

**Current Information:**

- I. A.) DEPARTMENT NAME: Anthropology
- B.) COURSE NUMBER, and TITLE: ANT3478: Global Health Cultures
- C.) CREDIT HOURS: 3 D.) PREREQUISITES: Sophomore standing
- E.) CURRENT CLASSIFICATION
1. General Education Code:  B  C  D  H  M  N  P  S  None
2. Writing Requirement:  E2  E4  E6  None
3. Math Requirement:  M  None

**Requests:****II. GENERAL EDUCATION**

- A.) Requested Classification:  B  C  D  H  M  N  P  S
- B.) Effective Date:  Fall  Spring  Summer 2014 (year)
- Or
- 1-time Approval  Fall  Spring  Summer \_\_\_\_\_ (year)

**III. WRITING REQUIREMENT** **MATH REQUIREMENT** 

- A.) Requested Classification  E2  E4  E6
- B.) Effective Date:  Fall  Spring  Summer \_\_\_\_\_ (year)
- Or
- 1-time Approval  Fall  Spring  Summer \_\_\_\_\_ (year)
- C.) Assessment:
- 1.) What type of feedback will be provided to the student (in reference to writing skill)?
- \_\_\_\_\_ Grade \_\_\_\_\_ Corrections \_\_\_\_\_ Drafts \_\_\_\_\_ Other
- 2.) Will a published rubric be used? \_\_\_\_\_

#### IV. ATTACH A DETAILED SYLLABUS

#### V. SYLLABUS CHECKLIST

Courses that offer students General Education and/or Writing Requirement credit must provide clear and explicit information for the students about the classification and requirements.

For courses with a **General Education** classification, the syllabus must include:

- Instructor contact information (and TA if applicable)
- Course objectives and/or goals
- Student Learning Outcomes
- Required and optional textbooks
- Methods by which students will be evaluated and their grades determined
- Weekly course schedule with sufficient detail (including topics, assigned readings, assignments, due dates) that the General Education Committee may determine the appropriateness of the General Education classification requested.
- A statement related to class attendance, make-up exams and other work such as: *"Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>."*
- A statement related to accommodations for students with disabilities such as: *"Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."*
- A statement informing students of the online course evaluation process such as: *"Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>."*
- Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

It is recommended that syllabi contain the following information:

- Critical dates for exams and other work
- Class demeanor expected by the professor (e.g. tardiness, cell phone usage)
- The university's honesty policy regarding cheating, plagiarism, etc.  
*Suggested wording: 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 (<http://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.*
- Phone numbers and contact sites for university counseling services and mental health services: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575, University Police Department 392-1111 or 9-1-1 for emergencies.

The University's complete Syllabus Policy can be found at:

[http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi\\_policy.pdf](http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf)

For courses with Writing Requirement (WR) classification, the syllabus must include:

- "The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."
- "Course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course."
- A statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization
- Assignment word counts, page lengths, submission deadlines and feedback dates

Additionally, the syllabus must clearly show that the course meets the WR to

- Evaluate [2,000/4,000/6,000] written words in assignments during the semester
- Provide all feedback on assignments prior to the last class meeting

**Important note:** The following types of writing assignments **CANNOT** be used to meet the WR: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.

**VI. SUBMISSION AND APPROVALS**

Department Contact:

Contact Name: Susan deFrance

Phone 294-7531 Email sdef@ufl.edu

College Contact:

College Name: CLAS

College Contact Name: David Pharies

Phone 392-2264 Email pharies@ufl.edu

Instructor: Sharon Abramowitz  
Office Hours: Mondays 3:30-5:00pm, or by appointment.  
Office #: Grinter Hall #494, (352) 273-4763  
Email: [sabramowitz@ufl.edu](mailto:sabramowitz@ufl.edu), cell (617) 599-0191

### Synopsis

In our understanding of global health, the problem of culture is always an underlying issue. In this course, we examine the ways in which diverse societies construct illness and health experiences, balance healing traditions with multiple forms of medical practice, and integrate the human experiences of illness, recovery, and death with the technical world of biomedicine. Simultaneously, we engage with global health and biomedicine as cultural forms that have their own distinctive features. Looking at the global health interventions world-wide, we study how biomedicine - from epidemics, to infant mortality, to disaster relief, to DNA research - exists as a set of cultural constructs that transform human experiences of health and disease. Building upon the work of scientists, anthropologists, and scholars of the medical humanities, we explore new ways of thinking about global health and culture as global health institutions and forces are changing in the 21<sup>st</sup> century.

### Course Description

What is health? Is health a human right? How is the experience of being sick shaped by one's culture? Does biomedicine stand apart from "culture" and "tradition" in our understanding of health and disease? Are biomedicine and international global health also "cultural," or is "culture" just the exotic? Moreover, *where is global health?*

Using the work of scientists, anthropologists, and scholars of the medical humanities, this course explores new ways of thinking about global health and culture in the context of changing global health, medical, research, and security institutions in the 21<sup>st</sup> century. This course uses ethnographic writings from around the world - including the United States, China, South Africa, France, and the former Soviet Union to explore health experience, health discourses, traditional and biomedical practices, and health governance in a global perspective. Our readings and conversations will serve as the springboard for a semester-long discussion about the meanings of health, sickness, and health justice, with an eye towards interrogating the emerging international principle of "health as a human right." Through this discussion, we will be challenged to reconsider some of our own taken-for-granted assumptions about the infections and inequalities, global hierarchies of power, local health cultures and experiences, transnational health movements, and global arrangements of development and underdevelopment health - and bodies -- as problems of human security.

### General Education Requirement

Credits earned in this course meet the requirements for General Education courses in the Social Science (S) and International (N) categories. As a reminder, these general education categories are meant to offer instruction in the following areas:

- **Social and Behavioral Sciences (S)**  
The social and behavioral sciences provide instruction in the key themes, principles and terminology of a social and behavioral science discipline of your choice. These courses focus on the history, underlying theory and/or methodologies used in that discipline. You will learn to identify, describe and explain social institutions, structures and processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative and/or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions and outcomes. Students will assess and analyze ethical perspectives in individual and societal decisions.
- **International (N)**  
International courses provide instruction in the values, attitudes and norms that constitute the culture of countries outside the United States. These courses lead you to understand how geographic location and socioeconomic factors affect these cultures and the lives of citizens in other countries. Through analysis and evaluation of your own cultural norms and values in relation to those held by the citizens of other countries, you will develop a cross-cultural understanding of the rest of the world.

### General Education Objectives for International (N) and Social Science (S)

- (N) To introduce a diversity of cultural approaches to health and illness, emphasizing the values, attitudes, and norms that constitute health-related aspects of culture in countries outside the U.S.
- (N/S) To historically present the values, attitudes, and norms that have shaped modern western biomedicine.

- (S) To identify, describe, and explain the social institutions, structures, and processes that shape global health processes and outcomes at both the local level of practice, and the global level of transnational intervention. Specific issues addressed in the regard include: pandemic diseases, global forms of health intervention, the creation of international health standards, and the provision of NGO and state-sponsored health resources.

*General Education Student Learning Outcomes*

- (N) Content: You will have been trained to distinguish between “traditional healing” and biomedical knowledge and practices, and you will have been trained to think critically about health in transcultural perspective.
- (N) Content: You will have studied biomedical knowledge as a cultural domain.
- (S) Communication: You will have acquired a fluency in the core concepts of medical anthropology and global health, and been exposed to a broad range of theories and methodologies in medical anthropology.
- (S) Content: You will have been exposed to critical theories regarding health, justice, and human rights.
- (S) Critical Thinking: You will have considered multiple perspectives on the meanings of health justice in comparative perspective.
- (N) Critical Thinking: You will be able to consider the principles of “health justice” and “health as a human right” in international perspective, and formulate a distinct and individual position on the debates involved in these issues.

**Requirements**

Class Participation (15%)

3 Quizzes (60%)

Final Paper Assignment on Health and Human Rights (25%)

**Overview of Course Topics**

Date	Topic
Week 1	Introduction
Week 2	Infections and Inequalities
Week 3	Traditional Practices
Week 4	Illness and Narrative, Body and Experience
Week 5	Global Health, Global Medicine
Week 6	Health and the State
Week 7	Bioscience, Biotechnology
Week 8	Vulnerable Populations: Aging
Week 9	Vulnerable Populations: Mental Illness
Week 10	Vulnerable Populations: Women & Kids
Week 11	Food Security & Bad Water
Week 12	Healthcare Access and Development Aid
Week 13	‘Bad’ Drugs: Culture, and illicit drug use
Week 14	‘Good’ Drugs: Global Pharmaceuticals
Week 15	Final Paper Due, & Presentation. Structural Violence and Global Health: A wrap-up.

**Class Participation**

Class participation is mandatory, and class participation will be based on attendance. Attendance is mandatory, and foundational concepts and definitions that cannot be found in the readings will be introduced during lecture at every course meeting. During our course meetings, every student will be expected to participate in class discussion in a way that provokes thoughtful engagement with classmates. *Please use appropriate language and conduct in-class, and turn off your cellphones.*

**Quizzes**

Three take-home quizzes (electronic) will be administered over the course of the semester through the Sakai system. Each quiz will include three open-ended questions covering the readings, the social science methods and theories that inform the readings, and engage with the broader themes of the course. Each answer should range from 250-350 words, totalling approximately 750-1050 words per quiz. Students are responsible for submitting their completed quizzes in class by the next class meeting. Students may consult with their peers while working on the take-home quizzes, but all work must be original, and individual. No group work will be accepted. Any references cited in the quizzes must be presented in appropriate citation format (see *Final Paper*, below).

**Final Paper**

Final papers will be due on the last day of class. The topic is assigned. Students will engage in a thoughtful discussion of the concept of “health justice” or “health as a human right” in any contextual and cultural application you choose. The paper must be 10 *double-spaced* pages (exclusive of the bibliography). All references require formal citation styles. Please use Chicago-style citation conventions.

#### Grades

Grades for the quizzes and final paper will take into account content knowledge, critical thinking, and communication skills.

Grades for this course will be assigned according to UF’s grading policy. For further information, please review the UF policy here: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#grades>.

Notes on grades for General Education Credit:

A grade of a C or better will earn (3) credit hours towards General Education (S) *and* (N) requirements.

A minimum grade of “C” or better is required to earn general education credit.

General education courses cannot be taken S/U.

#### Books

A Reader in Medical Anthropology: Theoretical Trajectories, Emergent Realities. Eds: Byron Good, Michael MJ Fischer, Sarah Willen, Mary-Jo DelVecchio Good. Wiley Blackwell Publishers.

Infections and Inequalities. Paul Farmer.

No Aging in India. Lawrence Cohen.

Death Without Weeping. Nancy Scheper Hughes.

Global Pharmaceuticals: Ethics, Markets, Practices. Adriana Petryna, Andrew Lakoff, Arthur Kleinman.

### **Additional Course Readings**

Additional readings will be posted on the course website as .pdfs.

### **Attendance Policy**

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

### **Policy on Late Assignments**

You are required to complete all assignments by the stated due dates. Late assignments will lose one half-letter grade for each day past the deadline. There are no make-up opportunities for any assignment, as you will have ample time to complete each requirement. I will not assign grades of “incomplete” except under extreme circumstances (and only if you have completed 50% of the coursework). You must provide documentation of such circumstances from an appropriate authority.

### **Academic Honor Code**

UF students are bound by The Honor Pledge that 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 (<http://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.

### **Americans with Disabilities Act**

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information, contact:

Dean of Students Office Disability Resource Center  
202 Peabody Hall or 0020 Reid Hall  
Phone: (352) 392-1261 Phone: (352) 392-8570

### **University of Florida Counseling Services**

Resources are available on-campus for students that feel like they are struggling in their personal or academic life. These resources include:

- University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling
  - <http://www.counseling.ufl.edu/cwc/Default.aspx>
- Student Mental Health, Student Health Care Center, 392-1171, personal counseling
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling
- Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling
- University Police Department, 392-1111, or 9-1-1 for emergencies

### **Online Course Evaluations**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <http://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <http://evaluations.ufl.edu/results>.



ANT 3478: Global Health Cultures

<p><b>Week 1</b>  <b>Introduction to the course</b>  Lock and Sheper-Hughes, "The Mindful Body: A Prolegemnon"  <i>A Guide to Reading and Writing in Social Anthropology</i>  Paul Farmer, <i>Infections and Inequalities</i>, Chapters 1-4</p>
<p><b>Week 2</b>  Paul Farmer, <i>Infections and Inequalities</i>, Chapters 5-8</p>
<p><b>Week 3</b>  <i>RMA</i> Chapters 1-8  Brown, Barrett, Padilla, "Medical Anthropology: An Introduction to the Fields" (Sakai)</p>
<p><b>Week 4</b>  <i>RMA</i> Chapters 9, 10, 11  Shigehisa Kuriyama, "Grasping the Language of Life." <i>The Expressiveness of the Body</i> (Sakai)</p> <p><i>RMA</i> Chapters 12, 13, 14, 15</p> <p><b>LAST CLASS MEETING DAY OF WEEK 4: QUIZ 1</b></p>
<p><b>Week 5</b>  <i>RMA</i> Chapters 25, 31-35  Clarence Gravlee "How Race Becomes Biology: Embodiment of Social Inequality." <i>AJPH</i> (Sakai)</p>
<p><b>Week 6</b>  <i>RMA</i> Chapters 16-20</p>
<p><b>Week 7</b>  <i>RMA</i> Chapters 27-30</p>
<p><b>Week 8</b>  Lawrence Cohen, <i>No Aging in India</i> (full book)</p> <p><b>LAST CLASS MEETING DAY OF WEEK 8: QUIZ 2</b></p>
<p><b>Week 9</b>  Kleinman and Good, <i>Culture and Depression</i> (excerpts)  Emily Martin, <i>Bipolar Expeditions</i> (excerpts)</p>
<p><b>Week 10</b>  Nancy Scheper-Hughes <i>Death Without Weeping</i> Chs 1-6  Marilyn Nations "Angels With Wet Wings Won't Fly: Maternal Sentiment in Brazil and The Image of Neglect." (Sakai)</p>
<p><b>Week 11</b>  Dettwyler, K. <i>Breastfeeding: Biocultural Perspectives</i>, Chapters 2-5</p>
<p><b>Week 12</b>  Chapman, <i>Family Secrets</i> Chapters 1-4</p> <p><b>LAST CLASS MEETING DAY OF WEEK 12: QUIZ 3</b></p>

ANT 3478: Global Health Cultures

<p><b>Week 13</b> Angela Garcia, <i>Addiction and Dispossession along the Rio Grande (chapters 1-4)</i> Phillippe Bourgois, <i>Righteous Dopefiend (any three chapters between chapters 4-10)</i></p>
<p><b>Week 14</b> Adriana Petryna, Andrew Lakoff, and Arthur Kleinman, (Eds). <i>Global Pharmaceuticals: Ethics, Markets, Practices. (any four chapters of your choosing)</i></p>
<p><b>Week 15</b> Singer, Merrill. "Beyond the Ivory Tower: Critical Praxis in Medical Anthropology."</p>
<p><b>FINAL PAPERS DUE</b></p>