**Anthropology of Global Health Challenges**

**SOCI 3371 – Fall 2018**

“The essence of global health equity is that something so precious as health might be viewed as a right”. ~Paul Farmer

Professor: Ellen Block

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**I. Course Aims and Outcomes:**

***Course Overview***

Why do a third of the world’s HIV-infected individuals live in southern Africa? Why do 1.5 million people die each year of tuberculosis, even though inexpensive treatments have been around for decades? Why is life expectancy in Swaziland almost half of what it is in the United States? This upper-level course will apply anthropological methods, theories and perspectives to the field of global health. In particular, we will look at the inequalities that persist throughout the world’s populations, with clear geographical, economic and all-too-often ethnic and racial divides. Weekly topics will cover a wide range of health challenges from a variety of cultural and geographic contexts. We will begin the semester by exploring the meaning of global health and what it entails, the ethics of conducting global health research, the colonial history of many global health challenges, and the vastly unequal distribution of disease globally. We will then closely examine a number of topics and diseases – both infectious and non-communicable – through case studies and ethnographies. We will consider issues of gender inequality, maternal and child health, the pitfalls of humanitarian aid, the bioethics of global health practices such as organ donation and the ethics of conducting medical research abroad. Students will gain an appreciation for the numerous political, economic, structural and cultural forces that lead to the unequal distribution of disease that go beyond individual health behaviors. We will end the course by considering both the challenges of finding solutions to these pressing global health problems as well as some hopeful possibilities.

***Specific Learning Outcomes:***

By the end of this course, students will:

• Identify a number of global health problems that exist.

• Be able to identify and articulate the specific ways that sociologists and anthropologists approach global health inequalities.

• Be able to critically evaluate the efficacy and potential pitfalls of individual or behavioral approaches to global health.

• Investigate and present in depth on one pressing global health challenge, and be able to articulate anthropological thinking about that.

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***Fostering Learning***

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality,

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disability, age, socioeconomic status, ethnicity, race, nationality, religion, political views and culture. Your suggestions are encouraged and appreciated. If something is said by me or by another student in the class that is troubling or distressing to you, please discuss it with me (if you feel comfortable) or notify me through a trusted source (a friend, advisor or mentor you trust).

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live is urged to contact the Dean of Students (CSB: 320- 363-5601; SJU: 320-363-3512) for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.

**II. Course readings:**

**1.** Required texts:

a. Moran-Thomas, Amy. *Traveling with sugar: chronicles of a global epidemic*. University of California Press, 2019.

**2.** Articles: Each week you will read book chapters and/or a selection of articles. The articles/book selections will be available through Canvas listed under the day they are due. Please see authors’ names under readings in the Course Schedule, and full citations in the References section below.

**III: Assignments:**

Attendance and Engagement: 15%

Discussion Board Posts: 10%

4 Quizzes: 20% (5% each)

Global Health News Presentation: 10%

Livingston Group Discussion Project and Paper: 10%

Global Health Campaign Project: 35%

**Grade Scale**

|  |  |  |
| --- | --- | --- |
| Letter  | %  | GPA |
| A  | 92-100  | 4 |
| AB  | 87-91  | 3.5 |
| B  | 81-86  | 3 |
| BC  | 76-80  | 2.5 |
| C  | 71-75  | 2 |
| CD  | 66-70  | 1.5 |
| D  | 61-65  | 1 |
| F  | 0-60  | 0 |

**IV: ASSIGNMENT DESCRIPTIONS:**

***Class Attendance and Engagement*** (15%): This course emphasizes meaningful engagement. Each person should come prepared to discuss the readings and participate in class activities.

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Your attendance is essential to your success in this course and absences are strongly discouraged and should be avoided if possible. Participation and in-class assignments consist of 15% of your grade. If you miss more than three classes, the attendance portion of your grade will drop by 1% each time. In the case of an emergency or known special circumstances please contact me as

early as possible.

***Discussion Board Posts*** (10%): For many class periods where reading is due, you are expected to write a short paragraph about the assigned reading(s). Often, there will be a prompt, which you should respond to. If there is no prompt, your response can take the form of good in-depth

questions (at least 3 sentences), interesting quotes, opinions or thoughts on the readings etc. This should be posted to Canvas by 11am on the morning of class. These will form the basis of many class discussions. Please see the links for Discussion Board Posts under Work Due on the schedule in Canvas.

***Global Health News Presentation*** (10%): Students will sign up in pairs to present during one class on recent global health news of their choosing (20 minutes). The purpose of this assignment is for students to be aware of ongoing and emerging global health challenges and issues happening in the world right now. In addition to presenting on the global health issue using compelling materials (written or audio/visual), students should also think of creative ways to connect the issue with the class concepts and materials, taking an anthropological approach to thinking about these issues. At least half of your presentation should involve class participation (in an activity, discussion etc).

***Quizzes*** (5% each): You will take four quizzes throughout the semester, which will be based on the readings and class discussions. Each quiz should take approximately 20 minutes. Lists of the topics possibly covered on each quiz will be provided beforehand.

***Group Discussion Project*** (10%): Students will work in small groups to discuss and analyze the book, *Improvising Medicine* (Livingston, 2012), based on themes in the book. Small groups will report back to the class and lead a 10 minute discussion. A full description of the assignment will

be provided. Your peers will evaluate your contribution to this group work, which will count as part of your grade. You will also write an individual short reflection paper on your theme. Details TBA.

***Global Health Campaign Project*** (30%): The major assignment of this course will combine research and creative thinking about a global health issue. You will be divided into groups of 3-4 students. With your group, you will choose a topic of interest to you relating to a real global health problem. You will conduct research on that problem in a particular context (region, country, or particular population), and design a creative public health campaign to address the issue. You will produce 4 artifacts for your campaign that are tailored to the specific context, taking into account the cultural/structural/political economic barriers to solving the problem in that place with that population. Project components will include a topic proposal and plan, annotated bibliography, peer and self evaluations, a research report, a presentation, and artifacts. More details to follow throughout the semester.

**V: COURSE POLICIES**

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***Canvas:*** The up-to-date information about due dates, reading assignments, discussion board posts, etc., are kept on the Canvas Schedule. You are responsible for checking that regularly to keep up with course requirements. You are also responsible for reading all announcements and messages sent through Canvas. You will be not be given extensions because you have missed an announcement. Please be sure to change your notifications accordingly.

***Classroom Technology*:** In order to facilitate class discussion, laptops, cell phones, tablets, and other mobile devices are **NOT** allowed during class time, unless directed by me. Violating this policy will lower your engagement score. If you have an accommodation that necessitates laptop use, please let me know.

***Late work policy****:* Please submit all assignments by the start of class on the date that it is due, unless informed otherwise. Students will be deducted one half letter grade per day that a paper is late. For example, if your paper is good enough to earn an A/B, but you turn it in two days late, you will receive a B/C.

***S/U Policy****:* Declare intent to take this class for an S/U grade by the first day of C mod.

***Writing Assignments Formatting****:* All writing assignments must be double-spaced and formatted with 12pt Times New Roman font, and using 1” margins on all sides, unless otherwise noted. Be sure to include your name and the date the paper was handed in.

***Academic Integrity:*** Academic integrity is taken very seriously. All assignments turned in for this class must be your own original, independent work. Do not turn in work with your name on it that was completed by someone else. All students must adhere to the expectations of academic integrity outlined by the University’s Academic Policies and Regulations. Plagiarism and any other act of academic dishonesty will result in an automatic zero on the assignment in addition to further academic consequences. Any words or ideas that come from another source (a book, website, or another person) need to be cited in a bibliographic note. If you have questions or are unsure about how to properly cite, please ask!

***Accommodations:*** CSB/SJU is dedicated to removing barriers and creating a more accessible environment for individuals with disabilities. Any student with a documented disability (or who suspects they may have a disability) is encouraged to contact the Student Accessibility Services Office (320.363.5245 or email sas@csbsju.edu) to discuss possible accommodations.

***Statement on Sexual Misconduct and Human Rights:***

CSB and SJU will investigate and promptly seek the equitable resolution of allegations of conduct that violate our policies on Sexual Misconduct (such as, but not limited to: sexual assault, sexual violence, sexual harassment, stalking) and Human Rights (such as, but not limited to: discrimination on the basis of race, religion, national origin, sexual orientation, disability, or other legally protected category). Information about both of these policies, and those to contact in case your rights have been violated, can be found on the website. Links provided on the Canvas homepage.

**Course Schedule: Global Health**

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| **Date**  | **Theme**  | **Work Due**  | **Readings** (due on date listed) |
| 8/27  | Introductions |  |  |

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| 8/29  | What is anthropology in public health? | Discussion Board Post  | Hahn and Inhorn Brown Cueto and Fee |
| 9/3  | Global Health Histories  | Discussion Board Post  | Mark and Rigau-Perez |
| 9/5  | Infections and Inequalities  | Discussion Board Post  | Farmer Intro |
| 9/10  | Noncommunicable Diseases  | Discussion Board Post | Reubi et al 2016 Moran-Thomas 2016 |
| 9/12  | **Quiz 1** (covers 8/27-9/10) Health Disparities and Race |  | Gravlee |
| 9/17  | Health Disparities and Gender  | Discussion Board Post  | Farmer 3 |
| 9/19  | Reproductive Health  | Discussion Board Post  | Ginsburg and Rapp |
| 9/24  | NRTs  | Discussion Board Post  | Inhorn  |
| 9/26  | **Quiz 2** (covers 9/12-9/24) Guest Speaker: Nthabeleng Lephoto |  |  |
| 10/1  | Film: Pink Ribbons Inc  |  | Moran-Thomas |
| 10/3  | Group Discussion Project (Livingston) | Discussion Board Post  | Moran-Thomas |
| 10/8  | NO CLASS – LONG WEEKEND  |  | Moran-Thomas |
| 10/10  | Global Health Campaign Project  |  | Moran-Thomas |
| 10/15  | Group Discussion Project (Livingston) | Discussion Board Post  | Moran-Thomas |
| 10/17  | Livingston Group Facilitated Discussion Presentation | Group Presentation Discussion Board Post Themed Response Paper |  |
| 10/22  | HIV/AIDS in southern Africa  | Discussion Board Post  | Dahl |
| 10/24  | The End of AIDS  | Discussion Board Post  | Kenworthy et al |
| 10/29  | Organ Trade  | Discussion Board Post  | Hamdy |
| 10/31  | Film: “Organ Trade |  |  |
| 11/5  | Film Discussion Global Health Campaign Project |  |  |
| 11/7  | **Quiz 3** (covers 10/22-11/5) Humanitarianism and foreign aid |  | Richey and Ponte |
| 11/12  | Anthropology and Suffering Special Guest: Will McGrath | Discussion Board Post  | Robbins Block “Preface” |
| 11/14  | Film: “Living in Emergency |  |  |

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| 11/19  | Film Discussion Global Health Campaign Project |  |  |
| 11/21  | NO CLASS - THANKSGIVING |  |  |
| 11/26  | **Quiz 4** (covers 11/7-11/19) Moving Forward In-class assessment of MDGs |  |  |
| 11/28  | Moving Forward  | Discussion Board Post  | Carter et al, Shiffman Büyüm et al |
| 12/3  | Discussion  | Discussion Board Post  | Farmer et al (2013) |
| 12/5  | Presentations |  |  |
| 12/10  | Presentations  | Global Health Campaign Final Project Due |  |

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