



University of South Florida
College of Public Health

PHC 7935/6934: Public Health & The State

Fall 2024

01 | 3 Credit Hours

COURSE SYLLABUS

Course Description	<i>This seminar-style course is a theoretical investigation of the historical and political conditions of health inequities, healthcare, and health research. This course is reading and writing intensive.</i>		
Pre-requisites	None.	Co-requisites	None.
Course Website	http://my.usf.edu (Canvas)	Delivery Method	Campus
Location	TBA	Day(s)/Time(s)	Wednesdays, 12:30 – 3:15 PM

Instructor Information	Dick Powis, PhD	Office location: LRC 219
	richardpowis@usf.edu	Office hours: By appointment, https://bit.ly/DP-Office-Hours
	No phone.	Preferred method of contact: Email
	Reply Policy: Weekdays, 9:00 – 7:00 PM	

Course Requirements

Required Materials	<p><i>Humber, Lee. 2019. Vital Signs: The Deadly Costs of Health Inequality. London: Pluto Press. (ISBN: 9780745338323)</i></p> <p><i>Spade, Dean. 2020. Mutual Aid: Building Solidarity during This Crisis (and the Next). New York: Verso Books. (ISBN: 9781839762123)</i></p> <p><i>Additional readings on Canvas and Box.</i></p> <p>Bookstore https://www.bkstr.com/usftampastore/home.</p>
Recommended Materials	None.

Technology Information

Technology Requirements	<p>Students in all public health courses are expected to meet the basic technology requirements to successfully participate in their courses. Failure to meet these requirements may cause problems accessing the course materials.</p> <p>It is the student's responsibility to ensure all requirements are met prior to the start of the semester. http://health.usf.edu/publichealth/eta/students_tech_requirements</p> <p>Pre-requisite technology skills:</p> <p><i>Basic understanding of navigating Canvas (as a student)</i></p> <p>Special Technology Requirements for this course (if applicable):</p> <p><i>None.</i></p>
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Course Schedule

Week	Topic	Assignment
Week 1 (8/28)	<p>Getting Started</p> <ul style="list-style-type: none"> - Introductions - Syllabus review - Course expectations - How to read <p>Practice Theory: Structure and Agency</p>	<p>Read 36pp:</p> <ul style="list-style-type: none"> - De Certeau (Walking in the City, 19pp) - Fairchild et al (The Exodus of Public Health: What History can Tell Us about the Future, 10pp) - Kline and Quiroga (Organizing for Black Lives and Funding COVID-19 Relief: Community Responses to Systemic Racism and Imagining Public Health 4.0, 3pp) - Schrecker (What is critical about Critical Public Health?, 4pp) <p>Optional</p> <ul style="list-style-type: none"> - Gordon (Tenacious Assumptions in Western Medicine, 38pp)

Week	Topic	Assignment
Week 2 (9/4)	Epistemology: Does science have politics?	<p>Read 61pp:</p> <ul style="list-style-type: none"> - Avilés (Epidemiology as Discourse + Responses, <i>11pp</i>) - Bowleg (Toward a Critical Health Equity Research Stance: Why Epistemology and Methodology Matter More than Qualitative Research, <i>6pp</i>) - Mahajan (The IHME in the Shifting Landscape of Global Health Metrics, <i>11pp</i>) - Medvedyuk and Raphael (Promoting social justice in the capitalist academy? Health equity and the JHU Bloomberg School of Public Health, <i>25pp</i>) - Powis ([Mis]measuring men's involvement in global health: the case of expectant fathers in Dakar, <i>8pp</i>) <p>Optional:</p> <ul style="list-style-type: none"> - Westbrook and Harvey M. (Framing Health, Behavior, and Society: A Critical Content Analysis of Public Health Social and Behavioral Science Textbooks, <i>13pp</i>)
Week 3 (9/11)	The State and Population Health	<p>Read 68pp:</p> <ul style="list-style-type: none"> - Fleming et al (The Public Health Funding Paradox, <i>3pp</i>) - Foucault (Society Must Be Defended, <i>20pp</i>) - Jessop (The State: Past, Present, Future, <i>14pp</i>) - Mbembe (Necropolitics, <i>31pp</i>)

Week	Topic	Assignment
Week 4 (9/18)	Political Economy of Health *Re-Worlding Reproduction conference, we will not meet in-person	<p>Read 60pp:</p> <ul style="list-style-type: none"> - Cockerham (Health, Political Economy of [Wiley Blackwell Encyclopedia of Health, Illness, Behavior, and Society], 5pp) - Gamlin (Centering a Critical Medical Anthropology of COVID-19, 5pp) - Harvey M. (Political Economy of Health, 6pp) - Lynch (The Political Economy of Health: Bringing Political Science In, 22pp) - Schrecker (Towards a Critical Political Economy of Global Health, 22pp) <p>Optional:</p> <ul style="list-style-type: none"> - Tomori and Palmquist (Racial capitalism and the US formula shortage: A policy analysis of the formula industry as a neocolonial system, 15pp)
Week 5 (9/25)	Neoliberalism and Responsibilization	<p>Read 61pp:</p> <ul style="list-style-type: none"> - Bourdieu (The Essence of Neoliberalism, 6pp) - Dillon (Possessed by Death: The Neoliberal-Carceral State, Black Feminism, and the Afterlife of Slavery, 14pp) - Harvey D. (A Brief History of Neoliberalism, 1pp) [Link] - Navarro (The Consequences of Neoliberalism in the Current Pandemic, 5pp) - Singer et al (Why Does Juan Garcia Have a Drinking Problem?, 35pp) <p>Optional:</p> <ul style="list-style-type: none"> - Podcast: Death Panel, "Neoliberalism and Public Health w/ Adia Benton (02/27/2023)," 1h31m05s
Week 6 (10/2)	Peer Review Day	<p><u>First Draft Due Sunday, September 29</u></p> <p><u>In-class: Peer Review</u></p>

Week	Topic	Assignment
Week 7 (10/9)	Political and Social Determinants of Health	<p>Read 61pp:</p> <ul style="list-style-type: none"> - Dawes (A Look Political Determinants of Health during the COVID-19 Pandemic, <i>7pp</i>) - Fleming et al (Policing is a Public Health Issue, <i>6pp</i>) - Heller et al (Keeping it Political and Powerful: Defining the Structural Determinants of Health, <i>16pp</i>) - Mullings (Resistance and Resilience, <i>13pp</i>) - Navarro (What We Mean by Social Determinants of Health, <i>19pp</i>) <p>Optional:</p> <ul style="list-style-type: none"> - Metzl and Hansen (Structural Competency, <i>17pp</i>)
Week 8 (10/16)	Vital Signs (Pt 1)	<p>Read 62pp:</p> <ul style="list-style-type: none"> - Book: Humber (Chapters 1—5)
Week 9 (10/23)	Vital Signs (Pt 2)	<p>Read 73pp:</p> <ul style="list-style-type: none"> - Book: Humber (Chapters 6—11)
Week 10 (10/30)	<p>Family Health and the State</p> <p>w/ Guest Speaker (TBD)</p> <p>*APHA conference, we will not meet in-person</p>	<p>Read 67pp:</p> <ul style="list-style-type: none"> - Federici (Wages against Housework, <i>14pp</i>) - Foley (In pursuit of the demographic dividend: the return of economic justifications for family planning in Africa, <i>16pp</i>) - Murray and Millat (Pandemics, Privatization, and the Family, <i>37pp</i>) <p>Optional:</p> <ul style="list-style-type: none"> - Brettell and Sargent (Gender, Property, and the State, <i>8pp</i>) - Hörbst and Wolf (ARVs and ARTs: Medicoscapes and the Unequal Place-making for Biomedical Treatments in sub-Saharan Africa, <i>21pp</i>)

Week	Topic	Assignment
Week 11 (11/6)	Black Feminist Perspectives w/ Guest Speaker (TBD)	Read 76pp: <ul style="list-style-type: none"> - Carter (Health Disparities and Health Omissions: Pushing Medical Anthropology forward in the United States, 9pp) - Davis (Obstetric Racism: The Racial Politics of Pregnancy, Labor, and Birthing, 15pp) - Nash (Birthing Black Mothers: Birth Work and the Making of Black Maternal Political Subjects, 22pp) - Ross (Reproductive Justice as Intersectional Feminist Activism, 30pp)
Week 12 (11/13)	Disability, Stigma, and Social Control	<p><u>Second Draft Due Sunday, November 10</u></p> <p><u>In-class: Peer Review</u></p> <p>Read 51pp:</p> <ul style="list-style-type: none"> - Anand and Hanson (Disability-adjusted life years: a critical review, 20pp) - Brewis et al (Obesity stigma as a globalizing health challenge, 6pp) - Oliver (The Social Model of Disability: Thirty Years On, 4pp) - Parks (The Rise, Critique, and Persistence of the DALY in Global Health, 4pp) - Scambler (Heaping Blame on Shame: Weaponizing Stigma for Neoliberal Times, 17pp) <p>Optional:</p> <ul style="list-style-type: none"> - Adler-Bolton and Vierkant (Health Communism – Introduction, Chapters 1-2, 49pp)

Week	Topic	Assignment
Week 13 (11/20)	Environmental Relationalities w/ Guest Speaker (TBD) *AAA conference, we might not meet in-person	Read 51pp: <ul style="list-style-type: none"> - Dubal et al (Beyond Border Health: Infrastructural Violence and the Health of Border Abolition, 7pp) - Hatala et al (Land and nature as sources of health and resilience among Indigenous youth in an urban Canadian context, 14pp) - Ihekweazu and Adetifa (Telling our own story in global health: Experience from Nigeria, 4pp) - Raphael and Bryan (Emerging themes in social determinants of health theory and research, 5pp) - Todd (Refracting the State through Human-Fish Relations, 21pp)
Week 14 (11/27)	Reimagining Public Health	Read 66pp: <ul style="list-style-type: none"> - Hayes and Gomez (Alignment of Abolition Medicine with Reproductive Justice, 6pp) - Lett et al (Health Equity Tourism: Ravaging the Justice Landscape, 6pp) - Obasogie (Toward Abolitionist Approaches in Medicine, 2pp) - Richmond and Grubbs (How Abolition of Race-based Medicine is Necessary to American Health Justice, 7pp) - Turshen (Politics of Public Health – Chapter 1: A New Vocabulary, 24pp) - Williams et al (Public Health Liberation: An Emerging Transdiscipline to Elucidate and Transform the Public Health Economy, 21pp)
Week 15 (12/4)	Critical Futures & Course Wrap Up	Read 128pp: <ul style="list-style-type: none"> - Book: Spade (Mutual Aid)
Final Exam Week	<i>Final Essay Due <u>Friday, December 12</u></i>	

Grading Policies and Procedures

Grading Scale

Letter Grade	Percentage (%)
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	0 - 59

Incomplete ("I") Grade: Students who are unable to complete all requirements of the course for circumstances beyond their control may request to receive an "I" grade to allow for completion of the remaining coursework the next semester(s).

Undergraduate: <https://catalog.usf.edu/content.php?catoid=13&navoid=1578#i-grade-policy>

Graduate: <https://catalog.usf.edu/content.php?catoid=12&navoid=1375#academic-standards-and-grades>

Grading Criteria

Assessment	Percent of Final Grade
Participation	25%
First Draft	15%
Peer Review 1	10%
Second Draft	15%
Peer Review 2	10%
Final Draft	25%
TOTAL	100%

Assessment Description

Participation (25%): Participation consists of online and in-class activities and homework assignments. It is difficult to participate in class if you are not prepared.

- (1) Students are required to post a short response to the assigned readings on Canvas by **12:00PM ET (noon) each Tuesday before** class. I want to know what you think about the readings and how (or if) you can relate them to previous discussions. Please include a question you would like to ask or discuss in class.
- (2) At the beginning of each class, you will be asked to “check in,” which means you will take less than two minutes to talk about what you thought or didn’t understand about the readings and one thing you would like to talk about during that class meeting. You can “pass” twice (i.e., not share your two minutes overview/reflection/question at the beginning of class) before your Participation grade becomes impacted.
- (3) Class sessions, in part, contain some level of discussion and interaction based on assigned readings and other material for the corresponding class date. Students are expected to demonstrate thoughtful engagement with the materials in class during discussions and group activities.

Final Project (75%):

7000-level: Doctoral-level students will write an essay that takes a structural-level view of your dissertation or thesis research. Using themes from the course readings and discussions, or other

sources, you will explain how your research topic is impacted by (1) the conventions of public health research and (2) the State's relationship to health, healthcare, or health research, and (3) what new and creative ways you might address the health issues of your research topic with this structural-level understanding. Your essay will be submitted in drafts which we will all peer review together. The final submission will be a minimum of ten pages, not including the title page or works cited. Formatting is Times New Roman, 12pt font, 1" margins, style of your choice.

6000-level: Masters-level students will submit an op-ed that incorporates an analysis of a salient public health issue through a lens that is relevant to this course (e.g., neoliberal policy, political economy of health, necropolitics, etc). In their op-ed, they will address the public health issue directly, they will highlight historical, political, and material contexts, and they will opine on a feasible course of praxis based on their analyses. As a part of their grade, the op-ed must be submitted to a journalistic outlet (e.g., Tampa Bay Times, Orlando Sentinel, Washington Post), a journalistic web magazine (e.g., Teen Vogue, The Conversation, The Daily Beast, The Nation, The New Inquiry, Slate Magazine, Vice), or a peer-reviewed journal as a Commentary (e.g., American Journal of Public Health, BMC Pregnancy & Childbirth). Formatting and examples are available in a rubric posted to Canvas.

First Draft, due Sunday, 9/29 (15%):

7000-level: Your first draft is a minimum one-page outline with a rough overall argument and bullet-points that addresses each of the essay sections listed above. You may include questions and ideas of things that you may want to learn more about as the semester goes on. Include citations for scholarly sources that your essay is in conversation with.

6000-level: Your first draft is an op-ed pitch to an editor. In addition to the argument, evidence, and opinion, please tell us where you're submitting your pitch and why it's a good fit. You may find more information about [how to pitch an op-ed on the Op-Ed Project](#).

First Draft Peer-Review (10%): We will work together to brainstorm ideas, check for internal consistency of the argumentation, and offer new ideas and directions leading into the Second Draft. During the peer review process, you will develop an action plan for what you will do to improve in the Second Draft.

Second Draft, due Sunday, 11/10 (15%):

7000-level: Your second draft is a rough draft. It should be 7-10 pages of double-spaced prose text that make a clearer argument and connect ideas to each other. Again, you may include questions for your colleagues and ideas of things that you may want help articulating, or of subject you want to learn more about.

6000-level: Your second draft is a rough draft. Please follow the format guidelines detailed in the rubric, or defer to the format guidelines of the outlet if those are available. Like the 7000-level version of the Second Draft, you may include questions for us about the things you want help articulating or of a subject you want to learn more about.

Second Draft Peer-Review (10%): Again, we will work together to brainstorm ideas, check for internal consistency of the argumentation, and offer new ideas and directions leading into the Final Draft. During the peer review process, you will develop and action plan for what you will do to improve in the Final Draft.

Final Submission, due Friday, 12/12 (25%): A grading rubric for both the Final Essay (7000) and Op-Ed (6000) will be available on Canvas. Your submission is due **12/12**.

Grading Policies

Late Assignments: A penalty of 5 points per day will be applied to all late assignments. Failure to complete any assignment will not constitute an excuse for being assigned an "I" grade in the course. Exceptions to this policy will be made only in the case of severe illness, documented family emergency, or similar problem.

Extra Credit: There is no extra credit in this class.

Final Grades: All final grades will be posted on Canvas.

Academic Integrity: The College of Public Health considers academic integrity to be a critical component of higher education. It can be useful for students to collaborate when studying and learning course material. And, in some cases, certain social media platforms can be used to help facilitate learning. However, the use of technology (such as GroupMe, CourseHero, SnapChat, StuDocu, etc.) to cheat is in violation of the academic integrity policy at USF. This includes sharing exam questions, taking exams together, posting previous assignments, downloading assignments/course content from unapproved sources, directly copying content from outside sources (plagiarism), purchasing or soliciting content, or participating in discussions related to cheating.

Students who witness cheating, such as in an online chat, even if they are not actively participating, are required to report the activity. Awareness of cheating without reporting it is called complicity. Complicity also bears penalty according to the USF academic integrity policy.

The College of Public Health will impose sanctions for plagiarism, cheating, and complicity that are in direct violation of USF's academic integrity policy. This may include a zero on an assignment/exam, failure of a course, assignment of an FF course grade, which indicates academic dishonesty on the student's USF record, or dismissal from the University. See the [Institutional Policies](#) for more details.

Course Competencies and Objectives

Alignment Matrix				
CONCENTRATION COMPETENCIES (CC):	COURSE OBJECTIVES: <i>PHC 7935 PUBLIC HEALTH AND THE STATE</i>	MEETS CC	ASSESSMENTS*	SESSION #
<p><u>COPH PhD Degree Competencies</u> S1. Critically evaluate and use scientific theories and frameworks relevant to public health. S2. Synthesize knowledge from a broad range of disciplines in public health. R1. Critically analyze research literature. R3. Design and carry out original research that contributes to the knowledge base in public health. R7. Prepare scholarly publications and deliver oral presentations.</p> <p><u>CEPH Foundational Competencies (MPH):</u> C4. Interpret results of data analysis for public health research, policy, or practice C5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings. C6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels. C8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs. C14. Advocate for political, social or economic policies and programs that will improve health in diverse populations. C18. Select communication strategies for different audiences and sectors. C19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation C20. Describe the importance of cultural competence in communicating public health content. C21. Integrate perspectives from other sectors and/or professions to promote and advance population health.</p>	1. To examine the role of biomedicine in public health education, research, and practice	S1, S2, R1, C4-6, C21	Class Participation; First, Second, and Final Drafts	1, 2
	2. To examine the biopolitical relationship between the State (as an institution in defense of private property, free markets, and free trade) and population health	S1, S2, R1, C5, C6, C8, C14, C21	Class Participation; First, Second, and Final Drafts	3-9
	3. To examine the modes through which the State's influence on the health of a population and the field of Public Health is refracted	S1, S2, R1, R3, C4-6, C8, C14, C21	Class Participation; First, Second, and Final Drafts	10-13
	4. To develop innovative solutions to community and family health issues and problems in light of better understanding the relationships between biomedicine, the State, and public health	S2, R3, C6, C8, C14, C21	Class Participation; First, Second, and Final Drafts	14, 15
	5a. To learn and practice advanced argumentation skills through long-form writing and peer review (7000-level)	S1, S2, R1, R3, R7	First and Second Drafts; First and Second Peer Review, Final Essay (7000)	6, 12
	5b. To practice knowledge translation, persuasive writing, communication, and dissemination skills through short-form writing (op-ed) and the process of pitching (6000-level)	C4-6, C8, C14, C18-C21	First and Second Drafts; First and Second Peer Review, Op-Ed (6000)	6, 12

* **Assessment Types:** Class Participation, First Draft, First Peer Review, Second Draft, Second Peer Review, Final Essay (7000), Op-Ed (6000)

Additional Course Information

Reference List

See Canvas for required and supplemental readings and other information/material throughout the semester.

Other Information

This seminar-style course is a theoretical investigation of the historical and political conditions of health inequities, healthcare, and health research. Four broad themes of the course are:

- 1) What is the role of biomedicine in public health education, research, and practice? How are the possibilities of public health limited by its commitments to essentialist positivism? (Wks 1-2)
- 2) What is the State and how does it shape the health of a population? How does Public Health, as a professional field, navigate the interests of both the State and of population health when those interests may not be aligned? (Wks 3-9)
- 3) What are the various modes through which State power influences the health of a population and the field of Public Health? (Wks 10-13)
- 4) With a clearer understanding of public health's relationship to the State, how might we move forward in creating new, innovative (and even structural) solutions to public health problems? (Wk 14-15)

Additionally, it should be noted that the authors of our readings are (mostly) living, breathing people. You can reach out to them, ask them questions, go see their conference presentations, or even grab coffee with them. If it's appropriate, you could even ask them to be on your dissertation committee! I encourage you to consider engaging the materials in this class (and your other classes!) as a starting point for professional networking and development.

Course Policies

Class Participation

Everyone will have an opportunity to participate each week, please be respectful of other's rights to be heard. Class participation is expected, please be mindful and do not monopolize the conversation. See Class Participation Grading Rubric for more details on unexcused or excessive absences, not being prepared to discuss or work with the group, and not actively participating in class discussion.

Instructor Expectations

This is a graduate level exploration of many sensitive and timely topics that can be controversial and require maturity and thought. The expectations for this class are that we treat each other with respect and kindness.

There will be a substantial amount of required course material on Canvas in the form of reading and other media. You are expected to have read and viewed these materials **before** the class in which they will be discussed. While much of the information presented in these materials will not be directly discussed in-class, is it essential that you know it beforehand to adequately participate in class discussion.

Institutional Policies and Resources

Institutional Policies

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

Policies about disability access, religious observances, academic grievances, academic misconduct, and several other topics are governed by a central set of policies, which apply to all classes at USF. These policies may be accessed at: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

Title IX provides federal protections for discrimination based on sex, including pregnancy and sexual harassment, sexual violence, stalking, and relationship violence. In effort to provide support and equal access, USF has designated all faculty (TA, Adjunct, etc) as Responsible Employees, **who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking**. The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. *If you are unsure what to do, please contact Victim Advocacy –a confidential resource that can review all your options at 813-974-5756 or va@admin.usf.edu.*

Other Institutional Policies and Resources

Download at: <https://usfhealth.box.com/s/3nxazd87ucg5ixlzf5wxkii009rte8z6>