Welcome to:

Global Health in Anthropological Perspective

ANT 4480 M - Fall 2021

Mondays & Wednesdays: 2:30 – 3:20 pm, & Online Component: to be completed between Thur. and Sun. (unless stated otherwise)
Location: Business Administration Building #1 (BA1), in room 122

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

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

Office Hours: Wed. 3:40 – 5 pm via Zoom & by appointment if necessary in HPH 409Q
E-mail: jmishtal@ucf.edu (this email preferred; please don't email in webcourses)
My COVID-19 Status: I am fully vaccinated! to protect myself and you.
Please vaccinate and mask up!

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 related to health and wellness 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 consider are emergent "superbugs" and other infectious diseases, including COVID-19, type 2 diabetes, mental health, refugee and migrant health, and malnutrition. This course also examines health interventions and 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 (or prereq):
Global Health Certificate (http://ucf.catalog.acalog.com/preview_program.php?catoid=14&poid=6390)
Medical Anthropology Minor (http://ucf.catalog.acalog.com/preview_program.php?catoid=14&poid=6587)
Diversity GEP Credit

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

- primary and emerging global health concerns and interventions
- 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.
[on Amazon for about $5]

2. Articles (provided):

Several articles are also required and will be available to students electronically via our Canvas (Webcourses) website. All assigned articles are listed in the class schedule, which also specifies when students are expected to read them.

3. Films/videos (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. During films, students cannot use computers because of the glare.

Office Hours

Office hours will be via Zoom. The Zoom link will be available on Canvas. Please let me know if you plan to see me to minimize having to wait in the virtual "waiting room" line.
If you have any technical issues, please contact Webcourses@UCF Support:
https://cdl.ucf.edu/support/webcourses.

Expectations:

I hope that you will want to attend this class and enjoy the material.
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 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. This class is an academic *safe space*, which means that while scientific ideas may be expressed, it is expected that scientific evidence supports your arguments, and that discussion is held *appropriately and respectfully. Appropriate and respectful discussion means that no disparaging, insulting words, slurs, or attacks (any hate speech) may to be directed at other individuals (or to oneself). Any such behavior will result in ejection from the class and further academic conduct consequences*. The value, equality, and respectful treatment of each other are embraced in and fundamental to anthropology and UCF. Any inappropriate behavior will be reflected in the final grade and may be reported to the 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.

No make-ups of assignments: make-ups will not be permitted unless it is for university-sponsored events, documented illness, religious observances, or legal obligations (such as jury duty) and with documentation.

Electronics: You can use a computer/tablet in class 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.

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 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.

Examinations and Grading Policy:

Descriptions of exams, online work, and papers:

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. Assignments online (scaffolds) to build the Research Paper: 20 points

Students in this class will have the opportunity to research and write a paper about a global health topic of their choosing. Four Online Assignments at 5 points each are designed as a step-by-step process known as "scaffolding" to develop and write a great research paper. The 4 assignments are: (1) topic choice, (2) preliminary references, (3) annotations, and (4) rough paper outline. Due dates for components of the paper are on Canvas and in the schedule below.

4. Research Paper (30 points)

Your global health research paper is an excellent opportunity to research and write a paper about a global health topic, disease, challenge, success story, etc., that interests you. Students will analyze 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, or on a specific global health issue. Regardless of your topic choice, I hope these research papers will be fun for you!

The papers will be 2800-3000 words (5-6 pages) in length, plus bibliography. Papers will be based on a *close reading* of minimum 3 research articles or research book chapters that go together. In-depth analysis of fewer references is better than superficial review of too many references. You will receive a rubric for this paper.

Topic: choose any topic relevant to global health. I will give you a long 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 Workshops. To have fun with this project, it is most important to choose a topic based on your own interest and on information available.

- **Lateness with Online Assignments toward the Research Paper**: 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 or receive zero points, in fairness to students who have met the deadline.

- **Punctuality for testing:** is expected for all exams. 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.) 4 Assignments (scaffolds) for Research Paper: **20 points**
4.) Research Paper: **30 points**
5.) Attendance, class participation, and computer or phone abuse will be used in borderline cases

Total: 100 points (100%)

The Grade Scale:
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, 8/23: First class – introduction of the course and overview of the syllabus.

Wed, 8/25: Defining Global Health and its Challenges
Read for Wed:
"Towards a common definition of global health" by Jeffrey P Koplan, T Christopher Bond, Michael H Merson, K Srinath Reddy, Mario Henry Rodriguez, Nelson K Sewankambo, Judith N Wasserheit. *The Lancet* 2009; 373: pages 1993–1995.

Browse relevant websites:

- World Health Organization – Global Health Observatory https://www.who.int/data/gho
- Center for Global Health – Center for Disease Control and Prevention https://www.cdc.gov/globalhealth/index.html
- Society for Medical Anthropology http://www.medanthro.net/about/about-medical-anthropology/

Online Component: none

WEEK 2: ***Week's Topics:*** **Environment, Disease, and Culture - Complex Interactions**

Mon, 8/30: Environmental events and health impact, part I
Read for Mon: (first half of this chapter)
"Environmental Disruption, Pluralea Interactions, and Infectious Diseases" by Merrill Singer. In: *Anthropology of Infectious Diseases*. 2015.
Pp: 125-139 (stop before "Air Pollution" section)

Wed, 9/1: Environmental events and health impact, part II
Read for Wed: (second half of this chapter)
"Environmental Disruption, Pluralea Interactions, and Infectious Diseases" by Merrill Singer. In: *Anthropology of Infectious Diseases*. 2015.
Pp: 139-155 (start reading from "Air Pollution and Lung Infection")

Online Component:
→ Assignment Wk 2: Instructions on Canvas
(*Submit 1st of 4 online assignments: preliminary paper topic ideas. **DUE 9/5/2021** by midnight)

WEEK 3: ***Week's Topics:*** **Research Paper Preparation**

Mon, 9/6: Labor Day – No Class

Wed, 9/8: Research Paper Workshop I
Please bring questions about your research papers to class.

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

WEEK 4: ***Week's Topics:*** **Water Security, Health, and Rights**

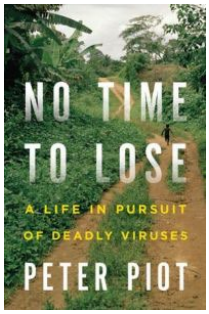
Mon, 9/13: Mental health & water in Bolivia
Read for Mon:
"Water, Worry, and Doña Paloma: Why Water Security is Fundamental to Global Health" by Amber Wutich, Alexandra Brewis, Jose B. Rosales Chavez, and Charu L. Jaiswal. In: *Global Mental Health*. 2015.
Pp. 57-71.

Wed, 9/15: Water security and insecurity
- *Film screening/discussion*: "The Water of Ayole" 30 min, 1998

Read for Wed: None

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

WEEK 5: Superbugs - Emerging & Reemergent Infectious Diseases.



Mon, 9/20: Chasing viruses and the detective work of research
Read for Mon:
Book: *No Time to Lose* – Read pages ix - 41

Wed, 9/22:
Read for Wed: Ebola
Book: *No Time to Lose* – Read pages 43-83

Online Component:
→ Assignment Wk 5: Instructions on Canvas (proceed with search for articles)

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

Mon, 9/27: Infection & sex
- *Film screening/discussion about infectious diseases & epidemics*

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

Wed, 9/29: HIV/AIDS
Read for Wed:
Book: No Time to Lose – Read pages 133-165

Online Component:
→ Assignment Wk 6: Instructions on Canvas
(*Submit 2nd of 4 online assignments: preliminary list of proposed articles/references – **DUE 10/3/2021** by midnight)

WEEK 7: ***Week's Topic:*** **Superbugs - Emerging & Reemergent Infectious Diseases, finish.**

Mon, 10/4: An epidemic unfolds
Read for Mon:
Book: *No Time to Lose* – Read pages 166 – 189

Wed, 10/6: 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 7: Instructions on Canvas
(read and annotate)

WEEK 8: Week's Topic: Lessons from Ebola for COVID-19: Future Solutions

Mon, 10/11:
Read for Mon:
"Diary – Ebola" by Paul Farmer. London Review of Books. Oct. 23, 2014. Pp. 1-9.

Wed, 10/13:
Read for Wed (2 items):
a.) "Coronavirus Crisis: The Dread Of Responsibility — Paul Farmer On The Pandemic And Poor Countries" NPR interview, March 24, 2020
b.) "Systemic racism, chronic health inequalities, and COVID-19: A syndemic in the making?" Clarence C. Gravlee. 2020. *American Journal of Human Biology* 32(5):e23482, pp. 1-8.

Online Component:
→ Assignment Wk 8: Instructions on Canvas
(*Submit 3rd of 4 online assignments: annotated bibliography. **DUE 10/17/2021** by midnight)

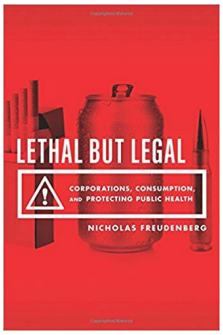
WEEK 9: Exam #1 Week

Mon, 10/18: Review for Exam #1

Wed, 10/20: EXAM #1

Online Component:
→ Assignment Wk 9: none

WEEK 10: ***Week's Topic:*** **Food – Consumption, Diabetes, & Global Health**



Mon, 10/25: "Fun to Eat Foods" and Disease Production: Diabetes and African American population
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, 10/27: Case Study: China
Read for Wed:
None

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

Online Component:
→ Assignment Wk 10: Instructions on Canvas
(*Submit 4th of 4 online assignments: a rough outline of your research paper ideas. **DUE 10/31/2021** by midnight)

WEEK 11: ***Week's Topic:*** **Global Pharmaceuticals**

Mon, 11/1: 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, 11/3: Global Pharmaceuticals, cont.
Read for Wed: None.

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

WEEK 12: ***Week's Topic:*** **Global Reproductive & Sexual Health Issues**

Mon, 11/8: Fertility control, reproductive autonomy, and global health challenges

Read for Mon: none

Wed, 11/10: Reproductive and sexual health as human rights
Read for Wed:
"Where Human Rights Begin" – Introduction by W. Chavkin and E. Chesler. 2005. Rutgers University Press. Pp. 1-34

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

WEEK 13: ***Week's Topic:*** **Migrant Health. Future Directions in Global Health.**

Mon, 11/15:
Read for Mon:
"Deservingness: migration and health in social context" SM Holmes, E Castañeda, J. Geeraert, H. Castaneda, U. Probst , N. Zeldes, S. Willen, Y. Dibba, R. Frankfurter, A Kveim Lie, J. Fredrik Askjer H. Fjeld. *BMJ Global Health* 6:1-5.

Wed, 11/17: Future Directions in Global Health
Read for Wed:
"Planetary healthy publics after COVID-19" 2021. S. Hinchliffe, L. Manderson, M. Moore. *Lancet Planet Health* 5(4): e230–e236.

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

WEEK 14: ***Week's Topic:***

Mon, 11/22: Research Paper Workshop II
Read for Mon: none

Wed, 11/24:. **"Thanksgiving Wednesday" – UCF Classes not held**
Read for Wed: None
But please continue to advance your research paper.

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

WEEK 15: Exam #2 week.

Mon, 11/29: Review for Exam #2

Wed, 12/1: EXAM #2

Online Component:
→ Assignment Wk 15: None.
(Finish editing. Try to bring your papers to the UCF Writing Center for review)

WEEK 16: FINAL RESEARCH PAPERS

→ **RESEARCH PAPERS DUE**: **Sunday, Dec. 6th, 2021 by midnight** via Canvas (can submit early)

~~~~~~~ *End of Class Schedule* ~~~~~~~

UCF Core Syllabus Statements:

Academic Integrity: Students should familiarize themselves with UCF's Rules of Conduct at http://osc.sdes.ucf.edu/process/roc. According to Section 1, "Academic Misconduct," students are prohibited from engaging in: (1) unauthorized assistance: using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating. (2) Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project. (3) Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to: class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc. (4) Falsifying or misrepresenting the student's own academic work. (5) Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own. (6) Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor. (7) Helping another violate academic behavior standards. For more information about Academic Integrity, consult the International Center for Academic Integrity http://academicintegrity.org
For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The national WPA Statement on Best Practices" http://wpacouncil.org/node/9

Responses to Academic Dishonesty, Plagiarism, or Cheating: Students should familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior, and when necessary respond to academic misconduct. 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
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indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade

Course Accessibility Statement: UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) http://sas.sdes.ucf.edu/ (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be needed to ensure an accessible course experience.
If due to COVID-19 accommodations need to be added or adjusted should this course shift from an on-campus to a remote format, students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

In Case of Faculty Illness:
If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

In-Class Recording
You may record a class lecture for your own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a course intended to present information or teach students about a particular subject. Recording classroom activities other than lectures, including but not limited to class discussion (except when incidental to and incorporated within a lecture), test or examination administrations, and private conversations, is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the UCF's Student Code of Conduct as described in The Golden Rule.

Campus Safety Statement: Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.
In case of an emergency, dial 911 for assistance. Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should note the guide's physical location and review the online version http://emergency.ucf.edu/emergency_guide.html. Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in an emergency.
If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left).
To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to https://my.ucf.edu and logging in. Click on "Student Self Service" located on the left side in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert," fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK." Students with special needs related to emergency situations should speak with their instructors outside of class. To learn about how to manage an active-shooter situation on campus or elsewhere, please view this video https://youtu.be/NIKYajEx4pk

Deployed Active Duty Military Students: Students who are deployed active duty military and/or National Guard personnel and need accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make arrangements.

Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. See the UCF policy at http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf

Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at: http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf

~~~~~~~ Have a restful winter break! ~~~~~~~