Anthropology of Global Public Health (ANG 6930) Spring 2017 FLI 0115 Thursday 9-11 (4:05 PM - 7:05 PM)

Instructor: Dr. Marit Ostebo
Email: marit.ostebo@ufl.edu
Office: Grinter Hall 496
Office hours: Tuesday 2-3PM and by appointment

Course description

This course offers anthropologically informed 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 N-Vivo, (a qualitative research software) and 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).

Adams, Vinvanne ed.
2016 Metrics. What Counts in Global Health. Duke University Press.

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

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

Livingston, Julie
2012 Improvising Medicine. Duke University Press

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

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

Whiteford, Linda M & Vindrola-Padros, Cecilia
2015 Community Participatory Involvement. A Sustainable Model for Global Public Health

Class schedule

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

Week 1 (January 5): Introduction to Global Health
Course introduction and expectations
Team-formation

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

Garrett, Laurie. 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.

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.

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

Week 2 (January 12): 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

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

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

Week 3 (January 19): Global Health – Evidence

Biehl, João, and Adriana Petryna. 2013. When People Come First: Critical Studies in Global Health. Princeton: Princeton University Press, pp. 23-129

Adams, V. (2016) Selected chapters

Week 4 (January 26): Global Health - Interventions

Biehl, João, and Adriana Petryna. 2013. When People Come First: Critical Studies in Global Health. Princeton: Princeton University Press, pp. 133 - 239

Week 5 (Feb 2) Global Health – Markets

Biehl, João, and Adriana Petryna. 2013. When People Come First: Critical Studies in Global Health. Princeton: Princeton University Press, pp. 243 - 383

Week 6 (Feb 9) ETHNOGRAPHY # 1

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

Week 7 (Feb 16) ETHNOGRAPHY # 2 cont.

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

Week 8 (Feb 23) ETHNOGRAPHY # 2 cont.

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

Week 9 (March 2) ETHNOGRAPHY # 2 cont.

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

SPRINGBREAK

Week 12 (March 16) Models in Global Public Health

Whiteford, Linda M & Vindrola-Padros, Cecilia (2015) Community Participatory Involvement. A Sustainable Model for Global Public Health

Week 11 (March 23) ETHNOGRAPHY # 3

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

Week 12 (March 30) ETHNOGRAPHY # 3

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

Week 13 (April 6) ETHNOGRAPHY # 4

Livingston, Julie (2012) Improvising Medicine. Duke University Press

Week 14 (April 13) ETHNOGRAPHY # 4 cont. / COURSE REVIEW

Livingston, Julie (2012) Improvising Medicine. Duke University Press

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.

N-Vivo project or Poster presentation (100 points)
For this assignment you have two options. You can either do an N-Vivo project or make a poster.

N-Vivo: At the beginning of the semester you will be introduced to N-VIVO qualitative research software. You can use the software as a tool for your research paper (see below). N-VIVO will help you organize and analyze your research data and/or your literature. The point of this assignment is for you to spend some time getting familiar with NVivo and to determine whether or not it might be useful to you to invest in. Be aware that, unless you decide to purchase a license (which is rather expensive, but may be worth it!) the time you have to work on this project is limited to one month. UF does not have a license to N-VIVO, but QRS is offering a one-month free trial. For this assignment you will turn in an N-VIVO project file, which among others should include an explanation of how you used the software and what you accomplished with it.

Poster: To present research using posters are becoming increasingly common within academia. 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.

Final Research paper (300 points)
The final paper, which should be between 5000 - 7000 words in length, is due at the end of the semester. Choose a topic, which is relevant to the course AND to your research interest. Graduate students should aim to write a paper that could be submitted to a journal for review. I **strongly** encourage you to meet with me at the beginning of the semester to discuss your research paper. If you already have conducted preliminary research for your graduate research project, I encourage you to write a paper using this data. If you not yet have conducted field research, your paper can be a systematic literature review of a particular topic related to your field of interest.

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