

GLOBAL HEALTH CULTURE

ANT3478

3 CREDIT HOURS

SPRING 2023

INSTRUCTOR: Alexander Lowie

EMAIL: alexanderdlowie@ufl.edu

OFFICE HOURS: Wednesday 12pm-3pm

OFFICE: B329 Turlington Hall

PHONE: (352) 392-2253

TEACHING ASSISTANT: Charles Barstow

EMAIL: c.barstow@ufl.edu

OFFICE HOURS: Mondays 12pm-3pm

TEACHING ASSISTANT: Shambhavi Bhushan

EMAIL: s.bhushan@ufl.edu

OFFICE HOURS: Thursdays 9am-12pm

All members of the instructional team are available online during office hours. Alexander and Charles can meet in B332 Turlington Hall (in the basement) upon request.

***PLEASE NOTE THAT THE INSTRUCTIONAL TEAM RESERVES 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, the course code, and

instructor's 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 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. Lowie, 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 do not need to have a formal bibliography page unless you bring in outside sources, and in that case, you must use consistent referencing and citations style (can be in APA, MLA, or Chicago, as long as it is in a standard 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)."

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 "General 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 e-learning site. Please alert your TA or instructor if you have a problem accessing the electronic files.

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

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:

COURSE GOALS AND/OR 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.

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 course is entirely online. The course material is divided into 16 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 in the allotted time period. 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.

Please see the regarding policy below for information on disputing a quiz grade.

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 one half-letter grade for each day past the deadline (including weekends).

MAKE-UP POLICY: Make-up quizzes/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. The instructor does not assign grades of “incomplete” except in the most unusual, extreme circumstances. Students must provide documentation of such circumstances from an appropriate authority.

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.

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 60%; the midterm exam is 15%; and the final exam is 25% of the final grade.

Module Activities	25%
Module Discussions	25%
Journals	10%
Midterm Exam	15%
Final Exam	25%
TOTAL	100%

COURSE ASSIGNMENTS:**MODULE WORK (50%)**

There are sixteen modules in this course. Each module requires students to complete one reading response discussion, activity, and journal entry. Modules 4 and 16 are optional but provide extra credit opportunities.

Module activities (25%) will vary, however, they may include videos, mapping activities, primary source document analysis, storyboarding, and critical article reviews among other activities.

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 two other posts to receive full credit for discussion. Guidelines and rubrics for this assignment will be provided in Canvas.

JOURNALS (10%)

Throughout the course you will submit a private “journal” via Canvas in which you will write ~150 words per entry connecting the module’s material (any or all of it) 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. Course instructors will offer feedback on these entries but will not grade them for accuracy, per se. You will be responsible for submitting one entry per week throughout the course.

MIDTERM EXAM (15%)

There will be one midterm exam, consisting entirely of 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 Wednesday, March 1st 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 90 minutes 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. It will require you to integrate material from all sections of the course. The final exam is online and is scheduled for April 26th, 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 90 minutes to complete the exam.*

EXTRA CREDIT

There are two extra credit opportunities on the syllabus. Each consists of supplementary reading intended to extend the course's main themes and objectives. Detailed instructions will be included on the module page for each extra credit assignment.

GRADING SCALE:

Letter grades are assigned based on the following scale:

A 93% or above	C 73-76.99%
A- 90-92.99%	C- 70-72.99%
B+ 87-89.99%	D+ 67-69.99%
B 83-86.99%	D 63-66.99%
B- 80-82.99%	D- 60-62.99%
C+ 77-79.99%	F below 60%

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:

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

<i>Date</i>	<i>Topic</i>	<i>Reading/Assignments</i>
Module 1 1/9 - 1/15	What is global health?	Packard book Intro Reimagining Global Health Chapters 1 & 2 Kleinman "Four Social Theories for Global Health" Course Orientation Quiz Introduce Yourself Discussion Discussion 1 Module 1 Activity Module 1 Journal
Module 2 1/16 – 1/22	Yellow Fever & Hookworm: Colonial Medicine & the Rockefeller Foundation	Packard book chapters 1-4 Discussion 2 Module 2 Activity Module 2 Journal
Module 3 1/23 – 1/29	Malaria, Smallpox, and the Rise and Fall of Primary Health Care	Packard book chapters 7 & 8 Reimagining Global Health Chapter 4 Discussion 3 Module 3 Activity Module 3 Journal
Module 4 (Extra Credit) 1/23 – 1/29	International Family Planning	Packard book chapters 9, 10, 11 Module 4 Extra Credit Activity
Module 5 1/30 – 2/5	HIV/AIDS and Global Health 'Partnerships' Part I	Packard book chapters 14, 15 & 16 Crane, Unequal 'Partners': AIDS, Academia & the Rise of Global Health.

		<p>NYTimes article, "The World Bank Is Remaking Itself as a Creature of Wall Street;" https://www.nytimes.com/2018/01/25/business/world-bank-jim-yong-kim.html.</p> <p>Discussion 5</p> <p>Module 5 Activity</p> <p>Module 5 Journal</p>
<p>Module 6</p> <p>2/6 – 2/12</p>	Global Health 'Partnerships' Part II	<p>Packard book conclusion</p> <p>Paul Farmer: How Liberation Theology Can Inform Public Health; https://www.pih.org/article/dr.-paul-farmer-how-liberation-theology-can-inform-public-health</p> <p>Redfield, Doctors without Borders and the Global Emergency</p> <p>Discussion 6</p> <p>Module 6 Activity</p> <p>Module 6 Journal</p>
<p>Module 7</p> <p>2/13 – 2/19</p>	Anthropology of/in Global Health	<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>Discussion 7</p> <p>Module 7 Activity</p> <p>Module 7 Journal</p>
<p>Module 8</p> <p>2/20 – 2/26</p>	Case Study: Global Maternal Health Part I	<p>Berry book pp. xi- 107</p> <p>Discussion 8</p> <p>Module 8 Activity</p> <p>Module 8 Journal</p> <p>Mid-Course Survey</p>
<u>Midterm Exam</u>	Wednesday, March 1st	
Module 9	Case Study: Global Maternal Health Part II	Berry book pp. 108-195

2/27 – 3/5	Structural Violence	<p>Paul Farmer. 1996. On Suffering and Structural Violence: A view from below</p> <p>Discussion 9</p> <p>Module 9 Activity</p> <p>Module 9 Journal</p>
<p>Module 10</p> <p>3/6 – 3/12</p>	Race & Racism in Health & Medicine	<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>Discussion 10</p> <p>Module 10 Activity</p> <p>Module 10 Journal</p>
<p>SPRING BREAK</p> <p>3/11 – 3/19</p>	HAVE FUN	<p>STAY SAFE</p> <p>BE SMART</p> <p>RELAX</p>
<p>Module 11</p> <p>3/20 – 3/26</p>	The Body & Biomedicine	<p>Nancy Scheper-Hughes and Margaret M. Lock. 1987. The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology.</p> <p>Discussion 11</p> <p>Module 11 Activity</p> <p>Module 11 Journal</p>
<p>Module 12</p> <p>3/27 – 4/2</p>	Medical Tourism & NGOs	<p>Wendland, C. 2012. Moral Maps and Medical Imaginaries: Clinical Tourism at Malawi’s College of Medicine. American Anthropologist 114(1):108-22.</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. Social Science & Medicine, 120, 344-351.</p> <p>Discussion 12</p> <p>Module 12 Activity</p> <p>Module 12 Journal</p>

Module 13 4/3 – 4/9	Case Study: Improvising Medicine Part I Scarcity & Care	Livingston book pp. ix-92 Discussion 13 Module 13 Activity Module 13 Journal
Module 14 4/10 – 4/16	Case Study: Improvising Medicine Part II Visibility/Invisibility in Global Health	Livingston book pp. 93-181 Discussion 14 Module 14 Activity Module 14 Journal
Module 15 4/17 – 4/23	What Counts in Global Health? Metrics and Research	Reimagining Global Health Chapter 8 Adams, V. Metrics of the Global Sovereign: Numbers and Stories in Global Health Discussion 15 Module 15 Activity Modules 15 & 16 Journal
Module 16 4/17 – 4/23	Humanitarianism & Global Health	Limn Issue 9, On Band-Aids and Magic Bullets: https://limn.it/articles/on-band-aids-and-magic-bullets/ . “That Obscure Object of Global Health” Fassin on Canvas Module 16 Extra Credit Activity
Final Exam	Wednesday, April 26th	