Anthropology of Global Public Health (ANT4930/ANG 6930)
Spring 2022
Tuesday 8-10 (4:05 PM - 7:00 PM)
CBD 0234

Instructor: Dr. Marit Ostebo
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Office hours: Thursday 12 – 3 pm or by appointment

Course description

This course offers anthropologically informed, critical perspectives on global public health. Through readings of selected journal articles and ethnographies of global health, students will be introduced to various global health challenges and problems, and to the initiatives and approaches that have been undertaken to address them. This includes a focus on the main actors and institutions that constitute the field of global health and on the different value systems and forms of knowledge production that have informed historical and contemporary trends in global health policy and practice. Key topics to be covered include: social, cultural and political determinants of health, human rights and health, vertical and comprehensive health interventions, the politics and economics of health systems and governance, measuring health, the role of the state, civil society and public-private partnerships in health care delivery, global health technologies, innovations, research and ethics.

Students will also be introduced to pedagogical tools associated with Team-Based-Learning.

Student Learning Outcomes

By the end of the course a successful student will have:
1) Acquired knowledge about
    a. The history of global public health
    b. Anthropological approaches to global health
    c. The role of the various actors in global health (the state, market, transnational actors, civil society organizations, communities and individuals) and the relationship between them
2) Developed the ability to critically analyze and discuss
    a. The underlying assumptions and theoretical underpinnings of the different approaches to global public health

b. Global Health interventions/projects as a set of complex and context dependent social practices
c. Global Health Policies
d. The interplay between structure and agency in Global Health
3) Developed the ability to
a. Employ competing anthropological and social theories to critically discuss key issues within the field of global public health
b. Use relevant research to explore and test ideas and to support or refute generalization
4) Developed familiarity with N-Vivo as a tool for qualitative research
5) Gained an understanding of key principles and techniques in ethnographic research, with a particular focus on analysis of qualitative data and literature
6) Improved ability to research a topic in anthropology and write a scholarly paper that presents the research

Required texts

PDF files of other required readings are available at the course e-learning website (Canvas).
Add

Biehl, João, and Adriana Petryna, eds.
2013. When People Come First: Critical Studies in Global Health

Nading, Alex (2014) Mosquito Trails

Brewis, A. & Wutich, A. (2019) Lazy, Crazy, and Disgusting: Stigma and the Undoing of Global Health

Fearnley, L. (2020) Virulent Zones: Animal Disease and Global Health at China's Pandemic Epicenter

Richardson, E. T. (2020) Epidemic Illusions. On the Coloniality of Global Public Health.

Class schedule

(Note: I reserve the right to modify the course schedule).

Week 1 (January 11): Course Introduction and Expectations

Read:
WHO Constitution https://www.who.int/about/who-we-are/constitution

Lancet (2010) What is health? The ability to adapt
https://www.thelancet.com/action/showPdf?pii=S0140-6736%2809%2960456-6

Week 2 (January 18): Introduction to Global Health

Cueto, Marcos (2004) The origins of Primary Health Care and Selective Primary Health Care

Brown, Theodore M., Marcos Cueto, and Elizabeth Fee. 2006. "The World Health Organization and the Transition from 'International' to 'Global' Public Health." American Journal of Public Health 96(1): 62-72.

2007. "The Challenge of Global Health." Foreign Affairs 86(1): 14-38.
https://www.foreignaffairs.com/articles/2007-01-01/challenge-global-health

Farmer, Paul and Garrett, Laurie. 2007. "From 'Marvelous Momentum' to Health Care for All." Foreign Affairs 86(2): 155-159.

Cohen, Jon. 2006. "The New World of Global Health." Science 311(5758): 162-167.

Peters, D (2017) False distinctions between international health and global health.
https://www.globalhealthnow.org/2017-11/false-distinctions-between-international-health-and-global-health

Week 3 (January 25): Anthropology and Global Health

Biehl, João, and Adriana Petryna. 2013. "Critical Global Health." *In When People Come First: Critical Studies in Global Health. Princeton: Princeton University Press, pp. 1-22.*

Janes, Craig R. & Corbett, Kitty K. (2009) Anthropology and Global Health

WHO (2018) Randall Packard: learning to learn from global health history
https://www.youtube.com/watch?v=5hYIgWfl0a4

Katerini T. Storeng (2014) The GAVI Alliance and the 'Gates approach' to health system strengthening, Global Public Health, 9:8, 865-879

Shamsunder, S. et al. (2020) COVID-19 reveals weak health systems by design: Why we must re-make global health in this historic moment

Week 4 (February 1): Global Health – Evidence

Adam, V. (2013) Evidence Based Global Public Health. In *When People Come First: Critical Studies in Global Health*. Princeton: Princeton University Press, pp. 54-90

Frankfurter, R. (2019). Conjuring Biosecurity in the Post-Ebola Kissi Triangle: The Magic of Paperwork in a Frontier Clinic

Wendland, C. (2016) Estimating Death. In *Metrics. What Counts in Global Health*.

Østebø, M. & Henderson, R. (2020) Wrong, but Useful – for Whom? The Politics of Pandemic Modeling.

Caduff, C. (2014) Pandemic Prophecy, or How to Have Faith in Reason

Kingori & Gerrets (2019) Why the pseudo matters to global health

Week 5 (February 8): Global Health - Interventions and Markets

Whyte et al. (2013) Therapeutic Clientship. In *When People Come First: Critical Studies in Global Health.*

Fassin, D. (2013) Children as Victims. The Moral Economy of Childhood in the Times of AIDS. In *When People Come First: Critical Studies in Global Health.*

Erikson, Susan (2019) Global health futures? Reckoning with a pandemic bond

Biehl, J. & Petryna, A. (2013) Legal Remedies. Therapeutic Markets and the Judicialization of the Right to Health. In *When People Come First: Critical Studies in Global Health.*

Storeng, K. et al. (2021) COVAX and the rise of the 'super public private partnership' for global health

Week 6 (February 15) Global Health – Research

Østebø, M. et al. (2017) The silencing of political context in health research in Ethiopia: why it should be a concern

Storeng, K. et al. (2019). Action to protect the independence and integrity of global health research

Smith, R. (2013) Moving from global heath 3.0 to global health 4.0.
http://blogs.bmj.com/bmj/2013/10/08/richard-smith-moving-from-global-heath-3-0-to-global-health-4-0/

Greenhalgh T (2014) Five minutes with Trish Greenhalgh: 'We need to be clear that research impact isn't a single dimension'

Week 7 (Feb 22) Decolonizing Global Health

Amimbola, S. (2018) On the meaning of global health and the role of global health journals

Fofana, M. O. (2021) Decolonizing global health in the time of COVID-19

Richardson, E. T. (2020) Epidemic Illusions. On the Coloniality of Global Public Health (Forward – Chapter 5)

Week 8 (March 1)

Richardson, E. T. (2020) Epidemic Illusions. On the Coloniality of Global Public Health (the rest of the book

Herrick, C. & Bell, Kristen (2021) Epidemic confusions: On irony and decolonization in global health

SPRINGBREAK

Week 9 (March 15) ETHNOGRAPHY # 1

Nading, Alex (2014) Mosquito Trails

Week 10 (March 22) ETHNOGRAPHY # 1 cont.

Nading, Alex (2014) Mosquito Trails

Week 11 (March 29) ETHNOGRAPHY # 2

Brewis, A. & Wutich, A. (2019) Lazy, Crazy, and Disgusting: Stigma and the Undoing of Global Health

Week 12 (April 5) ETHNOGRAPHY # 2 cont.

Brewis, A. & Wutich, A. (2019) Lazy, Crazy, and Disgusting: Stigma and the Undoing of Global Health

Week 13 (April 12) ETHNOGRAPHY # 3
Fearnley, L. (2020) Virulent Zones: Animal Disease and Global Health at China's Pandemic Epicenter

Week 13 (April 19) ETHNOGRAPHY # 3 cont.

Fearnley, L. (2020) Virulent Zones: Animal Disease and Global Health at China's Pandemic Epicenter

Week 14 (April 15)
Student Presentations

Week 15 (April 22):
Course review

RECOMMENDED READINGS:

Keshavjee, Salmaan
2014. Blind Spot: How Neoliberalism Infiltrated Global Health

Petryna, Adriana (2009) When Experiments Travel: Clinical Trials and the Global Search for Human Subjects

Hannig, Anita
2017. Beyond Surgery. Injury, Healing and Religion in an Ethiopian Hospital

Adams, V. (2016) Metrics. What Counts in Global Health

Salomon, H. (2016) Metabolic Living: Food, Fat, and the Absorption of Illness in India

Davis, S. (2020) The uncounted: Politics of data in global health

Livingston, Julie
2012. Improvising Medicine. Duke University Press

Maes, Kenneth
2016. The Lives of Community Health Workers: Local Labor and Global Health in Urban Ethiopia

Redfield, Peter
2013. Life in Crisis: The Ethical Journey of Doctors without Borders. University of California Press.

Berry, Nicole
2010. Unsafe Motherhood: Mayan Maternal Mortality and Subjectivity in Post-war Guatemala

Miller, James Casey (2016) Dying for Money: The Effects of Global Health Initiatives on NGOs Working with Gay Men and HIV/AIDS in Northwest China

http://www.economist.com/news/leaders/21647286-proposed-sustainable-development-goals-would-be-worse-useless-169-commandments

https://www.jacobinmag.com/2015/08/global-poverty-climate-change-sdgs/

Films:

Fire in the Blood https://www.youtube.com/watch?v=5hYIgWfl0a4
For a discussion of the film see
https://www.carnegiecouncil.org/publications/ethics_onfilm/0011

The Name of the Disease https://www.youtube.com/watch?v=rOenEuclS30
http://somatosphere.net/2010/medical-anthropology-films.html/

https://vimeo.com/ondemand/thebusinessofbeingborn2

Class requirements and assignments

Attendance (100 points)
Since the course only meets once a week, full attendance in all classes is essential. More than one absence may lower your grade. If you have an excusable absence (see https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx) let me know in advance and I will consider whether you have to make up for the absence in one or another way.

Oral Participation in Class (100 points)
You are expected to keep up with the readings and to come to class well prepared and make thoughtful, relevant contributions to class discussions.

Reflections on Canvas/ Preparing applications for class discussions (280 points)
Each week you will, as part of preparation for class, do an individual assignment linked to the readings. Some weeks, your assignment will be to post reflections and responses on the Canvas discussion board. Other weeks, you will be asked to prepare applications that we will use in class. More instruction on how to prepare the applications will be given in class. The applications are modeled after the Team-Based-Learning methodology and preparing the applications and doing them in class will give you a pedagogical tool that you can use in your teaching. The individual assignments are due 8 PM the day before class.

Formal Proposal for Research Paper (100 points)
For this assignment, you will write a detailed proposal outlining your plans for the final paper. There is no length requirement for this document, but I expect that a successful proposal for this assignment would be around 3 single-spaced pages. See further instructions on Canvas.

Class presentation (100 points)
This assignment will give you an opportunity to present and visualize key aspects of your research project to the rest of the class. More information about this assignment will be given in

class. (I am flexible in terms of forms of presentation. E.g. – your presentation could be in the form of a poster, a flash presentation, power-point, etc.)

Final Research Paper / Project (300 points)
Throughout this semester I expect that you commit time to research a question pertaining to global health. I am flexible in terms of how you present this research. You could either write a traditional research paper (this should be between 4000 – 6000 words for graduate students, and 2000-3000 words for undergraduate students), or you can choose an alternative form – such as a blog post, a podcast, film etc. We will start discussing your research project early in the semester, and I aim to commit part of our weekly class-time to workshop different aspects of the research process (including tips for writing, search for literature, how to write an abstract, how to formulate an argument, etc.).

UF Policies
Academic Honesty:
When students enroll at UF they commit themselves to honesty and integrity. As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." On work submitted for credit by UF students, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Campus Helping Resources:
Students experiencing crisis or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The UF Counseling and Wellness Center provides confidential counseling services at no cost for currently enrolled students.
1. Counseling and Wellness Center, http://www.counseling.ufl.edu/cwc/
2. Student Health Care Center: http://shcc.ufl.edu/
For an overview of various resources see http://www.distance.ufl.edu/getting-help
Disabilities:
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Technical assistance:
For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:
● Learning-support@ufl.edu
● (352) 392-HELP - select option 2
● https://lss.at.ufl.edu/help.shtml