Welcome to:

Global Health in Anthropological Perspective

ANT 4480M - Fall 2018

Mondays & Wednesdays: 2:30 – 3:20 pm,
& Online Component: to be completed between Thur. and Sun. (unless stated otherwise)
Location: BA2-207

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Professor: Joanna Mishtal, Ph.D.
Associate Professor of Cultural & Medical Anthropology

- Co-Founder: Medical Anthropology Minor
- Founder: Anthropology of Global Health Certificate
- https://sciences.ucf.edu/anthropology/people/mishtal-joanna/

Office Hours: Mon & Wed, 3:30 - 4:30 pm & by appointment, Howard Phillips Hall 409Q
E-mail: jmishtal@ucf.edu **Phone:** (407) 823-3797

Graduate Teaching Assistant: Lea Harvey, MA Student
Office Hrs: Tue & Thur 2-3 pm, Wed 12 – 2:30 pm, & by appointment, Howard Phillips Hall 309
E-mail: lmharvey@knights.ucf.edu

Course Description:

"Global health concerns require more than medical intervention." In addition to medicine and research, "to make a difference to the lives of the 2 billion poorest people in next decade, [t]he skills in demand are management, cultural understanding and an anthropological viewpoint."
-- "The Global Challenge," *Nature* 447:348-349 (2007)

This course explores global health issues from an anthropological and cross-cultural perspective with a focus on the relationship between local experiences of health, global health governance, and the question of health as a justice issue. Therefore, the course examines how diverse experiences of suffering and illness are situated in multiple moral and political economies. Specifically, it considers the intended and unintended effects of global forces and phenomena including globalization, medical travel, the politics of humanitarian aid, global issues in reproduction and sexuality, water security, globalization of fast food, as well as racial, ethnic, gender, and class politics and stratification related to health. Some of the global health problems we'll considers are emergent "superbugs" and other infectious diseases, type 2 diabetes, mental health, refugee and migrant health, and malnutrition. This course also examines health interventions as well as contributions of anthropological insights in these settings, focusing especially on case studies from Latin America, Africa, and the US.

→ **Credit:** This class counts toward these programs and requirements:
Global Health Certificate (http://catalog.ucf.edu/content/documents/programs/Anthropology_of_Global_Health_Certificate.pdf)
Medical Anthropology Minor (http://catalog.ucf.edu/content/documents/programs/Medical_Anthropology_Minor.pdf)
Diversity GEP Credit

Learning Outcomes:
Upon completion of the course, the students will understand:

- primary and emerging global health concerns and interventions
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- diversity of health experiences based on race, ethnicity, gender, class and other forms of stratification
- global health governance in the cultural, historical, and political-economic contexts
- the application of cultural concepts to contemporary global health dilemmas

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Course Materials (required):
1. Book:
Peter Piot. (2013) *No Time To Lose: A Life in Pursuit of Deadly Viruses.* New York: Norton Press.
Access: in addition to UCF bookstore, this book is available used on Amazon for about $5

2. Articles (provided):
Several articles are also required and will be available to students electronically our Canvas (Webcourses) website. All assigned articles are listed in the class schedule below which specifies when students are expected to read them. Please download texts to your computers as we go through the semester.
To access Canvas: log into webcourses2c@instructure.com, then go to Courses, then select our class.
Technical support for Canvas: call Tech Rangers, 407-823-3808. https://techrangers.cdl.ucf.edu/

3. Films (provided):
Students are required to see all films/videos shown in class and stay alert for the duration of the showing; these will be on exams. Titles of films will be provided in class or in the syllabus. During films, students cannot use computers because of the glare.

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Expectations:
I hope that you will want to attend this class and that you will be eager to participate in discussions. If it is particularly difficult for you to speak up in class I invite you to my office hours to discuss any of the topics in a smaller, less intimidating setting.

Students are expected to attend lectures and films, complete assignments, observe deadlines, and take notes on lectures, films, class discussions, and the assigned readings. Students are expected to read all of the material assigned for each class and be prepared to discuss it. If you attend classes, take thorough notes, and do the readings seriously, you should do very well in this course.

Respectful Behavior: Students are expected to have a respectful demeanor in all class discussions and interactions with other students, professor, and the GTA. Any inappropriate behavior will be reflected in the final grade and may be reported to student conduct office.

Punctuality for Lectures: coming late to class is distracting to me and to the students. Please make every effort to be on time. Tardiness will be noted and marked on students' attendance records.

If you have to miss a class please ask to borrow a fellow student's notes because lectures will not always cover the same material as the reading for that day. Make-ups of assessments or assignments will not be permitted unless it is for university-sponsored events, religious observances, or legal obligations (such as jury duty) and with documentation.

Electronics: You can use a computer/tablet in class for only for taking notes, but you cannot use them for other purposes such as: calls, texting, emailing, and browsing the internet. Please keep your phones silenced in class, as per UCF policy, and in your pocket or bag for the duration of the class. Audio or video recording of classes are allowed only for personal use with professor's advance written consent. These recordings are not authorized to be shared with anyone without the separate written approval of the professor.

Knights Email Communication: Given that there will be important email communications between the professor, the GTA, and the class, students are responsible for checking their "knights.edu" email.

Academic Integrity: I adhere to academic honesty rules of this and other universities and expect you to do your own work; cheating on exams or plagiarism is unacceptable and will carry serious consequences. The *Turnitin*

plagiarism checker will be used. In the case of cheating or plagiarism there will be a zero given for the course. Students are required to follow the Rules of Conduct found within the Golden Rule, UCF's Student Handbook (www.goldenrule.sdes.ucf.edu).Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z (www.goldenrule.sdes.ucf.edu/zgrade).

Special Needs: UCF is committed to providing reasonable accommodations for students with disabilities. Students who need accommodations must first register with the Student Accessibility office (http://sas.sdes.ucf.edu/) and bring a letter of accommodation request during the first week of class.
Deployed active duty military student who need a special accommodation due to that unique status should contact the professor to discuss the circumstances.

Academic Activity Record: UCF requires that all students complete the Academic Activity Record task in our course on Canvas during the first week. This is necessary for receiving financial aid without delay.

Campus Safety: Should an emergency arise in our class, we'll all need to work together. Please be aware of surroundings and familiar with basic safety concepts. In emergency dial 911. Emergency procedure guides are posted on classrooms' walls near the door (http://emergency.ucf.edu/emergency_guide.html).
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Examinations and Grading Policy:
My approach is to give you smaller and more frequent assignments to make it easier for you to improve your grades over time by giving more chances at being evaluated. Here are the exams and assignments.

Descriptions of Exams, Quizzes, and Online Work:

1. Examination #1 (25 points)
The exam consists of 25 questions (multiple choice, true/false, fill-in-the-blank). The exam covers concepts from all texts, videos, lectures (including any guest lectures) that were covered since the start of the semester. Please bring a brown scantron and #2 pencils to the exam.

2. Examination #2 (25 points)
The second exam will consist of 25 questions (multiple choice, true/false, fill-in-the-blank). This exam covers primarily the material since the first exam, with a few questions covering the material from the first exam. Please bring a brown scantron and #2 pencils to the exam.

3. 5 out of 6 Quizzes (25 points; 5 points each)
Six quizzes will be given for 5 points each, and 1 lowest scores will be dropped. The quizzes will be based on assigned readings for that day and will consist of 1 or 2 questions (narrative, fill in the blank or multiple choice, or some combination of these) meant to assess whether or not the student read and understood the assigned material. They will take approx. 5-10 minutes at the start of the class. There will be **no make-ups** for the quizzes because one score is dropped. The dropping of the lowest score is designed to help students in such situations as when the student happens to get sick, the car breaks down, or has some other sudden emergency and is unable to attend class on the day of the quiz. *No exceptions, for fairness to everyone.*

4. Online Component – Research Paper (25 points)
Students in this class will have the opportunity to research and write a paper about a global health topic of their choosing. Students are required to consider in their papers some of the aspects of health experiences we will discuss in class, including how health and wellbeing are experienced differently in different contexts and based on such lines of division as race, ethnicity, class, gender, sexual orientation, and so on. Students can write a comparative analysis or focus in-depth on one cultural and geopolitical context. Regardless of your topic choice, I hope these research papers will be fun for you! (**Note**: Due dates of paper sections are on Canvas & in schedule below.)
The papers should be 2800-3000 words in length, plus bibliography. Papers will be based on a *close reading* of minimum 3 research articles that go together. In-depth analysis of fewer references is better than superficial review of many references! Online Assignments are designed as a step-by-step process to develop and write a great
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research paper. Topic: choose any topic relevant to global health. I will give you a list of topic ideas which will help you think about possibilities, and you'll also be taught how to search for ideas in key journals during our Research Paper Workshop I. To have fun with this project, it is most important to choose a topic based on your own interest and on information available. Many journals cover global health, including: *Social Science & Medicine Culture*, *Health & Sexuality*, *Medical Anthropology Quarterly*, *Human Organization*, *Medical Anthropology*, *American Anthropologist*, *Culture, Medicine & Psychiatry*, *American Ethnologist*, *Anthropology & Medicine*, *Qualitative Health Research*, *Body & Society*, *Global Public Health Journal*, *American Journal of Public Health*, *International Perspectives on Sexual & Reproductive Health*.

- **Lateness with Online Assignments**: assignments are due when they are due. If truly extraordinary circumstances make it impossible for you to meet a deadline, please contact me *beforehand*. Otherwise, assignments submitted late will be graded down, in fairness to students who have met the deadline.
- **Punctuality for testing:** is expected for all exams and quizzes. After the first student who completed the test left the room, the test is "DEAD" and students who arrive late will not be permitted to take the exam. Students who miss the exam in this way will receive a zero for that exam.

Summary of points:
1. Exam #1: 25 points
2. Exam #2: 25 points
3. Five quizzes: 25 points
4. Online Work – Final Research Paper: 25 points
7. Attendance, class participation, and computer/phone abuse will be used in borderline cases.

Total: 100 points (100%)

The Grade Scale for this course:
94 – 100 = A
90 – 93 = A-
87 – 89 = B+
84 – 86 = B
80 – 83 = B-
77 – 79 = C+
74 – 76 = C
70 – 73 = C-
67 – 69 = D+
64 – 66 = D
60 – 63 = D-
0 – 59 = F

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Weekly Schedule

WEEK 1: ***Week's Topics:*** **Syllabus and Overview of Class.**

Mon, 8/20: First class – introduction of the course and overview of the syllabus.

Wed, 8/22:
1st half of class: "International Health" vs. "Global Health": What's the difference?
2nd half of class: Research Paper Workshop I
[Please bring questions about your research papers to class.]
Read for Wed:
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.

Browse relevant websites:
- World Health Organization
  http://www.who.int/

- Society for Medical Anthropology http://www.medanthro.net/about/about-medical-anthropology/

Online Component:
→ Assignment Wk 1: Instructions on Canvas
(Become familiar with Canvas, and our course site. Make sure you can access articles.)

WEEK 2: ***Week's Topics:*** **Water Security, Health, and Rights**

Mon, 8/27: Mental health & water in Bolivia
Read for Mon:
"Water, Worry, and Doña Paloma: Why Water Security is Fundamental to Global Health" by Amber Wutich, Alexandra Brewis, Jose B. Rosales Chavez, and Charu L. Jaiswal. In: *Global Mental Health*. 2015. Pp. 57-71.

→ Quiz 1

Wed, 8/29: Water in/security
- *Film screening/discussion*: "The Water of Ayole" 30 min, 1998

Read for Wed: None

Online Component:
→ Assignment Wk 2: Instructions on Canvas
(*Submit: preliminary paper topic ideas. **DUE 9/2/18** by midnight)

WEEK 3: ***Week's Topics:*** **Environment, Disease, and Culture - Complex Interactions**

Mon, 9/3: No Class – Labor Day

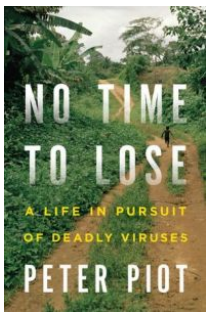
Wed, 9/5: Environmental events and health impact
Read for Wed:
"Environmental Disruption, Pluralea Interactions, and Infectious Diseases" by Merrill Singer. In: Anthropology of Infectious Diseases. 2015. Pp: 125-155

Online Component:
→ Assignment Wk 3: Instructions on Canvas (proceed with search for articles)

WEEK 4: ***Week's Topics:*** **Superbugs - Emerging & Reemergent Infectious Diseases.**

Mon, 9/10: Chasing viruses and the detective work of research
Read for Mon:
Book: *No Time to Lose* – Read pages ix - 41

→ Quiz 2



Wed, 9/12:
Read for Wed: Ebola
Book: *No Time to Lose* – Read pages 43-83

Online Component:
→ Assignment Wk 4: Instructions on Canvas (proceed with search for articles)

WEEK 5: *Week's Topics:* Superbugs - Emerging & Reemergent Infectious Diseases, cont.

Mon, 9/17: Infection & sex
- *Film screening/discussion about infectious diseases & epidemics*

Read for Mon:
Book: *No Time to Lose* – Read pages 87 - 132

Wed, 9/19: HIV/AIDS
Read for Wed:
Book: No Time to Lose – Read pages 133-165

→ Quiz 3

Online Component:
→ Assignment Wk 5: Instructions on Canvas
(*Submit: list of proposed articles; wait for approval/feedback – **DUE 9/23/18** by midnight)

WEEK 6: *Week's Topic:* Superbugs - Emerging & Reemergent Infectious Diseases, finish.

Mon, 9/24: An epidemic unfolds
Read for Mon:
Book: *No Time to Lose* – Read pages 166 - 189

Wed, 9/26: The politics of epidemics
Read for Wed:
Book: *No Time to Lose* – Read pages 335-376
(*Note: yes, we're skipping some chapters, but feel free to read them for your own pleasure)

Online Component:
→ Assignment Wk 6: Instructions on Canvas
(read and annotate)

WEEK 7: Week's Topic: Newest Global Infections & Solutions

Mon, 10/1: Recent Ebola outbreaks
- Film screening/discussion: In the Shadow of Ebola, 25 min, 2014

Read for Mon:
"Diary – Ebola" by Paul Farmer. London Review of Books, Oct. 23, 2014. Pp. 1-9.

Wed, 10/3: Case Study: Zika
GUEST LECTURE: Deven Gray, Ph.D. Student, University of South Florida - "Zika in Belize"

→ Double attendance

Online Component:
→ Assignment Wk 7: Instructions on Canvas
(*Submit: annotated bibliography. **DUE 10/7/18** by midnight)

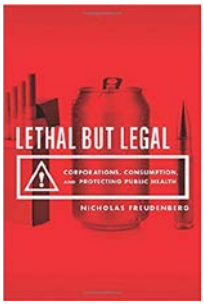
WEEK 8: Exam 1 Week

Mon, 10/8: Review for Exam #1

Wed, 10/10: EXAM #1

Online Component:
→ Assignment Wk 8: Instructions on Canvas
(*Submit: outline of your research paper – about 1-2 pp. **DUE 10/14/18** by midnight)

WEEK 9: *Week's Topic:* Food – Consumption, Diabetes, & Global Health



Mon, 10/15: "Fun to Eat Foods" and Disease Production: Diabetes and African American population

→ Quiz 4

Read for Mon:
"Manufacturing Disease: Unhealthy Products Become Ubiquitous" by Nicholas Freudenberg. In: Lethal but Legal: Corporations, Consumption, and Protecting Public Health. 2014. Pp. 3-36.

Wed, 10/17: Case Study: China
Read for Wed:
"Exporting Diabetes to Asia: The Impact of Western Style Fast Food" by A. Pan, V. Malik, F. Hu. Circulation 126(2):163-165.

Optional (recommended) text: *Stuffed and Starved: The Hidden Battle for the World Food System* "Introduction" by Raj Patel. 2012.

Online Component:
→ Assignment Wk 9: Instructions on Canvas
(Proceed with writing)

WEEK 10: *Week's Topic:* Global Pharmaceuticals, and Research Paper Workshop II

Mon, 10/22: Pharma business and science
Read for Mon:
"Markets and Molecules: A Pharmaceutical Primer from the South" by Dwaipayan Banerjee. *Medical Anthropology* 2017, 36: 363-380.

Wed, 10/24: Research Paper Workshop II
Read for Wed: None.

Online Component:
→ Assignment Wk 10: Instructions on Canvas
(Proceed with writing)

WEEK 11: ***Week's Topic:*** **Global Reproductive & Sexual Health Issues**

Mon, 10/29: Fertility control and its challenges
Read for Mon: none

Wed, 10/31: Reproductive health as human rights
Read for Wed:
"Where Human Rights Begin" – Introduction by W. Chavkin and E. Chesler. 2005:1-34.

→ Quiz 5

Online Component:
→ Assignment Wk 11: Instructions on Canvas
(Proceed with writing)

WEEK 12: ***Week's Topic:*** **Global Reproductive Health Issues (cont.)**

Mon, 11/5: *Film screening*: Global issues in reproductive and sexual health
Read for Mon: none

Wed, 11/7: ONLINE WORK (No class meeting) – Work on Research Papers

Online Component:
→ Assignment Wk 12: Instructions on Canvas (Proceed with writing)

WEEK 13: ***Week's Topic:*** **Global Organ Trade: Health and Rights**

Mon, 11/12: Veterans Day – NO CLASS

Wed, 11/14: Organ Trafficking
Read for Wed:
➔ Listen to the mp3 file: 7/2009. "Illegal Organ Trafficking." (39 min) WNYC - The Brian Lehrer Show. [also on Canvas] Accessible via: https://www.wnyc.org/story/31245-illegal-organ-trafficking/

Online Component:
→ Assignment Wk 13: Instructions on Canvas
(Proceed with writing)

WEEK 14: ***Week's Topic:*** **Global Organ Trade: Health and Rights**

Mon, 11/19: Organ Trafficking – the human cost, cont.
Read for Mon:
"Illegal Organ Trade: Global Justice and the Traffic in Human Organs." Scheper-Hughes, Nancy. In: Gruessner, Rainer W.G.; Benedetti, Enrico, eds. *Living Donor Organ Transplantation*. New York: McGraw-Hill Medical, 2008: 106-121

→ Quiz 6

Wed, 11/21: ONLINE WORK (No class meeting) - Work on your Research Papers.

Online Component:
→ Assignment Wk 14: Instructions on Canvas
(Proceed with writing and final editing)

WEEK 15: Exam 2 week.

Mon, 11/26: Review for Exam #2

Wed, 11/28: EXAM #2

Online Component:
→ Assignment Wk 15: Instructions on Canvas
(Finish editing. Try to bring your papers to the UCF Writing Center for review)

WEEK 16: FINAL RESEARCH PAPERS

→ FINAL RESEARCH PAPERS DUE: **Wed, Dec. 5th, 2018 by midnight** via Canvas
(can submit early)

~~~~~~~ *Have a Great Winter Break!* ~~~~~~~
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