

# ANT 4930/ANG 6930

## GLOBAL PUBLIC HEALTH

### SPRING 2024

## I. General Information

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### Class Meetings

- Meeting: Tuesday 4:05-7:05 PM
- Location: TBD

### Instructor

- Dr. Marit Tolo Østebø
- **Office location:** Grinter Hall 488
- **Office hours:** Thursday 11am – 2 pm, and by appointment on Zoom
- Contact: [Marit.ostebo@ufl.edu](mailto:Marit.ostebo@ufl.edu)

### Course Description

This course offers anthropological perspectives on the growing field of global public health. Through readings of selected journal articles and ethnographies 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 history of global health, critiques of major international health agencies and their development paradigms, the different value systems and forms of knowledge production that have informed historical and contemporary trends in global health policy and practice, and the political economy of social inequalities and health. Key topics to be covered include: social, cultural and political determinants of health, human rights and health, gender 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 are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

### Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the following learning outcomes:

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used in global health and in anthropological approaches to global health.
  - Provide an overview of the history of global public health
  - Identify, describe, and explain anthropological perspectives and contributions to pressing global health challenges
  - Summarize and explain anthropological and theoretical discussions associated with concepts relevant to the course
  - Provide an overview of 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
  - Describe key features of anthropological methods and practices, such as participant observation, ethnography, field-notes, and unstructured and semi-structured interviews
  - Provide an overview of ethical challenges associated with conducting anthropological studies of global health issues.
  - Search for and identify literature relevant to specific research questions relevant to global health, using resources available through UF libraries and develop a mock syllabus.
  - Use qualitative research software such as N-Vivo or MAXQDA
  
- **Critical Thinking:** Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the field of global public health.
  - Critically discuss the underlying assumptions and theoretical underpinnings of the different approaches to global public health
  - Use anthropological and theoretical concept relevant to the course to analyze processes and phenomena associated with various global health phenomena.
  - Use relevant research to explore and test ideas and to support or refute generalization.
  - Critically analyze arguments, theories and data presented in course readings.
  - Analyze data collected through the ethnographic project using relevant theoretical concepts and perspectives.
  
- **Communication:** Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).
  - Synthesize, and discuss research findings in written and oral forms.
  - Convey anthropological concepts, knowledge, and research findings to others in an everyday language – in both oral and written form – using popular, creative and/or visual formats such as a video, digital storytelling, flash-presentation or a “one-pager”.
  - Identify problem areas, and propose potential solutions associated with global health.
  
- **Connection:** Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.
  - Learn how to work and collaborate with others.
  - Reflect on the relevance of anthropological concepts and knowledge to real-world, everyday problems
  - Be mindful of how you can incorporate perspectives and tools from anthropology in ways that makes the world a better and more inclusive place.
  - Reflect on your own learning processes and on how the course has changed the way you think and engage in and with the world.

## Required Readings and Works

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

Nading, Alex (2014) *Mosquito Trails*

MacPhail (2014) *The Viral Network: A Pathography of the H1N1 Influenza Pandemic*

Halvorson, B. (2018) *Conversionary Sites. Transforming Medical Aid and Global Christianity From Madagascar to Minnesota*

Banarjee, D. (2020) *Enduring Cancer. Life, Death and Diagnosis in Delhi*

Wendland, C. (2022) *Partial Stories. Maternal Death from Six Angles*

The rest of the course materials will be posted on Canvas and include book chapters, journal articles, newspaper articles, and multi-media sources.

Materials and Supplies Fees: n/a

## II. CLASS SCHEDULE

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(Note: The course schedule may change).

### Week 1 (January 9): 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 16): Introduction to Global Health

Read:

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

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.

WHO (2018) Randall Packard: learning to learn from global health history

### Week 3 (January 23): Anthropology and Global Health

Read:

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

Dilger, H., & Mattes, D. (2018). Im/mobilities and dis/connectivities in medical globalisation: How global is Global Health?. *Global Public Health*, 13(3), 265-275.

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

Kleinman, A. (2010). Four social theories for global health. *The lancet*, 375(9725), 1518-1519.

### Week 4 (January 30): When People Come First I

Read:

Adams, V. (2013) Evidence Based Global Public Health. In *When People Come First: Critical Studies in Global Health*.

Amon, J. (2013) The "Right to Know" or "Know Your Rights"? Human Rights and a People-Centered Approach to Health Policy.

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*. pp. 109-129

Whyte et. al (2013) Therapeutic Clientship. Belonging in Uganda's Projectified Landscape of Aids Care. In *When People Come First: Critical Studies in Global Health*.

### Week 5 (February 6): When People Come First II

Read:

Livingston, J. (2013) The Next Epidemic. Pain and the Politics of Relief in Botswana's Cancer Ward. In *When People Come First: Critical Studies in Global Health*.

Moran-Thomas (2013) A Salvage Ethnography of the Guinea Worm. In *When People Come First: Critical Studies in Global Health*.

Ecks & Harper (2013) Public-Private Mixes. The Market for Anti-Tuberculosis Drugs in India. In *When People Come First: Critical Studies in Global Health*.

Han, C. (2013) Labor Instability and Community Health. The Work of Pharmaceuticals in Santiago, Chile

Whitmarsh, I. (2013) The Ascetic Subject of Compliance. The Turn to Chronic Diseases in Global Health

**Week 6 (February 13): Reading Ethnography I**

Nading, Alex (2014) Mosquito Trails

**Week 7 (February 20): Reading Ethnography I (continued)**

Nading, Alex (2014) Mosquito Trails

**Week 8 (February 27): Reading Ethnography II**

Banarjee, D. (2020) Enduring Cancer. Life, Death and Diagnosis in Delhi

**Week 9 (February 5): Reading Ethnography III**

MacPhail (2014) The Viral Network: A Pathography of the H1N1 Influenza Pandemic

**SPRINGBREAK**

**Week 10 ( March 19): Reading Ethnography IV**

Halvorson, B. (2018) Conversionary Sites. Transforming Medical Aid and Global Christianity From Madagascar to Minnesota

**Week 11 (March 26): Reading Ethnography IV (continued)**

Halvorson, B. (2018) Conversionary Sites. Transforming Medical Aid and Global Christianity From Madagascar to Minnesota

**Week 12 (April 2): Reading Ethnography V**

Wendland, C. (2022) Partial Stories. Maternal Death from Six Angles

**Week 13 (April 9): Reading Ethnography V (continued)**

Wendland, C. (2022) Partial Stories. Maternal Death from Six Angles

**Week 14 (April 16): Reading Ethnography VI**

Read an ethnography of your choice. Present a one-pager of the book in class.

**Week 15 (April 23) Last Day of Class – Review**

## III. Class Requirements and Assignments

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### **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 (40 points each)**

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 to the readings 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 current or future teaching.

### **Develop a Global Health Course Syllabus (100 points)**

For this assignment, you will develop an ideal global health course syllabus that reflects YOUR research interests and approach to global health. It must include the following:

- A reading list organized in a weekly schedule (15 weeks). The reading list should include a minimum of four ethnographies that you think are of relevance to a global health seminar. Each reading should be listed in a citation format of your choice.
- A detailed description of one major end-of-the course assignment. It should include a rubric that details the expectations you have for this project. This assignment should correspond with the end of the course class assignment you will do for this class (see below).
- A description of the strategies you used to identify relevant readings

### **Individual Reading and Presentation of a Global Health Ethnography (100 points)**

Select and read one of the ethnographies you have identified in your ideal global health syllabus. Design a one-pager or create a flash presentation (more information about these formats will be given in class) that you will present to the class towards the end of the semester.

## Final Project (300 points)

It is up to you to decide what you would like to submit for your final project. It should be in a format that is important for your progress and career as a graduate or undergraduate student in anthropology.

Below is a list of potential projects/formats:

- Research proposal
- Dissertation chapter
- Journal article
- Literature review related to a specific research topic/question. If you choose this option you must include screenshots of relevant passages you reference in your paper, or annotated version of the sources you are using in your submission.
- An essay that potentially could be submitted as part of your application to a graduate program in global health or anthropology
- A pod-cast, piece of art, or other creative projects that address a global health question and reflect anthropological perspectives

## Final Reflection (200 points)

This individual reflection should reflect your engagement with and what you have learnt from taking this class.

## Grading Scale

For information on how UF assigns grade points, visit: <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%		E	<60

## IV. Recommended Readings

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Biruk, C. (2018) *Cooking Data Culture and Politics in an African Research World*

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*

#### 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](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>

## V. Required Policies

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### **Attendance Policy**

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>



## **Students Requiring Accommodation**

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

## **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/>.

## **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.

## **Counseling and Wellness Center**

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

## **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/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

## **In-Class Recordings**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in

preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.