

ANT 3478 Global Health Culture – Spring 2023

Monday, Wednesday, Friday 12:50-1:40

TUR 2319

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Student Hours: Tuesday 10am-12pm and by appointment

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I. Course Description and Objectives

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.

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.

Course Format

This course will be conducted in person. Class activities will include lecture, group activities, written work, and exams. In-persons course work will not be recorded. Canvas is an integral part of our course work please be sure you understand its functionality.

Course Materials

Required Texts

There are three (3) required texts available by the UF Bookstore. Some *may* be available at the UF Library in a print or digital form.

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 instructor if you have a problem accessing the electronic files.

Recommended Readings

The following resources are recommended as reference materials, if you wish to deepen your skills and conceptual understanding.

R. Lavenda & E. Schultz. Anthropology. Oxford University Press.

J. Biehl & A. Petryna. When People Come First: Critical Studies in Global Health. Princeton University Press.

[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/>

Course Communication

This course is coordinated via Canvas. In addition to course management, Canvas can be used as a contact interface between students and the instructor. Questions which may relate to multiple students (i.e. questions not related to an individual student's attendance, DRC approved accommodations, or grades) should be posted to the "Course Questions" discussion board. The course instructor can also be reached via email. All student emails related to this course must include the text ANT 3478 in the subject line of the email. Please use your UF email address and allow 24 hours for a response. I do not respond to emails after 5pm on Fridays, before 9 am on Mondays, or during academic holidays and university closures. Please plan accordingly. Students are responsible for checking their official UF email and Canvas regularly to be aware of communication from their instructors.

Course Outline

1. Introduction and Overview – What is Global Health?
2. Colonial Medicine
3. The Rise and Fall of Primary Health Care
4. Politics of Reproduction
5. Global Health Partnerships
6. Anthropology of/in Global Health
7. Global Maternal Health Part 1
8. Global Maternal Health Part 2
9. Race and Racism in Health and Medicine
10. Medical Tourism
11. Metrics and Medicalization
12. The Body and Biomedicine
13. Improvising Medicine Part 1
14. Improvising Medicine Part 2
15. Global Health and Humanitarian Devices

** Please note that I reserve the right to make changes as needed to the syllabus and course schedule at any time**

II. Coursework and Schedule

1. List of Graded work

Work	Description	Length	Weight of Final Grade
Reflections	After most modules you will be required to submit a 1000 word reflection entry via canvas. These are not summaries of the material presented but an opportunity for you to reflect on the information presented and the discussion that followed.	1,000 words each	20%
Rhetorical Precis	You will be required to submit a Rhetorical Precis for each assigned reading before the beginning of class. Detailed instructions and information on the structure of the Rhetorical Precis will be given during the first week of class	~100 words each	20%
Midterm take home exam	A two-essay written exam done out of class via a timed system in Canvas to assess students' ability to analyze and evaluate readings while connecting them to key course concepts and everyday life.	2 essays, minimum 1000 words each	15%
Final Exam	A two-essay written exam done out of class via a timed system in Canvas to assess students' ability to analyze and evaluate readings while connecting them to key course concepts and everyday life.	2 essays, minimum 1000 words each	25%
Participation	See description after this table		15%
Attendance	See description in Part III		5%

Reflections (20%) – The lowest grade for the Reflections will be dropped from the final grading.

Rhetorical Precis (20%) – The two lowest grades for the Rhetorical Precis will be dropped from the final grading.

Participation (15%) – Based on a short survey available as a google form through Canvas we will assigned groups you will work with for the rest of the semester. These groups will engage in a variety of assignments. You will work with each other in each module and to prepare for the midterm and final exams. Some of the in class activities are listed in the syllabus but there will be other, routine groupwork throughout the semester. You will be asked to assess your own contribution, as well as the contribution of your fellow group members to the overall discussions and assignments. By assessing ourselves, we build an awareness of our personal strengths and weaknesses, as well as highlight potentially unequal workloads. You will do this once in the middle of the semester. This assessment and your thoughtful completion of it will count in your participation grade for the semester.

Exams – All exams for this course are administered in Canvas. They are timed and must be completed within the exam dates. All exams are open book/open note, but students must complete them on their own. Students are not allowed to collude on exams. Exams **must** be completed by the due date unless students have an accommodation for additional time. *There will be no extensions or alternatives offered for missing exams without proper documentation.*

Please find the Weekly Course Schedule including daily readings and a current list of activities at the end of the syllabus.

III. Grading

Statement on Attendance and Participation

Requirements for class attendance, 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/>

- Attendance will be taken daily and recorded in the Canvas gradebook. You are allowed two “personal days” for the semester, after which each absence that does not meet university criteria for “excused” will result in a two point deduction from your final grade.
- Participation: Consistent informed, thoughtful, considerate class participation is expected and will be evaluated using the rubric below. I will schedule a conference with you if you are earning below 70% of the possible points when midterm exams are returned. Discussion is a key component of the course
 - NOTE: If you have personal circumstances that prohibit you from joining freely in class discussion please see me as soon as possible to discuss alternative modes of participation.

	High Quality	Average	Needs Improvement
Informed: Shows evidence of having done the work			
Thoughtful: Shows evidence of having			

understood and considered issues raised.			
Considerate: takes the perspective of others into account; consistently engages in respectful conversation			

Grading Scale

The grading policies for this course are consistent with university guidelines
<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94-100%		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%		F	<60%

Policy on Late Assignments

Students are required to complete all assignments by the stated due dates. Assignments must be submitted within Canvas. *Late assignments will lose 5 percentage points for each day past the deadline including weekends. Late exams will not be 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 me as soon as possible as the earlier an issue is identified, the easier it is to accommodate.

Policy on Grade Disputes

Students have 7 days to dispute a grading decision on an assignment after the initial posting of the grade. The dispute must be made through email with a written description of why the student believes the grade is incorrect. If the instructor agrees with the rationale of the student the assignment will be regraded. The second grade will stand and no further regrade requests will be considered.

Once final course grades have been determined the instructor will notify the students via Canvas Announcement. Students will have 48 hours from the announcement to dispute their final grade. No rounding requests will be considered.

IV. Required Policies

A. Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting 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

Faculty can expect to receive a student's accommodation letter within the first 3 weeks of classes; however, if a student registers with the DRC later in the semester faculty are still obligated to facilitate accommodations. Neither faculty nor administrators may independently deny a request for accommodation that is approved by the Disability Resource Center.

B. 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.

C. Counselling 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.

D. 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/> for one-on-one consultations and workshops.

E. 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.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Weekly Course Schedule

Date	Topic	Reading/Activities due Before Class	In class activities	Assigned Work Due
1/9 – Module 1	Introduction and Course Overview		What is Global Health? - Free Listing	
1/11	What is Global Health?	Packard: Introduction Re-imagining Global Health Ch 1	Close reading of texts/Rhetorical Precis	
1/13		Re-imagining Global Health Ch 2 Kleinman, “Four Social Theories for Global Health”		Syllabus Quiz Due Rhetorical Precis
1/16 – Module 2	NO CLASS MLK DAY			Group Assignment Form Due; Module 1 Reflection Due (Free listing and Social theories)
1/18	Colonial Medicine	Packard, Ch 1-2		Rhetorical Precis
1/20		Packard, Ch 3-4	Video Activity	Rhetorical Precis
1/23 – Module 3	The Rise and Fall of Primary Health Care	Packard, Ch 7		Rhetorical Precis; Module 2 Reflection Due
1/25		Packard Ch 8	Video Activity – Guest Lecture	Rhetorical Precis
1/27		Reimagining Global Health Ch 4	Foucault’s Archeological Method	Rhetorical Precis
1/31 – Module 4	The Politics of Reproduction	Packard, Ch 9		Rhetorical Precis; Module 3 Reflection Due
2/1		Packard Ch 10		Rhetorical Precis
2/3		Packard Ch 11	Video Activity	Rhetorical Precis

2/6- Module 5	Global Health Partnerships	Packard, Ch 14-15		Rhetorical Precis; Module 4 Reflection Due
2/8		Packard Conclusion Redfield, Doctors without Borders		Rhetorical Precis
2/10		The World Bank article Crane, Unequal Partners	Video Activity	Rhetorical Precis
2/13 – Module 6	Anthropology of/in Global Health	Janes and Corbett, 2009		Rhetorical Precis; Module 5 Reflection Due
2/15		Pigg, 2013		Rhetorical Precis
2/17			Possible Guest lecture	
2/20 – Module 7	Global Maternal Health I	Berry, pg xi-59		Rhetorical Precis ;Module 6 Reflection Due
2/22		Berry, pg 60-84		Rhetorical Precis
2/24		Berry, pg 85-107		Rhetorical Precis
2/27 – Module 8	Global Maternal Health II	Berry pg 108-129 Farmer, 1996		Rhetorical Precis
3/1		Berry pg 130-159		Rhetorical Precis
3/3		Berry pg 160-196		Rhetorical Precis
3/6 – Module 9	Race and Racism in Health and Medicine	Roberts “The Invention of Race” Meyers & Hung “The Other Global South”		Rhetorical Precis
3/8		NY Times Article Tampa Bay Times Article	Video Activity – Dorothy Roberts	Rhetorical Precis
3/10		The Atlantic Article		Rhetorical Precis Midterm Exam Due
3/13-3/17	NO CLASS SPRING BREAK			
3/20 – Module 10	Medical Tourism and Global Health Experiences	Wendland, 2012 Berry, 2014		Rhetorical Precis Module 9 Reflection Due

3/22			Video Activity - Voluntourism	
3/24			Video Activity – Global Citizen Year	
3/27 – Module 11	What counts in Global Health?	Reimagining Global Health Ch 8		Rhetorical Precis Module 10 Reflection Due
3/29		Cogburn, 2020		Rhetorical Precis
3/31		Adams, Burke, and Whitmarsh, 2014		Rhetorical Precis
4/3 – Module 12	The Body and Biomedicine	Scheper-Hughes and Lock, 1987	In Class – Notes and Quotes	Rhetorical Precis Module 11 Reflection
4/5		Martin, 1991		Rhetorical Precis
4/7			Possible Guest Lecture	
4/10 – Module 13	Improvising Medicine I	Livingston pg ix-28		Module 12 Reflection Rhetorical Precis
4/12		Livingston pg 29-51		Rhetorical Precis
4/14		Livingston pg 52-92		Rhetorical Precis
4/17 – Module 14	Improvising Medicine II	Livingston pg 93-118 Guardian article		Rhetorical Precis
4/19		Livingston Pg 119-151		Rhetorical Precis
4/21		Livingston Pg 152-181		Rhetorical Precis
4/24 – Module 15	Global health and Humanitarian Devices	Limn Issue 9 Fassin Article		Rhetorical Precis
4/26				Last Day of Class Final Exam Due