

GLOBAL HEALTH CULTURE: ONLINE 3 CREDIT HOURS**INSTRUCTOR:** Megan Hanna Fry**OFFICE HOURS:** Mondays 12-3 (online). In person meetings are also available upon request.**EMAIL:** m.hanna@ufl.edu**DATES:** Fall 2019; 8/20-12/4**FINAL EXAM:****COURSE TA(S):****Name:****Email:****Office Hours:**

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

FORMATTING:

All assignments should be submitted with the following formatting: Times New Roman, double spaced, 1" margins. You must use APA formatting for both in-text citations and your bibliography.

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

COURSE DESCRIPTION:

This course will provide a historical and ethnographic engagement with global health in the contemporary world. 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.

PREREQUISITE KNOWLEDGE AND SKILLS:

There are no specific prerequisites or skills for this course.

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.

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.

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 **20 percentage points** for each day past the deadline (including weekends). Assignments will only be available for up to **two days** past the original due date, and no late work will be accepted beyond that point.

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. 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 or quiz, 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.

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% (lecture quizzes are 10%; Activities 25%; Discussion 25%); journals are 10%; the midterm exam is 15%; and the final exam is 15% of the final grade.

	Quantity	Points Per Assignment	Total Points	% of Grade
Module Activities	16	30	480	25%
Module Discussions	16	30	480	25%
Journals	4	40	160	10%
Lecture Quizzes	16	10	160	10%
Midterm Exam	1	100	100	15%
Final Exam	1	100	100	15%

COURSE ASSIGNMENTS:

MODULE WORK (60%) There are 12 modules in this course. Each module requires students to complete one reading response discussion and one activity. In addition, a few modules have 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. Generally, the activities will be due on Friday's except for those weeks that are not a full 5 days. The schedule is as follows:

Module 1 Thursday 8/22
Module 2 Friday 8/30
Module 3 Friday 9/6
Module 4 Friday 9/13
Module 5 Friday 9/20
Module 6 Friday 9/27
Module 7 Thursday 10/3
Module 8 Friday 10/11

Module 9 Friday 10/18
Module 10 Friday 10/25
Module 11 Friday 11/1
Module 12 Friday 11/8
Module 13 Friday 11/15
Module 14 Friday 11/22
Module 15 Tuesday 11/26
Module 16 Friday 12/4

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 two other posts 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 posts and responses due on Thursday's. The schedule is as follows:

Module 1: Saturday 8/24
Module 2: Thursday 8/29
Module 3: Thursday 9/5

Module 4: Thursday 9/12
Module 5: Thursday 9/19
Module 6: Thursday 9/26

Module 7: Thursday 10/3
Module 8: Thursday 10/10

Module 9: Thursday 10/17
Module 10: Thursday 10/24
Module 11: Thursday 10/31

Module 12: Thursday 11/7
Module 13: Thursday 11/14
Module 14: Thursday 11/21
Module 15: Tuesday 11/26
Module 16: Monday 12/2 (No response due)

LECTURE QUIZZES (10%) Every lecture will have a mini quiz that you must complete. The number of lecture quizzes will vary each week, as some weeks have more lectures than others. They will generally be due on Monday's at the start of that week's module unless there are campus closures/holidays. The schedule is as follows:

Module 1 Wednesday 8/21
Module 2 Monday 8/26
Module 3 Monday 9/2
Module 4 Monday 9/9
Module 5 Monday 9/16
Module 6 Monday 9/23
Module 7 Monday 9/30
Module 8 Monday 10/7

Module 9 Monday 10/14
Module 10 Monday 10/21
Module 11 Monday 10/28
Module 12 Monday 11/4
Module 13 Tuesday 11/12
Module 14 Monday 11/18
Module 15 Monday 11/25
Module 16 Tuesday 12/3

JOURNALS (10%) Throughout the course you will submit a private "journal" via Canvas in which you will write ~500 words connecting the module's material to your own life, experiences, or mindset. Choose a week 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 will be responsible for submitting 4 journals throughout the course. This means you may pick and choose to write journals on the module readings and topics that speak most to your interests. However, you may only write one journal per module. 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 proper **APA citation** format. Two must be turned in by the midterm (**end of week 8**) and the other two must be turned in before the final exam (**end of week 16**). You must submit it by the Saturday in which the module you are writing about ends.

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 **10/11 from 8:00am-8:00pm EST ONLY**. You will be able to access the questions for the midterm starting at 2:00pm 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 1 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. It will require you to integrate material from all sections of the course. The final exam is online and is scheduled for _____ from **8:00am-8:00pm EST ONLY**. You will be able to access the questions for the final exam starting at 8:00am EST and all answers must be submitted by 8:00pm EST. It is advised that you start the final exam with enough time to complete the questions. *Additional details will be provided in Canvas. You will have 90 minutes 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 (<87-84), B- (<84-80), C+ (<80-77), C (<77-74), C- (<74-70), D+ (<70-67), D (<67-64), D- (<64-61), 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:

Assignments with ** denote group activity/collaboration.

Date	Modules	Topic	Readings	Assignments
Week 1 8/20-8/23	Module 1	What is global health?	Packard book Intro pp.1-12 Farmer: Reimagining Global Health Chapters 1 & 2 pp.1-32 (on canvas) Kleinman “Four Social Theories for Global Health” (pp.1-2) (on canvas) History Matters- operation cat drop (page 6) https://www.who.int/formerstaff/publications/qn60.pdf	Syllabus Quiz Discussion 1 Module 1 Activity** Lecture Quiz 1
Week 2 8/26-8/30	Module 2	Yellow Fever & Hookworm: Colonial Medicine & The Rockefeller Foundation	Packard book chapters 1-4 pp.13-88 Social Determinates of Health pp.1-6 (on canvas)	Discussion 2 Module 2 Activity Lecture Quiz 2
Week 3 9/3-9/6 *Labor Day 9/2	Module 3	Malaria, Smallpox, and the Rise and Fall of Primary Health Care	Packard book chapters 7 & 8 pp.133-180 Farmer: Reimagining Global Health Chapter 4 pp. 74-109 (on canvas)	Discussion 3 Module 3 Activity** Lecture Quiz 3
Week 4 9/9-9/13	Module 4	International Family Planning	Packard book chapters 9, 10, 11	Discussion 4 Module 4 Activity Lecture Quiz 4

Week 5 9/16-9/20	Module 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. 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 .	Discussion 5 Module 5 Activity Lecture Quiz 5
Week 6 9/23-9/27	Module 6	Global Health 'Partnerships' Part II	Packard book conclusion Paul Farmer: How Liberation Theology Can Inform Public Health; https://www.pih.org/article/dr.-paul-farmer-how-liberation-theology-can-inform-public-health Redfield, Doctors without Borders and the Global Emergency	Discussion 6 Module 6 Activity Lecture Quiz 6
Week 7 9/30-10/3 *10/4 Homecoming	Module 7	Anthropology of/in Global Health	Janes, C. R., & Corbett, K. K. 2009. Anthropology and global health. Annual Review of Anthropology, 38, 167-183. (on canvas) Pigg, S.L. 2013. On Sitting and Doing: Ethnography as action in global health. Social Science & Medicine 99:127-134 (on canvas)	Discussion 7 Module 7 Activity Lecture Quiz 7
Week 8 10/7-10/11	Module 8	Case Study: Global Maternal Health Part I	Berry pp. xi- 107	Discussion 8 Module 8 Activity** Lecture Quiz 8 Midterm Exam 10/11 *Last opportunity to turn in Journals
Week 9 10/14-10/18	Module 9	Case Study: Global Maternal Health Part II Structural Violence	Berry pp. 108-195 Paul Farmer. 1996. On Suffering and Structural Violence: A view from below (on canvas)	Discussion 9 Module 9 Activity Lecture Quiz 9
Week 10 10/21-10/25	Module 10	Race & Racism in Health & Medicine	Roberts "The Invention of Race" (on canvas) Meyers & Hunt "The other Global south" (on canvas) NYTimes Magazine article "Why America's Black Mothers and Babies are in a Life-or-Death Crisis" (on canvas)	Discussion 10 Module 10 Activity** Lecture Quiz 10

Week 11 10/28-11/1	Module 11	The Body & Biomedicine	Nancy Scheper-Hughes and Margaret M. Lock. 1987. The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology. (on canvas)	Discussion 11 Module 11 Activity Lecture Quiz 11
Week 12 11/4-11/8	Module 12	Medical Tourism & NGOs	Wendland, C. 2012. Moral Maps and Medical Imaginaries: Clinical Tourism at 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.	Discussion 12 Module 12 Activity Lecture Quiz 12
Week 13 11/12-11/15 *11/11 Veterans Day	Module 13	Case Study: Improvising Medicine Part I Scarcity & Care	Livingston pp. ix-92	Discussion 13 Module 13 Activity Lecture Quiz 13
Week 14 11/18-11/22	Module 14	Case Study: Improvising Medicine Part II Visibility/Invisibility in Global Health	Livingston pp. 93-181 .	Discussion 14 Module 14 Activity Lecture Quiz 14
Week 15 11/25-11/26 11/27-11/30 Thanksgiving Break	Module 15	What Counts in Global Health? Metrics and Research	Farmer: Reimagining Global Health Chapter 8 pp.212-242 (on canvas) Adams, V. Metrics of the Global Sovereign: Numbers and Stories in Global Health (on canvas)	Discussion 15 Module 15 Activity** Lecture Quiz 15
Week 16 12/2-12/4	Module 16	Humanitarianism & Global Health	Limn Issue 9, On Band-Aids and Magic Bullets: https://limn.it/articles/on-band-aids-and-magic-bullets/ . (on canvas) “That Obscure Object of Global Health” Fassin on Canvas (on canvas)	Discussion 16 (See video instructions on Canvas)** Module 16 Activity** Lecture Quiz 16.1 *Last opportunity to turn in Journals
Final Exam				