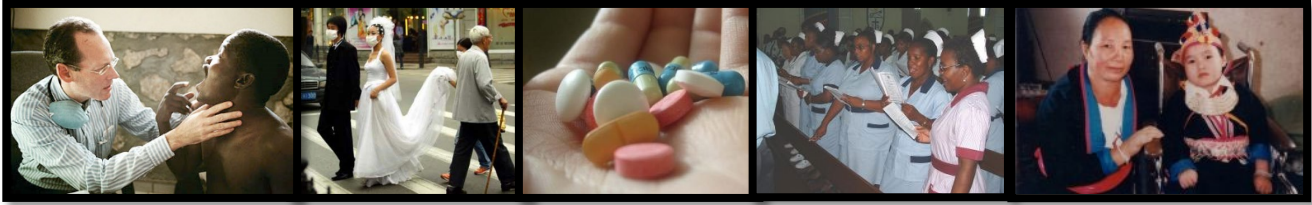


What does globalization have to do with our health and well-being?



1. *What is globalization?*
2. *How do networks of global travel and trade facilitate the spread of disease and treatments?*
3. *How does the movement of people affect quality and access to care?*
4. *How do global networks and markets influence the movement of healthcare workers?*

AN379/AN598: Globalization, Health and Healing Spring 2021

**Class time/location: M – asynchronous/no meeting;
W 8:30-9:50 (zoom – see eCampus for link)**

Instructor: *Dr. Heidi Bludau*

Office: *Howard Hall 334*

e-mail: hbludau@monmouth.edu (**best way to contact me!**)

Telephone: 732-571-4479 (office; only available Mondays 11:30-2:30)

Office Hours: M 11:30-2:30 (in-person/on-line); Th 11:30-2:30 (on-line); or by appointment

See eCampus for Zoom links for office hours and class

In a globalized world, people, goods, and ideas are constantly on the move – including diseases, drugs, patients and healthcare providers. For example, in January 2020 a woman gets on a plane from London to New York, unaware that she has Covid-19. Upon arrival in New York, she visits a clinic where the nurse is Jamaican and the doctor Pakistani. They prescribe her drugs that have been manufactured in India. Meanwhile, her husband is receiving acupuncture from a Chinese herbalist for knee pain. Across the country in California, a Laotian immigrant is taking part in a shamanic healing ceremony. These examples are common occurrences in our incredibly mobile and fast-paced world and daily lives. What makes them possible? Why is how we experience health and well-being such an international affair? How does our capacity to quickly travel and share information impact our health and well-being, and the health and well-being of those around us? This course attempts to answer these questions — among others — by exploring globalization through the lens of health.

Globalization is about movement. Health and well-being, however, is defined differently depending on the context in which an individual finds him or herself. Belief systems, education, and class are just a few of the influences that influence how we define “health.” Broadly, we will consider health and well-being to be linked to one’s physical, mental, and spiritual states. Therefore, in order to explore the intersection of globalization and health, we need to examine globalization processes and how they influence the physical, mental and spiritual state.

In this class, we will consider three areas of globalization processes through transnational movements: of disease and treatment; of patients, and; of healthcare workers. While understanding that each of these areas is intimately

connected to each other through various means, by separating them into categories, we can focus on specific mechanisms of each type of movement. Throughout the course, we will consider the context of each case, exploring the multiple perspectives of each case, including how issues of class and status influence these mechanisms.

Course objectives:

- Using course materials and discussions, students will ascertain and define processes of globalization related to specific contexts and determine how they function. [\[Fulfilled through precis\]](#)
- As a means of preparing themselves for interaction with assorted and diverse people and ideas in an increasingly globalized world, students will critically examine and be able to explain the contextual and relational nature of health and well-being as elements of culturally specific settings. [\[Fulfilled through precis\]](#)
- Students will articulate their own interactions with and impacts on globalization processes. [\[Fulfilled through Pandemic Narrative\]](#)
- Through written response papers and other class writing assignments, students will apply analytical skills from a range of social sciences to reflect upon and articulate sound opinions about course themes. [\[Fulfilled through precis\]](#)
- Students will analyze academic and popular media in an objective and critical manner, support arguments with research findings, and analytically examine the views of others in order to produce coherent and concise conclusions through original research on a global health topic of their own choosing. [\[Fulfilled through research projects\]](#)
- As a result of group projects and individual project diaries, students will work collaboratively, set group and personal deadlines, speak publicly, and evaluate the professional behavior of their colleagues and themselves. [\[Fulfilled through research project\]](#)

Global Understanding (GU) Learning Objectives:

You will

1. Demonstrate an understanding of the interconnections and interdependence of the global community. These interconnections should be examined at several levels: individual, group, nation-state, or international, and may include local-global connection. [\[Fulfilled through precis\]](#)
2. Articulate how influences such as history, culture, art, economic systems, environments, geography, language, politics, religious traditions, science or technology shape global phenomena. [\[Fulfilled through precis\]](#)
3. Demonstrate an understanding of culture(s) other than your own. [\[Fulfilled through Precis 2\]](#)
4. Be able to evaluate multiple sources of information and to draw conclusions about world events, global phenomena, or cultural relations. [\[Fulfilled through website project\]](#)
5. Evaluate the impact of globalization, in historical and/or present-day context, on issues such as, but not limited to, social justice, human rights, and equality. [\[Fulfilled through precis\]](#)

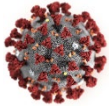
Skills outcomes:

The following soft skills that you will gain or improve in this class are some of the same that LinkedIn determined companies need most in 2019.

- ✓ Creativity – designing a research topic and project;
- ✓ Persuasion – making sound judgements in choice of method, justification of project importance;
- ✓ Collaboration – working with group members;
- ✓ Adaptability – learning and trying new approaches to research problems, working with group members' schedules;
- ✓ Time management – getting multiple assignments done, as well as a long-term project;
- ✓ Attention to detail.

Class structure:

Learning is a collaborative effort and all of you bring unique and valuable perspectives to discussions based on your life experiences and understanding and interpretation of **assigned readings**. This class uses electronic readings found on eCampus, and three required books. Readings in this course include narratives that provide relational and contextual examples and we will use them as shared experiences through which to examine the various course themes.



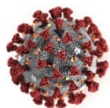
This spring, I am teaching AN379/598 as a mixed-level, graduate-undergraduate course as a synchronous, on-line class with additional Asynchronous work. This means that you are required to attend the on-line class once a week (Wednesdays) and complete additional work on your own time, but meeting appropriate deadlines. The *asynchronous assignments are in place of the weekly meeting* that was scheduled to be held on Mondays and should average around 80 minutes per week. Many of the activities are things that we would have done in class or are in place of activities that would normally be done face-to-face. Asynchronous work will be marked as completed successfully or not and will be noted as Attendance, not Grades. Some activities may take some students longer than others. You will then have the normal graded assignments outside of the specified Asynchronous work. Due to the structure, *Wednesdays will be our deadline for small work*. Some work will need to be completed before our on-line meeting (8:30am) and some will have an 11pm deadline. *Precis will be due on Fridays to give you ample time to complete after we complete a unit.* I will state deadlines clearly on each assignment.

Each week you will have one or more short videos to watch that outline the topic of the week and/or explain anthropological theories and concepts. We will discuss these concepts in class using the assigned readings; class discussions will not summarize readings but will be based on the expectations that students have read them. Expect 30-50 pages to read and prepare each week. Although each reading assignment refers to the week's theme, you should continue to draw on previous readings as the class progresses. This class is organized around the three main units, all of which build on the opening foundational unit on globalization.

I chose the synchronous format to allow for class discussion, which will be quite impossible in most social distancing classrooms. That said, **student participation** is an essential part to a successful learning environment. This means that I expect you to fully contribute to the classroom environment in positive ways. The learning atmosphere is dependent on everyone's willingness to share experiences and readiness to listen to others.

The best process for success is completing class elements including: attending all classes and arriving ready for the day's activities and discussion, with the assigned readings prepared through structured homework; writing three (3) précis each based on the course units; completing all Asynchronous work; and, completing an group project. I describe requirements in more detail below; you can find all instructions on eCampus.

In order to create an environment conducive to learning, I expect that we will **respect** each other and our views. This includes listening to each other in large group discussion and not engaging in activities that would distract or hinder student learning. Creating a respectful environment also includes refraining from the use of cell phones, computers, tablets or other electronics in the class *for non-course-related work*. Texting, emailing or doing work not related to this class during our class is extremely distracting and I ask that you suspend this activity during class time.



I know it's really easy to "multi-task" when in virtual meetings. I know that learning from home comes with its own distractions. Do your best to stay engaged and if you must deal with non-class-related situations, make sure you are muted.

Finally, I ask that you sign in to class meetings on time.

Required Books:

There are 3 required books for this course.

Fadiman, Anne. 2012. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus, and Giroux.

Hewlett, Barry S., and Bonnie L. Hewlett. 2007. *Ebola, Culture, and Politics: The Anthropology of an Emerging Disease*. Belmont, CA: Thomson Higher Education.

Watters, Ethan. 2010. *Crazy Like Us: The Globalization of the American Psyche*. New York: Free Press.

The university bookstore has a number of options including new, used, rentals and ebooks. These books should also be available from on-line booksellers (ie. Amazon.com, Books-a-Million, etc).

All other reading assignments will be posted on eCampus under Course Materials/Contents/Weekly modules and in checklists.

Assignments and Grading Structure:

Final grades will be based on the following scale of a total of 100%:

	87-89=B+	77-79=C+	67-69=D+*	59 or below=F
93-100= A	83-86=B	73-76=C	63-66=D	
90-92= A-	80-82=B-	70-72=C-	60-62=D-	

*Note for Graduate students: D+, D, and D- are not available grades for graduate students. Graduate students who earn less than 70% will receive an F.

Reading Preparation and Participation (P&P) (15%):

You will prepare for class and take part in class discussions. I will assess P&P in two ways: **Captures** and **Discussion Board**.

Preparation for class is a form of **guided notetaking**, called "Capture," through which you will seek specific types of information in each group of assigned readings. You will submit your preparation to Dropbox before each class period.

- **Capture:** we will be reading scholarly articles based on a weekly topic for the unit. For each week, you will prepare a "Capture," or five deliberate observations: Summary of the readings, Analysis, Relationship to unit theme, Connection to self, and Discussion question. You will complete a 6th observation, the takeaway, at the end of class and submit separately. Each observation will be worth 3 points for a total of 18 points per Capture. The lowest Capture will be dropped from the gradebook. The first assigned Capture (2/3) will be bonus points. I suggest you do it as a practice rather than skip the work.

Participation in the course will take place in small group discussions in the synchronous meeting (using Captures), as well as through Discussion Board posts as part of the asynchronous work.

Pandemic Narrative (10%): Due Feb 8; Apr 28

Your Pandemic Narrative will be a reflection paper in two parts. I will assign the first part (1-3 pages) during the first week of class (30% of the assignment). You will maintain a pandemic diary using Discussion board through the semester (Asynchronous work), posting at least once a week trying to connect it to something from class. At the end of the semester, I will assign the follow-up portion (2-3 pages) you will analyze the original paper based on what you have learned during the semester (70% of the assignment). This assignment will be based on your own opinions and interpretations of class material; you must use class material to support your statements, therefore the weekly posts will be useful. This assignment serves as a cumulative paper, demonstrating the knowledge you have gained over the course of the semester.

Précis (3 X 15% each = 45%): Due Mar 12; Apr 9; Apr 26

At the end of each unit, you will submit a 2-4 page précis of the movement category in the form of a response paper. "A précis is an interpretive summary, which requires you to integrate closely the summary and the analysis parts of your response paper."¹ Each précis should include a summary of the main readings, critical evaluation of the arguments, and a reflection on the topics discussed. You will receive more details separately. These papers are based on readings and in-class activities. Captures will serve as useful notes on which to base these papers but should be supplemented by class notes.

Note: You will be able to revise and resubmit the first précis for an improved performance and grade.

Website Project (30%) (379 students): You will work in groups to create a website illustrating one aspect of globalization discussed during the semester. Projects will demonstrate the movement of a disease, treatment or group of people, and may include the geographic movement(s), complications or challenges, social context, and/or benefits; students may choose one or multiple perspectives to portray. Three of the five pieces of submitted work will be individually graded. You will be able to use asynchronous time for group discussion.

- **Resource reviews (30% of project grade):** Each **student** will contribute at least three (3) scholarly resources to the team's bibliography. Each student will submit a resource review for each resource. **Due: Mar 3**
- **Project Outline and bibliography (15% of project grade):** Each **team** will submit an outline of the team website, including an introduction to the project and one essential element for each team member. This will include a bibliography of the 12-15 resources submitted as reviews. **This is a team grade. Due: Mar 24**
- **Project Elements (25% of project grade):** Each student will write his/her 2-3 page element for the project. Students are expected to draw on the necessary resources from the team bibliography, citing these sources properly. Students are expected to help their teammates through peer review of each element. When all elements are read together, it should create a cohesive narrative. **Due: Apr 14 (review drafts); 11pm May 3 (final project)**
- **Peer Review (10% of project grade):** Each team member will peer review a review draft of the other four elements. Peer review serves to ensure that team knowledge is spread across the project elements. Each student will be graded individually for their peer reviews. **Due: Apr 21**



- **Class Presentation and final product (20% of project grade):** On Monday, May 3 (final exam period), each team will present their project in a 10-15 minute presentation with a 10-minute discussion. Each student will be responsible for presenting his/her element as part of the presentation. Teams are expected to work together to present a cohesive narrative of the topic. You will also be assessed as a whole on the website (see rubric). **This is a team grade. Due: May 3 (8:30-11:20am)**

★ **Meet with Prof B** – team bonus points – set up a team meeting with me in April to discuss the project

Note: the only team grades are the Project outline and bibliography and the Class Presentation and final product. All other components rely on team support for success but will be assessed individually.

Research Project (30%) (598 students): You will work with me on an ethnographic project studying the impact of Covid-19 on college student experience and performance. Instructions will be shared separately.

¹ Lahiri, Smita, and James Herron

2010 A Student's Guide to Reading and Writing in Social Anthropology. Boston: Harvard University. (Copy available on eCampus – I suggest you review pertinent areas.)

Asynchronous Work:

Asynchronous work is work done in place of meeting for a second 80-minute class period each week. **Skipping this work is equivalent to skipping class.** Therefore, you will not earn points for completing work but will **lose a specified percentage (%)** of your final course grade if you fail to successfully complete an assigned work. I will give you ample time to complete each piece and you may work on them on your own time. You can find detailed instructions, including what successful completion means for each assignment, on eCampus. Note that there may be more than one assignment due per week. This work will come in a variety of forms, including but not limited to:

- **Library tutorial (-1%):** You will complete a designated library tutorial through which you will learn the most useful sources for research for this class. **Due: Feb 22**
- **Research and Citation modules (-1% x 3 modules = -3%):** You will complete a 3-part series on Research Basics including Effecting Searching, Establishing Credibility, and Citing Scholarly Work. Each module includes videos to watch and an Assessment quiz to complete. You must earn 100% on each assessment for successful completion; you may need to take an Assessment quiz more than once. **Due: Mar 1, Mar 22, Mar 29**
- **Discussion Board & Video Responses (-.5% each):** Regularly and noted in the weekly module, I will post prompts in the Discussion Board for you to discuss. I will provide more details on Discussion Board criteria and what “successful completion” means. These are separate from the Pandemic Narrative weekly posts. When I assign videos to watch as part of asynchronous work, you will either have a discussion post or a worksheet due. Each video assignment will have instructions on what to complete.
- **Course goals and course contract (-.2%):** You will complete a brief worksheet to help you understand the Learning Objectives of the course and to create your own goals. **Due: Feb 1**
- **Pandemic Narrative (-.2% x 10 posts = -2%):** Each week, I will have a thematic prompt that connects the readings to the unit. You will respond with a discussion post based on your lived experience that week and how it connects to the readings, if possible. You will not be required to review or reply to your classmate’s posts but you can. These posts will be helpful when writing the 2nd part of your Pandemic Narrative. You will have 12 opportunities to post but must complete at least 10. **Due: weekly Wednesdays 11pm**

On-line class policies and expectations:

Since this course is taught on-line, technology may be both our friend and our curse. Here are a few notes and policies regarding the technical aspects:

- If the technological issues are your excuse for missed work or absences, inform me of this as soon as you can.
- All on-line class meetings will be held through **Zoom** unless otherwise stated.
 - Zoom allows for a variety of meeting modalities and we will be taking advantage of many of them such as breakout rooms, whiteboard, sharing screens, etc.
 - You must use a Zoom account associated with your Monmouth University email account.
- **Expectations** for in-class behavior during on-line class meetings:
 - You are not required to have your **video** on during class. I **encourage** you to so that we can build a class community, but that is your prerogative. We are a small class so let’s get to know each other – I’ll be dressed and ready to go at **8:30** each class, you can at least try to be camera ready!
 - If your video is off and you are not actively participating, I will occasionally call on you to make sure you are paying attention.
 - Your **name** must be accurate and complete, especially at the beginning of the semester and anytime you have your camera turned off.
 - *If you do not know how to change your name on Zoom, please watch the tutorial on eCampus.
 - You may choose an alternate name to be included. For instance, if you are Elizabeth and go by Beth, or are James Smith III and go by Trey.

- Include the name you want to be called followed by your last name so I can confirm your identity and get to you know as you want to be called. (ex. Trey Smith or James “Trey” Smith III).
- The **chat** function will come in handy in a number of ways. Feel free to use the chat for questions, comments, etc.
 - Note that I may not see questions in real time, but will do my best to take note while teaching.
 - We will see how to best use chat as a class once we start meeting and using it.
- It is very easy to **multitask** during on-line classes. I know because I do it during meetings. 😊
However, I expect *all of us* to stay on task during class. At times, though...
 - I may ask you or you may want to open your browser and search for something or refer to eCampus;
 - you may want to have your class readings or other material open on your computer, just as you would in person;
 - you may need to take care of a non-class-related domestic issue (e.g. screaming child, disruptive parent, howling dog, crazy cat [this would be my problem so...]), please do so but mute and if necessary turn off the camera.
- **Technical difficulties** come in a wide range. Here are a few common ones:
 - Sometime the **internet** turns off.
 - If your internet turns off:
 - try to get back on and join when you can.
 - If you have device, such as a phone or tablet, and you have enough cellular data to join in, feel free to try that option.
 - If you cannot get back on or miss a substantial part of class, please email me when you can to let me know this is what happened.
 - If my internet turns off, please wait a few minutes. If I cannot come back on via Internet, I will rejoin through another device to continue class.
 - Your **mic or camera** may not work.
 - Try leaving and re-entering the class.
 - If you are still having difficulties, you may leave your camera off and communicate via chat.

Course recordings (TL;DR – don’t record class without permission)

Under the Family Educational Rights and Privacy Act (FERPA), your education records as a student are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. Part of a student’s protected and confidential education records include video and / or audio recordings of students within the classroom. As such, students are STRICTLY PROHIBITED from video or audio recording distance learning lectures off of any platform utilized by professors (Zoom, Webex, etc.). A prohibited recording includes, but is not limited to recordings using the platform, a cell phone, tablet, video camera, audio capture device, etc. Students may be subject to disciplinary action under the Student Code of Conduct if found to have made any video and/or audio recording distance learning lectures without proper consent.

Other class information and policies:

The last day to withdraw with an automatic assignment of “W” grade is Friday, April 9, 2020.

Attendance:

On-line meetings (Wednesdays): Due to the structure of the course, attendance is vital for student success, as well as the success of in-class discussions and activities. Students who have more than one (1) unexcused absence will lose **2% from their final overall grade** for each additional absence. If you are regularly late to class, please explain so we can work out a solution, if possible. For students with serious medical or family emergencies,

we can discuss options. *It is your responsibility to provide appropriate communication and documentation when requested for this to happen. Additionally, stay in dialogue with me if you have extenuating circumstances.*

Attendance is more than merely being present in class. From the moment class begins until I release you at the end, you are expected to **participate** fully in class activities. At times, this may mean simply paying close attention to the person speaking. During the entire 80 minutes of class, I ask that you not check personal devices, use your computer for **non-course-related activities**, etc.

Asynchronous Work (originally Mondays): As stated above, Asynchronous work takes the place of an 80-minute class meeting. Therefore, not doing the work is the equivalent of missing class.

A note on absences: regardless if your absence is excused or not, I expect that you view the syllabus and Weekly Module to see what was assigned or due on the day(s) you miss and to contact me if you have any questions or concerns. Since you will submit all work electronically, you should be able to complete and submit your work on time unless you are incapacitated in some way. We are all busy and I have dozens of students to keep track of. Help me, help you keep on track. Please see below for my policy regarding late assignments and extensions.

Paper formatting: All assignments must be readable in a PC: .docx, .pdf, or .rtf format.

Policy on late or missed assignments:

Late assignments: All assignments, unless otherwise stated, are due by 11pm in their dropbox on the due date. **Captures** will be due by the start of class each Wednesday. Late assignments will lose 10% of the assignment value for every calendar day late. Although a seemingly small number, within a few days a student will have lost an entire letter grade on the given assignment. I will not accept any assignment a week after the deadline without extenuating circumstances.

Extenuating circumstances: Students who have extenuating circumstances (including university-excused reasons) please talk to me immediately. The best way is to email me about the situation; we can arrange a time to talk if necessary. If you choose to have someone else contact me, please note that I am not allowed to communicate with anyone that you have not listed on the **FERPA** form.

Extensions: If you have extenuating circumstances and need an extension on an assignment, talk to me **before the deadline**. We will then determine your needs and the extent of the extension

Sometimes life happens Clause: I just outlined deadlines, extensions and attendance policies. These are in the interest of your learning (e.g. 1 absence is almost 10% of the class!) and to facilitate my ability to give you timely feedback. That said, as we know, **LIFE HAPPENS** and you may not be able to meet the deadlines, expectations or have the time to ask for an extension. Some students blame themselves in these circumstances and stress can snowball as you get further and further behind. This situation is in no one's interest. Let me help you in this situation. If "life happens" in ways that are impeding your ability to show up in class, complete work, etc, you should contact me ASAP and we'll work together on a strategy to help you get back on track.

Assignments/Dropbox: All work is due via eCampus Assignments or Discussion Board *unless otherwise indicated*. Please track your confirmation emails. **IF** you do not receive a confirmation email and the deadline has passed, try submitting the assignment to its dropbox again. It is your responsibility to ensure that your papers are properly uploaded.

Note: if your assignment is not accepted by eCampus check on the size or the punctuation in the filename – eCampus does not like colons, etc.

Assignment Feedback: For each of your assignments, I provide feedback via eCampus. I encourage you to read the comments/rubric, even if you are happy with your grade. After grading your electronic documents, I will provide general comments in Assignments feedback area which is then published for you to read; I will use the Rubric feature for some work. Also, on the document itself, I will use comments and other forms of editing tools available for the type of file submitted. You may access this by downloading the attachment in your Assignments evaluation area. If you are not familiar with reviewing Comments and Track Changes, this is a chance to learn a new, transferable skill. Look for tutorials on eCampus.

Citation Style: *In concordance with the American Anthropological Association (AAA)* this course follows the **Chicago Manual of Style (CMS), 17th edition, in-text citations**, particularly in regard to reference citations. Please see the Paper Writing Guidelines or the link to Chicago Manual of Style on eCampus for details.

Note: The **3rd module for Research and Writing** will be dedicated to learning and understanding the CMS. All readings in the course schedule are listed in their correct bibliographic formatting. You may copy and paste when needed in Works Cited for class papers.

Why is it important to properly cite your sources?

1. To show your reader (me) that you've done proper research by listing sources you used to get your information;
2. To be a *responsible and ethical* scholar by giving credit to other researchers and acknowledging their ideas;
3. To avoid plagiarism when quoting words *and ideas* used by other authors;
4. To allow the reader (me) to track down the sources you used by citing them accurately in your paper by way of footnotes, a bibliography or reference list

Learning to properly cite your sources also teaches you the proper elements of a resource so that you can properly vet and understand them and helps develop **attention to detail**.

Failing to cite your references in the text and/or include a works cited is plagiarism. Any paper submitted without references cited in-text and/or without a works cited will produce the following consequences:
1st time in the semester: a warning and 20% deducted from the paper;
2nd time in the semester: the paper will receive a 0 for the grade;
3rd time in the semester: Students who do this a third time will be reported for academic dishonesty and will receive a 0 for the paper.

This is why it is important to read your feedback!

Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution. The university may discipline a student for academic misconduct. Academic misconduct may involve human, hard-copy, or electronic resources. As a faculty member, I must report all cases of academic misconduct to the dean of students, or appropriate official. Academic misconduct includes, but is not limited to, the following:

- 1) Cheating: considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
- 2) Plagiarism: defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

Please see Monmouth University's Student Handbook (http://www.monmouth.edu/student_handbook/) for more information on student policies.

Turnitin: Assignments in this course may be checked for plagiarism using Turnitin (<http://www.turnitin.com>), a Web-based resource that compares the text of student papers to an extensive electronic database. All assignments submitted via dropbox, except for small components of the Research Paper and Cookbook will be checked for originality using Turnitin.

Students agree that, by taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Special accommodations: If you have a disability or a personal circumstance that will affect your learning in this course, whether apparent or non-apparent, learning, emotional, physical, or cognitive, and you need some accommodations or alternatives to lectures, assignments, or exams, please feel free to contact me to discuss reasonable accommodations for your access needs. Any students with disabilities who need special accommodations for this course are encouraged to meet with the appropriate disability service provider on campus as soon as possible. In order to receive accommodations, students must be registered with the appropriate disability service provider on campus as set forth in the Student Handbook and must follow the University procedure for self-disclosure, which is stated in the University Guide to Services and Accommodations for Students with Disabilities. Students will not be afforded any special accommodations for academic work completed prior to the completion of the documentation process with the appropriate disability service office. Students who are interested in utilizing accommodations can begin the process of registering with the DDS office via Accommodate (<https://monmouth-accommodate.symplicity.com>). The link to Accommodate can also be found on the DDS website on eCampus. Students who wish to speak with a disability services administrator should email dds@monmouth.edu.

Extra credit: Throughout the semester, I may post events or activities that I encourage you to attend and for which you will receive extra credit. Credit for these additional activities will be linked to the upcoming precis. Please remember that extra credit is supplementary to your required coursework (assignments) and not to be used in place of these. To be accepted, all extra credit must be submitted: 1) on time; 2) and, in the appropriate Assignments dropbox unless otherwise stated. As bonus points, please remember that this is a courtesy I offer you for grade and educational improvement. It is not mandatory for me to provide or for you to complete. *If you have suggestions for extra credit, you may ask me.*

Religious Holidays: I agree with and adhere to Monmouth University policy to grant students excused absences that are due to observation of religious holidays. Students will not be penalized for these absences, but it is your responsibility to inform me in *advance* of your upcoming absence. If these absences fall on days on which assignments are due, we will discuss how in *advance* of the due date and when to turn in the assignment. No adverse or prejudicial effects will result to students because they have made use of these provisions. However, failure to make these arrangements *prior to the due date* may result in a late penalty. Please note that observance of religious holidays means absences on the actual day of observance.

If you never taken an anthropology course, you may want to check out *A Student's Guide to Reading and Writing in Anthropology* (Harvard Univ. 2010). It provides some good ideas about ways to approach reading

anthropological literature. I have posted this on eCampus under the module titled "Research and Writing Resources" in "General Course Resources." **Pages 7-11** are the most pertinent.

As the instructor, I reserve the right to make *minor* adjustments to this syllabus during the semester. Any changes will be announced in class (when possible), via email and on eCampus. I am available to discuss questions and concerns with students concerning the course during appointments and often immediately after on-line class meetings.

-- COURSE SCHEDULE--

Use this schedule in combination with the class modules/checklists on eCampus so that you will find all materials to watch, read, and complete with more specific due dates and links to full instructions.

Dates relate to the class meeting on Wednesdays

Date: Wednesday, Jan 27

Topic: Introduction to the course

Readings and Prep: due before class starts

None

Asynchronous work:

- Watch the video "What is Anthropology?" if you do not have much experience with anthropology classes
- Watch the orientation video to our eCampus site if you have not done so

Unit: Globalization

Date: Wednesday, Feb 3

Topic: Globalization – an introduction

Asynchronous work:

- Globalization image and definition (see Discussion Board)
- Course goals and contract

Readings and Capture (this is bonus points so do it to gain feedback for graded Captures): due before class starts

1. Beynon, John, and David Dunkerley. 2000. *Globalization: The Reader*. New York: Routledge.
2. Lewellen, Ted C. 2002. *The Anthropology of Globalization: Cultural Anthropology Enters the 21st Century*. Westport, Conn.: Bergin & Garvey.

See eCampus for background lectures

Date: Wednesday, Feb 10

Topic: Globalization in action

Asynchronous work:

Watch: *Contagion*; complete worksheet

Readings and Capture: due before class starts

1. Janes, Craig R., and Kitty K. Corbett. 2009. "Anthropology and Global Health." *Annual Review of Anthropology* 38 (1):167-183. doi: doi:10.1146/annurev-anthro-091908-164314.
2. Hanna, Bridget, and Arthur Kleinman. 2013. "Unpacking Global Health." In *Reimagining Global Health: An Introduction*, edited by Paul Farmer, Jim Yong Kim, Arthur Kleinman and Matthew Basilio, 15-32. Berkeley: University of California Press.

See eCampus for background lectures

Assignment due: Pandemic Narrative Pt 1

Unit: Movement of Disease and Treatments

Precis due 11pm, Mar 12

Date: Wednesday, Feb 17

Topic: Pandemics

Asynchronous work:

Watch: *We Heard the Bells, The Influenza of 1918*; Find a related news article (see Discussion board)

Readings and Capture: due before class starts

1. CDC site: Explore Pandemic Influenza, especially pandemic basics, Past pandemics, and 1918 pandemic
2. Galley, Andrew. 2009. "City of Plagues?: Toronto, Sars, and the Anxieties of Globalization." *vis-à-vis: Explorations in Anthropology* 9 (1):133-142.
3. Caduff, Carlo. 2020. "What Went Wrong: Corona and the World after the Full Stop." *Medical Anthropology Quarterly* 0 (0). doi: 10.1111/maq.12599.

See eCampus for background lectures

Date: Wednesday, Feb 24

Topic: Mental Illness

Asynchronous work:

- Watch: *Selling ADHD*; complete Discussion board
- Library tutorial

Readings and Capture: due before class starts

Watters, Ethan. 2010. *Crazy Like Us: The Globalization of the American Psyche*. New York: Free Press.

See eCampus for reading guide

Date: Wednesday, Mar 3

Topic: Modernization

Asynchronous work:

- Meet with your group to discuss your project and resources; report on what you did
- Writing and Citing module 1

Readings and Capture: due before class starts

1. Quinlan, Marsha B., and Robert J. Quinlan. 2007. "Modernization and Medicinal Plant Knowledge in a Caribbean Horticultural Village." *Medical Anthropology Quarterly* 21 (2):169-192.
2. Hawkes, Corinna. 2006. "Uneven Dietary Development: Linking the Policies and Processes of Globalization with the Nutrition Transition, Obesity and Diet-Related Chronic Diseases." *Globalization and Health* 2 (1):4.

See eCampus for background lecture

Assignment due: Resource Reviews

Date: Wednesday, Mar 10

Topic: Accepting foreign treatments

Asynchronous work:

- March break day – no asynchronous work

Readings and Capture: due before class starts

1. Sagli, Gry. 2010. "The Establishing of Chinese Medical Concepts in Norwegian Acupuncture Schools: The Cultural Translation of Jingluo ('Circulation Tracts')." *Anthropology & Medicine* 17 (3):315-326. doi: 10.1080/13648470.2010.526694.
2. Beeler, Dori. 2013. "Reiki Embodied." *Durham Anthropology Journal* 19 (1):63-75.
3. Siven, Jacqueline Marie, and Joanna Mishtal. 2012. "Yoga as Entrée to Complementary and Alternative Medicine and Medically Pluralistic Practices." *Human Organization* 71 (4):348-357.

See eCampus for background lecture

Assignment due: Precis (Friday, Mar 12)

Unit: Movement of Patients

Precis due 11pm, Apr 9

Date: Wednesday, Mar 17

Topic: Clashing medical belief systems

Asynchronous work:

Watch: *The Split Horn*; complete worksheet

Readings and Capture: due before class starts

Fadiman, Anne. 2012. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus, and Giroux. (Preface; Ch 1-10)

Date: Wednesday, Mar 24

Topic: immigrants and access to healthcare

Asynchronous work:

- Writing and Citing module 2
- Meet with your group to discuss your bibliography and outline; report on what you did

Readings and Capture: due before class starts

Fadiman, Anne. 2012. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus, and Giroux. (Ch. 11-19; Afterword)

Assignment due: Project bibliography and outline

Date: Wednesday, Mar 31

Topic: Organ trafficking

Asynchronous work:

- Writing and Citing module 3
- Watch: *Organs Across Borders*; see Discussion Board

Readings and Capture: due before class starts

1. Budiani-Saberi, Debra A., and Francis L. Delmonico. 2008. "Organ Trafficking and Transplant Tourism: A Commentary on the Global Realities." *American Journal of Transplantation* 8 (5):925-929. doi: 10.1111/j.1600-6143.2008.02200.x.
2. Cohen, Lawrence. 2010. "Where It Hurts: Indian Material for an Ethics of Organ Transplantation." In *A Reader in Medical Anthropology: Theoretical Trajectories, Emergent Realities*, edited by Byron Good, Michael M.J. Fischer, Sarah S. Willen and Mary-Jo DelVecchio Good, 284-299. Chichester, West Sussex, UK: Malden, Mass.
3. Scheper-Hughes, Nancy. 2004. "Parts Unknown: Undercover Ethnography of the Organs-Trafficking Underworld." *Ethnography* 5 (1):29-73.

See eCampus for background lecture

Date: Wednesday, April 7

Topic: Medical tourism

Asynchronous work:

- Meet with your group to discuss your project; report on what you did
- Watch: intro lecture on medical tourism

Readings and Capture: due before class starts

1. Kangas, Beth. 2010. "Traveling for Medical Care in a Global World." *Medical Anthropology: Cross-Cultural Studies in Health and Illness* 29 (4):344 - 362.
2. Whittaker, Andrea, and Amy Speier. 2010. "'Cycling Overseas': Care, Commodification, and Stratification in Cross-Border Reproductive Travel." *Medical Anthropology: Cross-Cultural Studies in Health and Illness* 29 (4):363 - 383.

See eCampus for background lecture

Assignment due: Precis (Friday, April 9)

Unit: Movement of Healthcare Providers

Precis due 11pm, Apr 23

Date: Wednesday, Apr 14

Topic: Anthropology in global health

Asynchronous work:

Watch: *Ebola in Congo*

Readings and Capture: due before class starts

Hewlett, Barry S., and Bonnie L. Hewlett. 2007. *Ebola, Culture, and Politics: The Anthropology of an Emerging Disease*. Belmont, CA: Thomson Higher Education.

Assignment due: Project element drafts

Date: Wednesday, April 21

Topic: Medical foreign aid

Asynchronous work:

- Review UN Declaration of Human Rights
- Watch: *Paul Farmer speaks candidly on foreign aid*

Readings and Capture: due before class starts

1. Lakoff, Andrew. 2010. "Two Regimes of Global Health." *Humanity: An International Journal of Human Rights, Humanitarianism, and Development* 1 (1):59-79.
2. Weigel, Jonathan, Matthew Basilico, and Paul Farmer. 2013. "Taking Stock of Foreign Aid." In *Reimagining Global Health: An Introduction*, edited by Paul Farmer, Jim Yong Kim, Arthur Kleinman and Matthew Basilico, 287-301. Berkeley: University of California Press.

See eCampus for background lecture

Assignment due: Peer Review

Date: Monday, April 26 - last week – no Wednesday class

Topic: Healthcare worker migration

Asynchronous work:

- Watch videos on healthcare worker migration

Readings and Capture: due before class starts

None

Assignment due: Precis (Monday, April 26); Pandemic Narrative Pt 2 (Wednesday, April 28)

Date: Monday, May 3 – Final Exam Period – 8:30-11:20am

Topic: Presentations

Asynchronous work:

None

Readings and Capture: due before class starts

None

Assignment due: Website projects