

# Cover Sheet: Request 15027

## ANT 4XXX - Hospital Ethnography: Theory, Method, and Ethics

### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Adrienne Strong <a href="mailto:adrienne.strong@ufl.edu">adrienne.strong@ufl.edu</a>
Created	5/20/2020 7:17:39 PM
Updated	12/6/2020 12:17:08 PM
Description of request	A new course for advanced undergraduates majoring in anthropology and/or pre-health and an important offering for medical anthropology graduate students, this seminar will enhance our medical anthropology course offerings.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Anthropology 16040000	Peter Collings		6/15/2020
No document changes					
College	Conditionally Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The CLAS Curriculum Committee conditionally approves this request, with the following: please correctly write out the prerequisites, which, the committee guesses, should be (ANT 2000 or ANT 2410) and (ANT 3478 or ANT 4462)	10/1/2020
No document changes					
Department	Approved	CLAS - Anthropology 16040000	Peter Collings		10/2/2020
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		11/16/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/16/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					

Step	Status	Group	User	Comment	Updated
College Notified					
No document changes					

# Course|New for request 15027

## Info

**Request:** ANT 4XXX - Hospital Ethnography: Theory, Method, and Ethics

**Description of request:** A new course for advanced undergraduates majoring in anthropology and/or pre-health and an important offering for medical anthropology graduate students, this seminar will enhance our medical anthropology course offerings.

**Submitter:** Adrienne Strong [adrienne.strong@ufl.edu](mailto:adrienne.strong@ufl.edu)

**Created:** 12/6/2020 12:20:19 PM

**Form version:** 3

## Responses

### Recommended Prefix

*Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.*

Response:

ANT

### Course Level

*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).*

Response:

4

### Course Number

*Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.*

Response:

XXX

### Category of Instruction

*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.*

Response:

Joint (Ugrad/Grad)

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

*\*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

**Lab Code**

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:  
None

**Course Title**

Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles.&nbsp;

Response:  
Hospital Ethnography: Theory, Method, and Ethics

**Transcript Title**

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:  
Hosp Ethnog: Thry, Mthd&Ethics

**Degree Type**

Select the type of degree program for which this course is intended.

Response:  
Baccalaureate

**Delivery Method(s)**

Indicate all platforms through which the course is currently planned to be delivered.

Response:  
On-Campus

**Co-Listing**

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:  
Yes

**Co-Listing Explanation**

Please detail how coursework differs for undergraduate, graduate, and/or professional students. Additionally, please upload a copy of both the undergraduate and graduate syllabus to the request in .pdf format. For more information please see the [Co-Listed Graduate Undergraduate Courses Policy](#).

Response:

The graduate students have additional readings and the final class products for them include both an IRB application for a real or imagined research project, as well as contribution to the class-built website project, and project narrative. The undergraduates have similar but shorter and less in-depth versions of these assignments. Depending on the proportion of graduate to undergraduate students, I may elect to hold alternate meetings with the grad students once per month to further discuss their additional readings. They would attend that meeting in lieu of one of the joint class meetings. Those alternate meetings in which the grad students are not present will also allow the undergrads to move more slowly with some of the content and get more feedback from the instructor.

**Effective Term**

*Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.*

Response:  
Spring

**Effective Year**

*Select the requested year that the course will first be offered. See preceding item for further information.*

Response:  
2021

**Rotating Topic?**

*Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.*

Response:  
No

**Repeatable Credit?**

*Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.*

Response:  
No

**Amount of Credit**

*Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.*

Response:  
3

**S/U Only?**

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:

No

**Contact Type**

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

**Weekly Contact Hours**

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:

3

**Course Description**

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:

Serves as a primer in the burgeoning area of hospital ethnography, covering its roots, how it continues to evolve, and methodological and ethical issues unique to doing ethnography in clinical settings, through journal articles and monographs. Uses course texts to analyze how hospital ethnography enables insight into broader public policy issues related to topics such as governance, accountability, gender equity, and sectarian conflict. Students produce content for website on best practices.

**Prerequisites**

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Response:

(ANT 2000 or ANT 2410) and (ANT 3478 or ANT 4462)

*Completing Prerequisites on UCC forms:*

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

*Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PHHP should be written as follows:*

*HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor)*

### **Co-requisites**

*Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.*

Response:

None

### **Rationale and Placement in Curriculum**

*Explain the rationale for offering the course and its place in the curriculum.*

Response:

This class is particularly geared toward students who plan to pursue graduate studies in medical anthropology or who are current graduate students pursuing research in hospital settings. The course specifically concentrates on previous work in this field in addition to building skills related to assessing ethical risks in research, how to mitigate those risks, and how to conduct ethical research in clinical settings from a qualitative, ethnographic perspective. The department has nothing similar and the addition of this course further strengthens our offerings in medical anthropology.

### **Course Objectives**

*Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.*

Response:

Describe the scope of hospital ethnography, its theoretical and disciplinary background, and current trends in the field.

Identify and analyze the unique challenges of conducting anthropological research in hospital settings globally.

Apply course content to the production of best practices for ethnographic research in the hospital setting.

### **Course Textbook(s) and/or Other Assigned Reading**

*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. &nbsp;&nbsp;&nbsp;Please provide specific examples&nbsp;&nbsp;&nbsp;to evaluate the course.*

Response:

Required texts below and articles as posted in Canvas and listed in the schedule of topics

Strong, Adrienne. 2020. Documenting Death: Maternal Mortality and the Ethics of Care in Tanzania. Berkeley, CA: University of California Press.

Bridges, Khiara M. 2011. Reproducing Race: An Ethnography of Pregnancy as a Site of Racialization. Berkley: University of California Press.

Street, Alice. 2014. Biomedicine in an Unstable Place: Infrastructure and Personhood in a Papua New Guinean Hospital. Durham: Duke University Press.

Chapple, Helen Stanton. 2010. No Place for Dying: Hospitals and the Ideology of Rescue. London: Routledge. London: Routledge.

### Weekly Schedule of Topics

*Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.*

Response:

Week 1 Introduction to hospital ethnography

Long, Debbie, Cynthia L. Hunter, and Sjaak van der Geest. 2008. When the field is a ward or a clinic: Hospital ethnography *Anthropology & Medicine* 15(2):71-78.

Finkler, Kaja, Cynthia Hunter, Rick Iedema. 2008. What is Going on?: Ethnography in Hospital Spaces. *Journal of Contemporary Ethnography* 37(2):246-250.

Van der Geest, Sjaak and Kaja Finkler. 2004. Hospital Ethnography: introduction. *Social Science & Medicine* 59:1995-2001.

Street, Alice and Simon Coleman. 2012. Introduction: Real and Imagined Spaces. *Space and Culture* 15(1):4-17.

Week 2 Where we've come from....: Medical Sociology

Zussman, Robert. 1993. Life in the Hospital: A Review. *The Milbank Quarterly* 71(1):167-185.

Turner, Bryan S. 1995. *Medical Power and Social Knowledge* 2nd ed. London: Sage Publications.

Chapter 8: Medical Bureaucracies: the hospital, the clinic and modern society

Chapter 10: Comparative health systems: the globalization of medical power

Chambliss, Daniel F. 1996. *Beyond Caring: Hospitals, Nurses, and the Social Organization of Ethics*. Chicago: University of Chicago Press. (selections to be announced)

Week 3 Where we've come from....: Science and Technology Studies

Latour, Bruno and Steve Woolgar. 1986. *Laboratory Life: The Construction of Scientific Facts*. Princeton: Princeton University Press. (selections to be announced)

Mol, Annemarie. 2002. *The Body Multiple: Ontology in Medical Practice*. Durham: Duke University Press. (selections to be announced)

Week 4 Methods and ethics part 1

Zaman, Shahaduz. 2008. Native among the Natives: Physician Anthropologist Doing Hospital Ethnography at Home. *Journal of Contemporary Ethnography* 37(2):135-154.

Inhorn, Marcia C. 2004. Privacy, privatization, and the politics of patronage: ethnographic challenges to penetrating the secret world of Middle Eastern, hospital-based in vitro fertilization. *Social Science & Medicine* 59:2095-2108.

Van der Geest, Sjaak and Samuel Sarkodie. 1998. The fake patient: A research experiment in a Ghanaian hospital. *Social Science & Medicine* 47(9):1373-1381.

Wind, Gitte. 2008. Negotiated interactive observation: Doing fieldwork in hospital settings. *Anthropology & Medicine* 15(2):79-89.

Sufrin, Carolyn. 'Doctor, Why Didn't You Adopt My Baby?' *Observant Participation, Care, and the Simultaneous Practice of Medicine and Anthropology.* *Culture, Medicine, and Psychiatry* 39:614-33. doi:10.1007/s11013-015-9435-x.

Week 5 and 6 Maternal Health

Strong, Adrienne. 2020. Documenting Death: Maternal Mortality and the Ethics of Care in Tanzania. Berkeley, CA: University of California Press.



Week 7 and 8 Maternal Health cont.

Bridges, Khiara M. 2011. *Reproducing Race: An Ethnography of Pregnancy as a Site of Racialization*. Berkeley: University of California Press.

Week 9 and 10 Infrastructure and Institutions

Street, Alice. 2014. *Biomedicine in an Unstable Place: Infrastructure and Personhood in a Papua New Guinean Hospital*. Durham: Duke University Press.

Week 11 and 12. Infrastructure and Institutions cont.

Chapple, Helen Stanton. 2010. *No Place for Dying: Hospitals and the Ideology of Rescue*. London: Routledge. London: Routledge.

Week 13 Methods and ethics part 2

Discussions of IRB applications and Project  
Website work session

Week 14 Hospital Ethnography in Europe

Vermeulen, Eric. 2004. Dealing with doubt: Making decisions in a neonatal ward in The Netherlands. *Social Science & Medicine* 59:2071-2085.

Tanassi, Lucia. 2004. Compliance as strategy: the importance of personalized relations in obstetric practice. *Social Science & Medicine* 59:2053-2069.

Gerrits, Trudie. 2014. The ambiguity of patient-centered practices: the case of a Dutch fertility clinic. *Anthropology & Medicine* 21(2):125-135.

Week 14 Hospitals in South Asia

Macdonald, Alison. 2016. Delivering breast cancer care in urban India: hospital ethnography and voluntarism. *Health & Place* 39:226-232.

Varley, Emma. 2016. Abandonments, Solidarities, and Logics of Care: Hospitals as Sites of Sectarian Conflict in Gilgit-Baltistan. *Culture, Medicine, and Psychiatry* 40(2):159-180. (Skype discussion with the author)

Week 15 Last Thoughts

Colmenares-Roa, Tirsia et al. 2016. Doctor-Patient Relationship Between Individuals with Fibromyalgia and Rheumatologists in Public and Private Health Care in Mexico. *Qualitative Health Research* 26(12):1674-1688.

Sullivan, Noelle. 2012. Enacting Spaces of Inequality: Placing global/state governance within a Tanzanian hospital. *Space and Culture* 15(1):57-67.

Website work session

\*Finals week: Project narrative and website work due at beginning of university scheduled exam time\*

## Grading Scheme

*List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.*

Response:

Course Requirements

- Participation (5% of final grade)(ALL): Consistent informed, thoughtful, and considerate class participation is expected and a crucial component of a seminar course. See the rubric below.

NOTE: If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see me as soon as possible to discuss alternative modes of participation.

High Quality      Average

Needs Improvement

Informed: Shows evidence of having done the assigned work.

Thoughtful: Shows evidence of having understood and considered issues raised.

Considerate: Takes the perspective of others into account.

- Attendance (5% of final grade) (ALL): will be taken daily and recorded in the Canvas gradebook. You are allowed two "personal days" for the semester, after which each absence that does not meet university criteria for "excused" will result in a two-point deduction from your final grade. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>
- Group Presentations (x2) (15% of final grade each)(ALL): At the beginning of the semester students will sign up for two presentation times throughout the semester. In pairs or small groups you will lead discussion on a reading or topic for the first half of the class. Presentations will be graded on their coverage of the topic, the thoughtfulness of the discussion questions prepared, and the methods used to present the material. I will provide a rubric at the start of the semester.
- Weekly Response Paper (15% of final grade) (ALL): These papers serve as a way to reflect on the material read for that week. They are due at the start of class and should be approximately 500 words long. The paper should include any comments, questions, or criticisms you have related to the material, as well as any comments you want to be sure to cover in the class discussion.
- Final Project Website Work (25% of final grade) (ALL): Throughout the semester we will collectively decide on topic areas to develop for a class website project on best practices and ethical guidelines in hospital ethnography. Students will then work on assigned sections in order to begin producing content for this website, which will be an on-going project to engage and guide students and scholars conducting research in clinical settings globally.
- Completed IRB Application (Grad Students 20% final, Undergrads 10% final grade): Through the course of the semester, you will be responsible for preparing an Institutional Review Board (IRB) application for a planned or fictional research project to be carried out in a clinical setting. This will allow for the application of course content related to the methods and ethics of conducting hospital ethnography and is meant to allow you to think through these issues in an applied way. This assignment goes hand in hand with the final paper which should fully explain the rationale of the proposed project and its scientific/theoretical merits. The graduate students will have a completed IRB application and the undergraduates will have an abridged IRB application with sections we will discuss in class. A template will be available through Canvas.
- Project Narrative to Accompany IRB Application (Grad students 5% final grade, Undergrads 15% final): This paper should serve to explain the project for which you prepared an IRB application with full discussion of the possible methodological and/or ethical challenges involved and how you have justified them. I will post specific grading rubrics and further assignment details on the course website. Describe how your hospital ethnography project provides insights into broader societal issues. You must also indicate how the course readings have influenced your approach to the project. The undergraduates will develop a longer narrative, 15 pages minimum, describing a proposed hospital ethnography project. The graduate students will write not more than 5 pages as a supplement to their full IRB application.

Final Grade:

Attendance

5%

Participation

5%

Weekly Response Papers	15%	
Group Presentations		25%
Website contribution	25%	
IRB Proposal and narrative	25%	

A 94 – 100% of possible points	C 74 – 76%
A- 90 – 93%	
C- 70 – 73%	
B+ 87 – 89%	
D+ 67 – 69%	
B 84 – 86%	
D 64 – 66%	
B- 80 – 83%	
D- 60 – 63%	
C+ 77 – 79%	
E <60	

**Instructor(s)**

*Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.*

Response:  
Adrienne Strong

**Attendance & Make-up**

*Please confirm that you have read and understand the University of Florida Attendance policy.*

*A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.*

- *Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:*  
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Response:  
Yes

**Accommodations**

*Please confirm that you have read and understand the University of Florida Accommodations policy.*

*A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:*

- *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:

Yes

### **UF Grading Policies for assigning Grade Points**

*Please confirm that you have read and understand the University of Florida Grading policies.*

*Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:*

- <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Response:

Yes

### **Course Evaluation Policy**

*Course Evaluation Policy*

*Please confirm that you have read and understand the University of Florida Course Evaluation Policy.*

*A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:*

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/public-results/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

&nbsp;

Response:

Yes

# Hospital Ethnography: Theory, Method, and Ethics

Instructor: Dr. Adrienne Strong

Email: [adrienne.strong@ufl.edu](mailto:adrienne.strong@ufl.edu)

Class Time: (Seminar, 3 hours once per week)

Office Hours: TBA and by appointment via Calendly

Office Location: 441 Grinter



**Course Description:** Hospital ethnography is a growing field in the social sciences, with roots in anthropology and sociology. For some time, researchers primarily conducted hospital ethnography in settings in high-income countries, largely neglecting how biomedicine is practiced and transformed in other environments and geographic areas. However, more recently, the area of hospital ethnography has been rapidly expanding to include transformative research in resource-poor settings, which has critical theoretical and practical contributions. This course will serve as a primer in the burgeoning area of hospital ethnography, covering its roots, as well as how it continues to evolve, through journal articles and monographs, both classic and brand new. We will also use the course texts to analyze how hospital ethnography enables insight into broader public policy issues related to topics such as governance, accountability, gender equity, and sectarian conflict. Course content will be updated to address current pressing issues, including COVID-19 and its effects on hospitals and healthcare workers globally.

## Course Goals and Objectives

You will leave the course with a thorough knowledge of how hospital ethnography contributes to, is in dialogue with, and differs from the fields of medical anthropology, medical sociology, and science and technology studies (STS). The course will also cover the methodological, bureaucratic, and ethical challenges inherent in and unique to working in hospital settings and other health facilities in a variety of geographic contexts. You will be prepared to write Institutional Review Board applications for anthropological research in

medical settings, a useful tool for jobs in anthropology, public health, and other career fields. Students will be able to:

- Describe the scope of hospital ethnography, its theoretical and disciplinary background, and current trends in the field.
- Identify and analyze the unique challenges of working in hospital settings globally.
- Apply course content to the production of best practices for ethnographic research in the hospital setting.
- Develop IRB applications for proposed research projects using the best practices produced.

### **Course Texts**

The books listed below are required and available through the campus bookstore and library. All journal articles can be found on the course Canvas site. Readings are subject to change as new material becomes available.

- Strong, Adrienne. 2020. *Documenting Death: Maternal Mortality and the Ethics of Care in Tanzania*. Berkeley, CA: University of California Press (available for free download)
- Bridges, Khiara M. 2011. *Reproducing Race: An Ethnography of Pregnancy as a Site of Racialization*. Berkley: University of California Press.
- Street, Alice. 2014. *Biomedicine in an Unstable Place: Infrastructure and Personhood in a Papua New Guinean Hospital*. Durham: Duke University Press.
- Chapple, Helen Stanton. 2010. *No Place for Dying: Hospitals and the Ideology of Rescue*. London: Routledge. London: Routledge.

### **Books for grad students in addition to the below (will collectively pick 3):**

- Banerjee, Dwaipayan. 2020. *Enduring Cancer: Life, Death, and Diagnosis in Delhi*. Durham, NC: Duke University Press.
- Kaufman, Sharon. 2015. *Ordinary Medicine: Extraordinary Treatments, Longer Lives, and Where to Draw the Line*. Durham, NC: Duke University Press.
- Kilroy-Marac, Katie. 2019. *An Impossible Inheritance: Postcolonial Psychiatry and the Work of Memory in a West African Clinic*. Berkeley, CA: University of California Press.
- Mattingly, Cheryl. 2010. *The Paradox of Hope: Journeys through a Clinical Borderland*. Berkeley, CA: University of California Press.
- Mulemi, Benson. 2010. *Coping with Cancer and Adversity: Hospital Ethnography in Kenya*. Leiden: African Studies Centre. (Ph.D. Dissertation) <http://dare.uva.nl/record/1/341279>
- Livingston, Julie. 2012. *Improvising Medicine: An African Oncology Ward in an Emerging Cancer Epidemic*. Durham: Duke University Press.
- Pinto, Sarah. 2014. *Daughters of Parvati: Women and Madness in Contemporary India*. Philadelphia: University of Pennsylvania Press.
- Sufrin, Carolyn. 2017. *Jailcare: Finding the Safety Net for Women Behind Bars*. Berkeley, CA: University of California Press.
- Zaman, Shahaduz. 2005. *Broken Limbs, Broken Lives: Ethnography of a hospital Ward in Bangladesh*. Amsterdam: Het Spinhuis.

## Course Requirements

- *Participation* (5% of final grade)(**ALL**): Consistent informed, thoughtful, and considerate class participation is expected and a crucial component of a seminar course. See the rubric below. NOTE: If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see me as soon as possible to discuss alternative modes of participation.

	High Quality	Average	Needs Improvement
Informed: Shows evidence of having done the assigned work.			
Thoughtful: Shows evidence of having understood and considered issues raised.			
Considerate: Takes the perspective others into account.			

- *Attendance* (5% of final grade) (**ALL**): will be taken daily and recorded in the Canvas gradebook. You are allowed two “personal days” for the semester, after which each absence that does not meet university criteria for “excused” will result in a two-point deduction from your final grade. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>
- *Group Presentations (x2)* (15% of final grade each)(**ALL**): At the beginning of the semester students will sign up for two presentation times throughout the semester. In pairs or small groups you will lead discussion on a reading or topic for the first half of the class. Presentations will be graded on their coverage of the topic, the thoughtfulness of the discussion questions prepared, and the methods used to present the material. I will provide a rubric at the start of the semester.
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questions, or criticisms you have related to the material, as well as any comments you want to be sure to cover in the class discussion.

- *Final Project Website Work* (25% of final grade) **(ALL)**: Throughout the semester we will collectively decide on topic areas to develop for a class website project on best practices and ethical guidelines in hospital ethnography. Students will then work on assigned sections in order to begin producing content for this website, which will be an on-going project to engage and guide students and scholars conducting research in clinical settings globally.
- *Completed IRB Application* **(Grad Students 20% final, Undergrads 10% final grade)**: Through the course of the semester, you will be responsible for preparing an Institutional Review Board (IRB) application for a planned or fictional research project to be carried out in a clinical setting. This will allow for the application of course content related to the methods and ethics of conducting hospital ethnography and is meant to allow you to think through these issues in an applied way. This assignment goes hand in hand with the final paper which should fully explain the rationale of the proposed project and its scientific/theoretical merits. The graduate students will have a completed IRB application and the undergraduates will have an abridged IRB application with sections we will discuss in class. A template will be available through Canvas.
- *Project Narrative to Accompany IRB Application* **(Grad students 5% final grade, Undergrads 15% final)**: This paper should serve to explain the project for which you prepared an IRB application with full discussion of the possible methodological and/or ethical challenges involved and how you have justified them. I will post specific grading rubrics and further assignment details on the course website. Describe how your hospital ethnography project provides insights into broader societal issues. You must also indicate how the course readings have influenced your approach to the project. The undergraduates will develop a longer narrative, 15 pages minimum, describing a proposed hospital ethnography project. The graduate students will write not more than 5 pages as a supplement to their full IRB application.

**Final Grade:**

Attendance	5%
Participation	5%
Weekly Response Papers	15%
Group Presentations	25%
Website contribution	25%
IRB Proposal and narrative	25%

All assignments, exams and your participation grade will be calculated using a point system. The grading scale is as follows:



93-100% A	80-82% B-	68-69% D+
90-92% A-	78-79% C+	63-67% D
88-89% B+	73-77% C	60-62% D-
83-87% B	70-72% C-	

## Course Policies and UF Resources

### Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting [disability.ufl.edu/students/get-started](https://disability.ufl.edu/students/get-started). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester

Faculty can expect to receive a student's accommodation letter within the first 3 weeks of classes; however, if a student registers with the DRC later in the semester faculty are still obligated to facilitate accommodations. Neither faculty nor administrators may independently deny a request for accommodation that is approved by the Disability Resource Center. I realize life happens, things change, and adjustments are necessary. Please communicate with me early and often about your changing needs and how I can best support your learning.

### UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:  
<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police  
Department: 392-1111 or 9-1-1 for emergencies.

### **The Writing Studio**

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

### **Syllabus Statement**

This syllabus is subject to change with previous warning as the semester progresses. Any changes will be related to adding current/recent publications in place of older ones or additional assignments to ensure students are completing the reading if this becomes a clear issue.

### **Weekly Schedule of Topics**

*All assigned readings are due the day of class and reading responses are due every week by 5pm on the day of class*

#### **Week 1**      Introduction to hospital ethnography

Long, Debbie, Cynthia L. Hunter, and Sjaak van der Geest. 2008. When the field is a ward or a clinic: Hospital ethnography *Anthropology & Medicine* 15(2):71-78.  
Finkler, Kaja, Cynthia Hunter, Rick Iedema. 2008. What is Going on?: Ethnography in Hospital Spaces. *Journal of Contemporary Ethnography* 37(2):246-250.  
Van der Geest, Sjaak and Kaja Finkler. 2004. Hospital Ethnography: introduction. *Social Science & Medicine* 59:1995-2001.  
Street, Alice and Simon Coleman. 2012. Introduction: Real and Imagined Spaces. *Space and Culture* 15(1):4-17.

#### **Week 2**      Where we've come from...: Medical Sociology

Zussman, Robert. 1993. Life in the Hospital: A Review. *The Milbank Quarterly* 71(1):167-185.  
Turner, Bryan S. 1995. *Medical Power and Social Knowledge* 2<sup>nd</sup> ed. London: Sage Publications.  
Chapter 8: Medical Bureaucracies: the hospital, the clinic and modern society  
Chapter 10: Comparative health systems: the globalization of medical power  
Chambliss, Daniel F. 1996. *Beyond Caring: Hospitals, Nurses, and the Social Organization of Ethics*. Chicago: University of Chicago Press. (selections to be announced)

#### **Week 3**      Where we've come from...: Science and Technology Studies

Latour, Bruno and Steve Woolgar. 1986. *Laboratory Life: The Construction of Scientific Facts*. Princeton: Princeton University Press. (selections to be announced)  
Mol, Annemarie. 2002. *The Body Multiple: Ontology in Medical Practice*. Durham: Duke University Press. (selections to be announced)

**Week 4**      Methods and ethics part 1

Zaman, Shahaduz. 2008. Native among the Natives: Physician Anthropologist Doing Hospital Ethnography at Home. *Journal of Contemporary Ethnography* 37(2):135-154.

Inhorn, Marcia C. 2004. Privacy, privatization, and the politics of patronage: ethnographic challenges to penetrating the secret world of Middle Eastern, hospital-based in vitro fertilization. *Social Science & Medicine* 59:2095-2108.

Van der Geest, Sjaak and Samuel Sarkodie. 1998. The fake patient: A research experiment in a Ghanaian hospital. *Social Science & Medicine* 47(9):1373-1381.

Wind, Gitte. 2008. Negotiated interactive observation: Doing fieldwork in hospital settings. *Anthropology & Medicine* 15(2):79-89.

Sufrin, Carolyn. 'Doctor, Why Didn't You Adopt My Baby?' Observant Participation, Care, and the Simultaneous Practice of Medicine and Anthropology." *Culture, Medicine, and Psychiatry* 39:614-33. doi:10.1007/s11013-015-9435-x.

**Week 5 and 6**      Maternal Health

Strong, Adrienne. 2020. *Documenting Death: Maternal Mortality and the Ethics of Care in Tanzania*. Berkeley, CA: University of California Press.

**Week 7 and 8**      Maternal Health cont.

Bridges, Khiara M. 2011. *Reproducing Race: An Ethnography of Pregnancy as a Site of Racialization*. Berkley: University of California Press.

**Week 9 and 10**      Infrastructure and Institutions

Street, Alice. 2014. *Biomedicine in an Unstable Place: Infrastructure and Personhood in a Papua New Guinean Hospital*. Durham: Duke University Press.

**Week 11 and 12.**      Infrastructure and Institutions cont.

Chapple, Helen Stanton. 2010. *No Place for Dying: Hospitals and the Ideology of Rescue*. London: Routledge. London: Routledge.

**Week 13**      Methods and ethics part 2

**Discussions of IRB applications and Project  
Website work session**

**Week 14**      Hospital Ethnography in Europe

Vermeulen, Eric. 2004. Dealing with doubt: Making decisions in a neonatal ward in The Netherlands. *Social Science & Medicine* 59:2071-2085.

Tanassi, Lucia. 2004. Compliance as strategy: the importance of personalized relations in obstetric practice. *Social Science & Medicine* 59:2053-2069.

Gerrits, Trudie. 2014. The ambiguity of patient-centered practices: the case of a Dutch fertility clinic. *Anthropology & Medicine* 21(2):125-135.

**Week 14**     Hospitals in South Asia

Macdonald, Alison. 2016. Delivering breast cancer care in urban India: hospital ethnography and voluntarism. *Health & Place* 39:226-232.

Varley, Emma. 2016. Abandonments, Solidarities, and Logics of Care: Hospitals as Sites of Sectarian Conflict in Gilgit-Baltistan. *Culture, Medicine, and Psychiatry* 40(2):159-180. (Skype discussion with the author)

**Week 15**     Last Thoughts

Colmenares-Roa, Tirsia et al. 2016. Doctor-Patient Relationship Between Individuals with Fibromyalgia and Rheumatologists in Public and Private Health Care in Mexico. *Qualitative Health Research* 26(12):1674-1688.

Sullivan, Noelle. 2012. Enacting Spaces of Inequality: Placing global/state governance within a Tanzanian hospital. *Space and Culture* 15(1):57-67.

**Website work session**

**\*Finals week: Project narrative and website work due at beginning of university scheduled exam time\***