

Anthropology of Global Health
Special Topics in Medical Anthropology Fall 2014
ANTH 6506 | T 6:10-8:00pm

Instructor: Lauren Carruth
Office Hours: Thursdays noon-2pm
Office Location: 1957 E St NW/Suite 501
Email: carruth@gwu.edu
Phone: 401-484-2520

Course Overview:

This course aims to study “global health” and various problems framed by global health actors through the theoretical and methodological lenses of sociocultural and biocultural anthropology. The nascent field of global health is typically defined by its commitment to understand not just the manifestations and patterns of illness around the world, but the social, political and economic forces that place certain individuals and populations at greater risk of morbidity and mortality. Assigned readings, lectures, and visual media will draw from the disciplines of anthropology, epidemiology, nutrition, public health, history, and human biology – and we will attempt to put as many of these in conversation as possible each week. Although standard topics of international public health will be covered (including vaccination campaigns, HIV/AIDS, etc.), we will also focus on emerging health topics such as medical humanitarianism, global clinical research, chronic non-communicable diseases, and the fetal programming of disease. The concept of global health will therein be framed, variably, as a human right, a foreign policy, a science, an industry, and a charitable agenda. By critically examining these various frameworks for understanding disease around the world, the class will explore the potentials and challenges of improving health and healthcare. Students will exit the class with an advanced vocabulary about the major controversies and scientific concepts in the field of global health, and be able to ask critical questions about global burdens of diseases, popular global health campaigns, and global health disparities. Additionally, this class aims to demonstrate the value of anthropology to the field of global health and to efforts to solve global health problems. Students will be urged to think about “global health” as a dynamic cultural artifact and cultural system; and likewise, to think about ethnography as an important methodological tool, both to understand global health agendas as well as to investigate the subjects and elisions of global health interventions.



Required Texts:

1. ELECTRONIC MATERIALS POSTED ON THE PORTAL & LISTED ON THE SYLLABUS
2. Biehl, João and Adriana Petryna
2013 When People Come First: Critical Studies in Global Health. University of California Press.
3. Biehl, João
2005 Vita: Life in a Zone of Social Abandonment. University of California Press.
4. Redfield, Peter
2013 Life in Crisis: the Ethical Journey of Doctors Without Borders. University of California Press.
5. Shah, Sonia
2007 The body hunters: testing new drugs on the world's poorest patients. New York: The New Press.

Grading Scheme:

Class participation:	20%
Weekly responses:	20% (total)
Group presentation:	20%
Final paper	40%

Course Requirements and Assignments:

(1) Participation in discussions and engagement in the course are required. We won't hesitate to call on you during class, and we expect you to come to class with questions prepared about the readings. There will be different opportunities for you to demonstrate your engagement with course materials: during class, through your assignments, and contributions you make to online discussions or forums, organized through Blackboard. Additionally: if you read or see something of relevance to the course material, please bring copies to class or post it on Blackboard so we can all take a look.

(2) Weekly responses conveying your own critical response to the week's course materials. Your report must be turned in every week, in class, in hard copy, responding to that week's assigned materials (EXCEPTIONS: no reports due the last two weeks of class, and when a special guest is speaking, as indicated in the syllabus). Reports should be no more than ONE double-spaced page or 400 words in length. Although you are expected to complete all required reading, your report should be more than a summary of what you have read. Choose a specific theme, focus, or question to guide you in crafting a thoughtful and critical response.

(3) Group project and presentation. Students will divide themselves among three or four groups, depending on the size of the class. Each group will explore the current constellation of actors, institutions, knowledges, and practices shaping one of the following broadly conceived global health topics: (1) climate change and the environment; (2) emerging infectious diseases; (3) neglected tropical diseases; (4) food and nutrition; (4) comparative national health systems; and/or (6) global clinical research. Each group will 20-30-minute PowerPoint summary of their findings, to be presented during the last two weeks of class. Each student must also submit a 1-page/400-word précis critically reflecting on the findings of his/her group, due on the group's presentation date. Additional details TBA.

(4) A final individual research paper. The final paper is meant to allow you to explore your own global health interests and to encourage you to assess the potential methodological and analytical contributions of anthropology. The paper should focus on a specific case within the larger topic that you studied in collaboration with your group. In exploring your case—a particular global health challenge, policy, or problematic—you are expected to build on group findings and to critically apply the insights and analytics developed throughout the course. The paper should be **12-15 double-spaced pages in 12-point Times font**. A short outline of the paper is due by email on December 5th, and the paper itself is due on a date TBD.

Class Policies

Electronic Device Policy: All electronic devices must be silenced AND PUT AWAY during class, except for laptops, e-readers, or tablets when we are discussing the assigned texts and you're reading them on the screen. It's simple: every time you're using devices for anything except for class work, we will deduct 5 points from your final grade.

Academic Dishonesty: If you are caught plagiarizing or copying anything from anyone else or any other source, including in your weekly responses, you will automatically fail the course. Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without

crediting them and without appropriate authorization, and the fabrication of information. For the remainder of the code, see: <http://www.gwu.edu/~ntegrity/code.html>

Support for Students Outside the Classroom: Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at **(202) 994-8250** in the Marvin Center, Suite 242, to establish eligibility and to coordinate reasonable accommodations. If you will need extra time to write answers to the quizzes and final exam, please make sure you contact this office first, and we will make all appropriate arrangements. For additional information please refer to: <http://gwired.gwu.edu/dss/>. University Counseling Center (**202-994-5300**) offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations, confidential assessment, counseling services (individual and small group), and referrals. See: <http://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices>

SCHEDULE OF READINGS

Week 1. Introduction

No required readings.

Week 2. Histories of “Global Health” & the Contemporary Global Health Arena

Required Readings:

- Nichter, Mark
2008 Global Health: Why Cultural Perceptions, Social Representations, and Biopolitics Matter. University of Arizona Press. Introduction and Chapter 1: pp. 1-36.
- Biehl, Joao and Adriana Petryna
2013 Critical Global Health. *In* When People Come First. University of California Press.
- The World Health Organization
1978 Declaration of Alma-Ata http://www.who.int/hpr/NPH/docs/declaration_almaata.pdf
- Vernellia R. Randall
2010 The Human Right to Health.
<http://academic.udayton.edu/health/07HumanRights/health.htm>
- Richey, Lisa Ann and Stefano Ponte (on the portal)
2011 Brand Aid: Shopping Well to Save the World. University of Minnesota Press. Introduction chapter. Introduction pages on Blackboard.
- Mills, Edward J. et al
2011 The financial cost of doctors emigrating from sub-Saharan Africa: human capital analysis. *British Medical Journal*. 2011;343:d7031(1-13)

Week 3. The Social Determinants of Health & Health Inequalities

Tuesday January 17, 2012

Required Readings:

- Janes, Craig R. and Kitty K. Corbett.
2010 Anthropology and Global Health. *In* Byron Good, Michael M.J. Fischer, Sarah Willen, and Mary-Jo DelVecchio Good, eds., *A Reader in Medical Anthropology: Theoretical Trajectories, Emergent Realities*. Malden, MA: Wiley-Blackwell, pp. 405-421.
- Farmer, Paul
2009 On Suffering and Structural Violence: A View from Below. *Race/Ethnicity. Multidisciplinary Global Contexts*. 3(1)11-28.
- Krieger, Nancy
2011 The Science and Epidemiology of Racism and Health: Racial/Ethnic Categories, Biological Expressions of Racism, and the Embodiment of Inequality—an Ecosocial Perspective. Chapter 11. *In*, What's the use of race?: Modern governance and the biology of difference. Ian Whitmarsh and David Shumway Jones, Eds.
- Krieger, Nancy
2003 Genders, sexes, and health: what are the connections—and why does it matter? *International Journal of Epidemiology*. 32:652-657.
- Black, Robert E. et al. (on the portal)
2010 Global, regional, and national causes of child mortality in 2008: a systematic analysis. *The Lancet*. 375(9730):1969-1987.

Week 4. Critical Approaches to Malnutrition and Hunger

Required Readings:

- Baro, Mamadou, and Tara Deubel
2006 Persistent Hunger: Perspectives on Vulnerability, Famine, and Food Security in Sub-Saharan Africa. *Annual Review of Anthropology* 35:521-538.
- Chaiken J., MSir Richard Dixon, Colette Powers, and Erica Wetzler
2009 Asking the right questions: community-based strategies to combat hunger. *Annals of Anthropological Practice*. 32(1) 42-54.
- Errington, Frederick, Tatsuro Fujikura, and Deborah Gewertz
2012 Instant Noodles as an Antifriction Device: Making the BOP with PPP in PNG. *American Anthropologist* 114(1):19-31.
- Kalofonos, Ippolytos Andreas
2010 "All I Eat Is ARVs". *Medical Anthropology Quarterly* 24(3):363-380.
- Rödlach, Alexander
2011 "AIDS is in the food": Zimbabweans' association between nutrition and HIV/AIDS and their potential for addressing food insecurity and HIV/AIDS. *Annals of Anthropological Practice*. 35(1):219-237.

Week 5. HIV/AIDS & Tuberculosis: Diseases of Poverty

Required Readings:

- Nichter, Mark
1994 Illness semantics and international health: The weak lungs/TB complex in the Philippines. *Social Science Medicine* 38(5):649-663.
- Hacking, Ian
2006 Anthropology, DOTS, and Understanding Tuberculosis in Nepal. *Journal of Biosocial Science*. 38(1):57-67.
- Pigg, Stacy Leigh
2002 Too Bold, Too Hot: Crossing 'Culture' in AIDS Prevention in Nepal. *In New Horizons in Medical Anthropology: Essays in Honour of Charles Leslie*. Mark Nichter and Margaret Lock, eds., pp. 58-80. New York and London: Routledge.
- Craddock, Susan
2007 Market incentives, human lives, and AIDS vaccines. *Social Science & Medicine*. 64(5):1042-1057.

Week 6. Mosquito-Borne Diseases & the Failure of Magic Bullets

Required Readings:

- The Hesperian Foundation
2008 [A Community Guide to Environmental Health](http://hesperian.org/books-and-resources/). Sections on pp. 141-153. Download the full book from the portal or the link here: <http://hesperian.org/books-and-resources/>.
- Cueto, Marcos
2013 A Return to the Magic Bullet? *In When People Come First*.
- Nading, Alex
2012 Dengue Mosquitoes are Single Mothers: Biopolitics Meets Ecological Aesthetics in Nicaraguan Community Health Work. *Cultural Anthropology*. 27(4):572
- Whiteford, Linda
1997 The Ethnoecology of Dengue Fever. *MAQ*. 11(2):202-223.
- Kallander, Karin, et al
2004 Symptom overlap for malaria and pneumonia—policy implications for home management strategies. *Acta Tropica*. 90:211-214.

Week 7. Vaccinations & Case Study of Polio

Friday February 17, 2012

Required Readings:

- Obadare, Ebenezer
2005 A Crisis of Trust: history, politics, religion and the polio controversy in Northern Nigeria. *Patterns of Prejudice*. 39(3)
- Renne, Ellise
2010 The Politics of Polio in Northern Nigeria. Indiana University Press. pp. 1-16, 33-50.
- Poliomyelitis
2011 Chapter 17, pp. 249-262. Centers for Disease Control.

Week 8. Global Pharmaceuticals—Counterfeits, Generics, Drug Testing, and Trust

Tuesday February 21, 2012

- Nayyar, Guarvika ML, Breman, JG, Newton, PN and Herrington, J
2012 Poor-quality antimalarial drugs in southeast Asia and sub-Saharan Africa. *The Lancet Infectious Diseases*. 12(6):488 – 496.
- Nayyar, GML et al.
2012 KEI blog, "What's a counterfeit? And how many counterfeit drugs are there?"
<http://www.keionline.org/node/1425>
- Shah, Sonia
2007 The body hunters: testing new drugs on the world's poorest patients. New York: The New Press.
- Outterson, Kevin
2005 Vanishing Public Domain: Antibiotic Resistance, Pharmaceutical Innovation and Global Public Health. *University of Pittsburgh Law Review* 67:67-123.

Week 9. Gender-Based Violence and Gendered States of Emergency

NO READING RESPONSE DUE

Potential special guest speaker ... more TBD.

- Merry, Sally Engle
2006 Human Rights & Gender Violence. Selections.
Additional texts TBD

Week 10. Medical Humanitarianism

Required Readings:

- Redfield, Peter
2013 Life in Crisis: the Ethical Journey of Doctors Without Borders. University of California Press.
- The Sphere Project
2011 The Sphere Handbook: Humanitarian Charter and Minimum Standards in Disaster Response. <http://www.sphereproject.org/content/view/720/200/lang.english/>

Week 11. Elisions and Erasures in Global Health – “Zones of Abandonment”

Required Reading:

- Adams, Vincanne
2013 Subjects, Profits, Erasures. *In*, When People Come First.
Biehl, João
2005 Vita: Life in a Zone of Social Abandonment. University of California Press.

Week 12. Epidemiological Transitions & The Global Burden of Chronic, Non-Communicable Diseases

Required Readings:

- Livingstone, Julie
2013 The Next Epidemic. *In*, When People Come First.
Osmani, Siddiq, and Amartya Sen
2003 The hidden penalties of gender inequality: fetal origins of ill-health. *Economics and Human Biology* 1:105-121.
Carolina, M. S., and L. F. Gustavo (on the portal)
2003 Epidemiological transition: model or illusion? A look at the problem of health in Mexico. *Social Science & Medicine*. 57(3):539-50.
Gluckman PD, Hanson MA, Beedle S.
2007 Early life events and their consequences for later disease: a life history and evolutionary perspective. *Am J Hum Biol*. 2007 Jan-Feb;19(1):1-19.
Gluckman, PD et al
2010 Developmental origins of health and disease: reducing the burden of chronic disease in the next generation. *Genome Med*. 2010 Feb 24;2(2):14.

Week 13. Student Presentations Part I.

No Required Readings.

Week 14. Student Presentations Part II.

No Required Readings.

Final Paper Details and Deadline TBA.