

ANSC/GLBH 148 Global Health & Cultural Diversity Syllabus

Version 10 January 2018

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Winter 2018 | Tuesday / Thursday 02:00 – 03:20 | Ledden Auditorium

Office Hours: If you cannot make these times, please make an appointment.

Tuesday 4:00-5:00 Literature 210: Center for Engaged Teaching, Teaching Lab

Thursday 3:30-4:30 Social Science Building 275

Teaching Assistants / Readers and Office Hours:

A00	Taciana Pontes	tpontes@ucsd.edu	By appointment
A00	Sam Streuli	sstreuli@ad.ucsd.edu	By appointment
	Rogelio Scott Insua	rscottin@ucsd.edu	none

Course Description:

This course addresses how medical anthropology informs public health practice in global contexts. In line with public health theory, this course does not focus on medically curing what ails individual bodies, but rather on how interventions can help populations be healthier (e.g. reduce morbidity and mortality). We begin by defining conceptualizations of health and illness broadly, address key concepts in medical anthropology and global health, and then apply these concepts to 3 case studies. The readings in this course are primarily written by critical medical anthropologists from political economic and interpretive perspectives as well as social epidemiology and development studies. We will examine differences between US biomedicine and ethnomedicine. In so doing, we explore how all medical systems are enculturated. Ethnographic accounts will demonstrate how conceptions of the individual body, the causes and meanings of illness, and encounters with health providers and institutions shift over time and vary across different social and political contexts. In so doing, we question the idea that biology or culture is determinative of differences in health status. In particular, we examine the impact of social structure on individual agency and health outcomes by exploring the relationship of power to social categories such as class, race, ethnicity, nationality, gender, and sexuality that situate experiential lives within the frameworks of social inequality and structural violence. Case studies attempt to cover a broad range of populations from Asia, Africa, and Latin America; disorders and diseases such as epilepsy, HIV, and obesity; and health care and promotion issues such as doctor patient interaction, programmatic interventions, and policy. Throughout the quarter, we will develop an understanding of how culture and power relate to health and illness, and more broadly life and death.

Learning Outcomes:

The goal of this course is to increase student understanding of culture and power in relationship to global health.

1. Students will be able to synthesize an anthropological concept of **health** that attends to **socio-cultural, biological, and historical** perspectives.
2. Students will be able to **distinguish and define key concepts** such as **culture, ethnomedicine, health inequality, structural violence, biopolitics, and syndemics**.
3. Students will be able to describe, assess, and apply **how key concepts** relate to various health issues in global contexts.

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Important Dates to Remember:

Last Day to Add

Last Day to Change Grading Option or Drop without "W"

Overall enrollment is capped by the seating capacity of the lecture hall or discussion section classrooms. Obviously, not all students attend every session, so there may often be empty seats. However, I do not over-enroll classes without approval of section TAs as the additional burden is not on me, but on the TAs who grade the coursework. TAs are graduate students and I want to protect their time and effort.

Assessment:

	Points	Due	Grader
Activity Report 1	5	2/8/2018	rscottin@ucsd.edu
Activity Report 2	5	3/15/2018	
Quizzes – 8 @ 5	40	Tuesday: sstreuli@ad.ucsd.edu	Thursday: tpontes@ucsd.edu
Midterm	20	Week 6	tpontes@ucsd.edu et al.
Case Study 1: Clinical	15	3/1/2018	sstreuli@ad.ucsd.edu
Case Study 2: Public	15	3/15/2018	tpontes@ucsd.edu
CAPE Evaluation Credit	1	8:00 AM the first day of finals week	
Points Possible	101		

NO FINAL EXAM

A+ 97-105 A 93-96 A- 90-92 B+ 87-89 B 83-86 B- 80-82
C+ 77-79 C 73-76 C- 70-72 **Pass 69.5** D 60-69 F 0-59

Pass/Not Pass: Students taking this grading option need to achieve a C- for a Pass. That means that any point grade below **69.5** will fail. I do not make exceptions for graduating seniors, international students, scholarship recipients, or anyone else.

All grading in this course is conducted by the TAs. I provided general grading rubrics to TAs but allow TAs to grade as they deem appropriate. Just as you cannot expect the same grade from different professors teaching the same course, you cannot expect the same grade from different TAs in the same course.

Final: There is no cumulative final exam. However, quizzes throughout the quarter may revisit prior content. I will only consider regrading a quiz question if the majority of students get it wrong.

Assignment instructions and assessment preparations are posted separately on TritonEd.

Knowledge and wisdom is not a gift I can give you like a present. Developing these take effort and practice. The literature on learning has demonstrated that listening to lectures is one of the least effective ways to grow in this regard. Attendance is not taken in class. However, you will benefit greatly by actively preparing for and participating in class. Please bring all readings with you to lecture, either in paper form (preferable), on a tablet, or on your laptop. I suggest that you highlight and take notes on all your readings. Annotations will help prepare you for lecture, discussion, and the quizzes. Although we are in a large lecture hall, this course will consist of a combination of lectures, in-class discussions, and

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other activities. I regularly call on students, including those that do not raise their hands. Students may also be asked to write on the board. I also ask students to participate in pair or small group discussions and other work or activities. In this course, you will be required to ask questions, synthesize readings, and offer critical analyses. We will support key concepts with facts, relate key concepts to case studies, and consider further applications. Simply memorizing facts and definitions will not be sufficient to pass this course. Rather than expect that the professor will impart knowledge to you, you should expect to actively engage course content by processing materials creatively.

Activity Reports: UCSD is a world class university with a highly respected medical school and a locally dominant medical system. There are many global health activities such as lectures happening on campus throughout the year. Students are required to attend two events outside of class. One is a Quarterly Conversations in Global Health sponsored by the Global Health Program. The second is another global health activity of the student's choice from the School of Medicine, Division of Social Sciences, or Arts & Humanities (not Biological or Physical Sciences), i.e. involving a sociocultural component. Report instructions are posted on TritonEd.

Required Activity: February 7 3:00-5:00, Great Hall: The Opioid Epidemic
<https://globalhealthucsd.com/upcoming-events/quarterly-conversations-in-global-health/>

*If you are unable to attend this event, you may substitute it with another activity on campus, but you must notify a TA in advance.

Quizzes: The first quiz will be on the syllabus (taken on TritonEd before the second class session). There will also be a quiz for each set of initial readings. **Quizzes must be taken on TritonEd at least 30 minutes before the lecture in which the readings will be discussed.** There may be one or two more quizzes than the total number of required quizzes. Any *additional quiz points will go towards extra credit*. As quizzes are online, you can take a quiz even if you do not go to class. There will be *no make-up for missed quizzes unless you have an excused absence* such as illness or family emergency. Excused absence documentation must be sent to your TA. Quiz instructions are posted on TritonEd.

Midterm: The midterm tests students on their ability to explain key concepts as covered in the first half of the course. The midterm will be comprised of *approximately 10 short response questions, provided in advance*. Students must be prepared to answer all questions. During the midterm, the student will *randomly select two of the questions and answer them orally*. TAs administering the exam will provide prompts to help students in completing their responses, but the response will be limited in time (approximately 120 seconds per question). We will go over the exam questions and practice responses in class. *Grading will be based on completeness (80%) and confidence (20% based on need for prompts and time to completion) of response.*

Case Studies: Case studies focus on 1) ethnomedicine and cultural competence (Fadiman) and 2) an additional case based on either sexual health or nutritional health. The first case study will be conducted individually while the latter will be in small groups (3-5). Case studies apply the key concepts from the first half of the course to issues dealt with in the second half of the course. The first case study will be submitted as a paper. The second, group case study, will be submitted as a short video. Case study instructions are posted on TritonEd.

CAPE Evaluation Credit: *Extra credit points (.5 point) will be provided to all students IF the CAPE response rate is higher than 90%, and (1 point) will be provided to all students IF the CAPE response rate is higher than 95%.*

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Absence, Late Work, and Related Policies: Attendance is not taken at lectures. Students who need accommodation for religious observances, UCSD athletic schedules, or key family events should submit their requests in writing to your TA by **5:00 PM on the Friday of Week 2** for a change of exam or assignment due dates. Please note that accommodated due dates will most likely *be earlier for assignments and later for exams*. There are no make-ups for exams without documentation of an emergency.

Lectures: Attendance and participation is expected for lecture sessions. Lectures are podcast; slides and other presentation materials from lecture are *not* posted online. If you miss a lecture, please check with another student about what was covered in class before contacting your TAs and professor about missed content. A student who misses class should not expect the TA or professor to go over all the material again with them individually.

Assignments must be uploaded on TritonEd 30 minutes prior to class on dates which they are due unless otherwise noted. Please make sure you are submitting the assignment under the correct gradebook link. Please attach assignment files as Word documents or PDFs rather than including text in the comments box to ensure that the system has saved your submission and that it can be read by your TA. Also note that more than one attachment can be added to an assignment before it is submitted. If an assignment has multiple components that are different files, they should all be attached before submitting the assignment. *Only 1 person needs to submit a group assignment, but should submit all components for the entire group.* If you are having difficulty accessing TritonEd or upload your assignment under the wrong assignment link, email your assignment to your TA so that it is time stamped. **Late assignments are docked 10% per 24-hour period after they are due based on the time of submission on TritonEd. Assignments will not be accepted if overdue by more than three days.** *Students who add after the course has begun must complete missed assignments by the end of the third week.* Rewrites are not allowed. Students should utilize the writing program, tutoring, and other resources as appropriate. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course. Except in the case of extenuating circumstances, incomplete work must be finished before the beginning of the subsequent quarter. If not completed by the following quarter, incompletes will automatically convert to F grades.

Communication: Email communication is preferred. Please note that it may take up to **48 hours** to get a response to your email from your TA or professor. Please **include ANSC/GLBH 148 in the subject line** of your email. If you have a question, please first consult documents on TritonEd (e.g. syllabus, assignment instructions), ask another student, then ask your TA, or the professor. When writing me, you do not need to write "Dear Professor" and other niceties in your email. Just ask away.

Professionalism Policy: Please attend to all university policy and classroom etiquette procedures. Those not heeding the policies will be asked to leave the classroom immediately to maintain the learning environment. Please arrive on time, be attentive, and be respectful for all class meetings. Be mindful of how much time and space you are occupying. Try not to interrupt others when they have the floor. Be open to hearing various points of view that may be contentious or conflict with others but *do not expect to feel comfortable at all times*. Expect to be challenged mentally and emotionally. UCSD recognizes the inherent dignity of all individuals and promotes respect for all people. *Hostility toward other students will not be tolerated.* **Free speech does not permit harassment, intimidation, threats, or other behaviors that impede the learning of other students or the work of faculty and staff.**

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UCSD Principles of Community: As a reminder, please review the UCSD Principles of Community. The Principles can be found online at <https://ucsd.edu/about/principles.html>. The goals of the Principles include:

- Fostering inclusiveness, respect, and a welcoming environment
- Promoting collaborative attitudes and actions

I support the education and social advancement of all students regardless of immigration status, religion, gender identity, or other social factor that is used to limit their life opportunities. If you would like to express your concerns or report inappropriate conduct, please contact your TA or me as soon as possible about the issue after the incident.

Academic Conduct Policy: Plagiarism is the use of someone else's work or ideas as one's own. UCSD expects that both faculty and students will honor academic integrity to protect the validity of our intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. It is also against university policy to submit the same paper for credit in more than one course. Instructors, for their part, will exercise care in planning and supervising academic work, so that honest effort will be upheld. *Submitting assignments online through TritonEd TurnItIn automatically checks for potential violations against all assignments previously submitted to the BlackBoard platform and anything openly available on the internet, including samples of firewalled written assignments.* **All suspected instances of plagiarism will be reported. A verdict of violation of academic integrity for any course assessment will result in failure of this course.** Additional information is available at <http://academicintegrity.ucsd.edu/>.

Tutoring: The Office of Academic Support & Instructional Services (OASIS) offer free, one-on-one tutoring for students (<https://students.ucsd.edu/sponsor/oasis/>). Tutoring services are designed to guide students to the point at which they become independent learners, no longer needing a tutor.

Disability Access: Students requesting accommodations and services for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD). Receipt of AFAs is necessary for appropriate planning for the provision of reasonable accommodations. Students are required to present their AFA letters to the instructor and to the OSD Liaison in the department so that accommodations may be arranged. Documentation should, if at all possible, be provided before any activity in which accommodation is requested. Contact the OSD for further information: (858) 534.4382 (V); (858) 534-9709 (TTY); osd@ucsd.edu, or <http://osd.ucsd.edu>.

Title IX Compliance: Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination. *Sexual harassment or misconduct, whether physical or psychological, will not be tolerated. As a faculty member, I am required to report the matter to the Title IX Coordinator.* Should you want to speak to a confidential source, you may contact the Counseling Center. The Office for the Prevention of Harassment & Discrimination (OPHD <http://ophd.ucsd.edu>) provides information and assistance to students, faculty, and staff regarding reports of bias, discrimination, harassment, sexual harassment, and sexual violence. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at (sarc@ucsd.edu) or <http://care.ucsd.edu>) or Counseling and Psychological Services (CAPS <http://caps.ucsd.edu>).

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This syllabus is open to modification throughout the quarter. While I will ensure that the overall grading system remains in place, the schedule, topics, readings, and activities may change. Please note that I will always consult students in class before making a major change.

Please see the attached class schedule for a listing of the readings, lectures, and other class activities by date. Additional instructions for assignments are posted on TritonEd.

Required Materials:

Fadiman 2012 *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures* (an earlier edition is acceptable but page numbers may be different, used copies can be bought for cheap, for example:

[http://dealoz.com/search?browse_id=10&query=The+Spirit+Catches+You+and+You+Fall+Down&op2=buy&lang=en-us&search_country=us&shipto=us&cur=usd&nw=&limit=&quantity=&shipping_type=\)](http://dealoz.com/search?browse_id=10&query=The+Spirit+Catches+You+and+You+Fall+Down&op2=buy&lang=en-us&search_country=us&shipto=us&cur=usd&nw=&limit=&quantity=&shipping_type=)

Maes 2016 *The Lives of Community Health Workers: Local Labor and Global Health in Urban Ethiopia*

This is available as an e-version through UCSD.

On Campus: <https://www.taylorfrancis.com/books/9781315400778>

Off Campus: <https://vpn->

[2.ucsd.edu/+CSCO+1075676763663A2F2F6A6A6A2E676E6C79626573656E617076662E70627A++/books/9781315400778](https://vpn-2.ucsd.edu/+CSCO+1075676763663A2F2F6A6A6A2E676E6C79626573656E617076662E70627A++/books/9781315400778)

Yates-Doerr 2015 *The Weight of Obesity: Hunger and Global Health in Postwar Guatemala*

This is available as an e-version through UCSD.

On Campus: <http://www.jstor.org/stable/10.1525/j.ctt1963273>

Off Campus: <https://vpn->

[2.ucsd.edu/+CSCO+00756767633A2F2F6A6A6A2E77666762652E626574++/stable/10.1525/j.ctt1963273](https://vpn-2.ucsd.edu/+CSCO+00756767633A2F2F6A6A6A2E77666762652E626574++/stable/10.1525/j.ctt1963273)

Additional readings are posted as PDFs or web links on TritonEd.