114(1):108-22. Berry, N. S. 2014. Did we do good? NGOs, conflicts of interest and the evaluation of short-term medical missions in Sololá, Guatemala. *Social Science & Medicine*, *120*, 344-351.	
		• 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.		
Week 11 3/21-3/27	11	**What Counts in Global Health? Metrics and Medicalization** • 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	Reimagining Global Health Chapter 8 Packard: Chapter 16 Cogburn, M.D. 2020. Health cards and Homebirth fines in rural Tanzania: On the push for numbers in maternal health	Module 11 Discussion Module 11 Activity
Week 12 3/28-4/3	12	**The Body & Biomedicine** • Explore the body and biomedicine from a critical medical anthropology perspective • Define and give examples of the three bodies and why they are good to think with	Nancy Scheper-Hughes and Margaret M. Lock. 1987. The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology.	Module 12 Discussion Module 12 Activity

				Martin, E. (1991). The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles. *Signs*, *16*(3), 485–501.	
Week 13 4/4-4/10	13	**Improvising Medicine Pt. I: Scarcity & Care** • 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		Livingston book pp. ix-92	Module 13 Discussion Module 13 Activity
Week 14 4/11-4/17	14	**Improvising Medicine Pt. II: Visibility/Invisibility in Global Health** • 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		Livingston book pp. 93-181 The Guardian, Threats, bullying, lawsuits: tobacco industry's dirty war for the African market	Module 14 Discussion Module 14 Activity Journals 4-6 due by 4/13
Week 15 4/18-4/20	15	**That Obscure Object of Global Health & Humanitarian Devices** • Define and identify little development devices and humanitarian goods		Fassin, "That Obscure Object of Global Health" Redfield, Limn Issue 9, On Band-aids and Magic Bullets	Module 15 Discussion Module 15 Activity

		• 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"		
FINAL EXAM available 4/23-4/29				