“The idea that some lives matter less is the root of all that is wrong with the world”
Paul Farmer

“If you have come here to help me, you are wasting your time, but if you have come because your liberation is bound up with mine, then let us work together”
Lilla Watson

**Foundations in Global Health**
*(Anth 205/Hlth 250)*

Oxford College  
Spring 2020  
Instructor: Dr. Jessica Ham  
203 Pierce Hall  
jessica.ham@emory.edu

Tuesday, Thursday: 2:30-3:45  
Humanities Hall 206  
Office Hours: Wednesdays 9:00-12:00  
Jessica.ham@emory.edu///770.784.4589

**Course Description**

Global health brings together a broad array of actors and institutions working to ensure that all populations are able to prevent and/or effectively treat illness and disease. In this course we examine the terrain of global health anthropologically—across time and scales of incidence and practice. We seek to understand the machinations of global health as well as interrogate its operations—questioning if and when equity is a guiding principle in theory and practice.

**Course Objectives**

- Understand and apply a range of concepts and terms used in global health
- Mediate between scales of the global and the local in terms of the actors involved in the global health terrain
- Analyze connections between specific social and economic features of lived experience and health disparities
- Demonstrate a command of how anthropology as a discipline (or actor) engages in global health and how this is different from that of the bio-medical perspective
- Hone skills in critical thinking that you will be able to apply to issues of health, healthcare access, and healthcare systems in your future coursework and career
- Experience in researching the intersection of illness/disease burden and climate change
Materials

We are using a textbook throughout the course (Textbook of Global Health). A hard copy of this book will be available through the desk reserve system at the library. The library also has a digital version of the book. Towards the end of the semester you will read one of two ethnographic examinations of HIV/AIDS in Africa. These books will be available in the bookstore, on reserve at the library, as well as digitally via the library.


Student Accommodations

If you have a documented disability and have anticipated barriers related to the format or requirements of this course, or presume having a disability and are in need of accommodations for this please contact the Office of Accessibility Services (OAS) to learn more about the registration process and steps for requesting accommodations. Students who have accommodations in place should coordinate with me within the first week to discuss your needs. Accommodations are not implemented until I am provided with an accommodation letter and we discuss the plan face to face. All conversations will remain confidential.

Learning in this Class

This class makes use of a wide array of assignments to situate grades as a reflection of intellectual growth. You will work toward 200 points in this class.

Midterm Exam (25%) 50 points

An in-class mid-term examination will occur on March 5th. This exam will include multiple choice and short answer/essay questions and cover all materials from January 14-March 3.

Participation (15%) 30 points

Half of your participation will be based on preparation and in-class active participation (subject to quizzes). The remaining half will be accounted for through discussion board posts. Attendance will taken into account when assigning final grade.

Book Review (25%) 50 points

Student critical assessment of global health ethnography.

Team Based Final Project Work (35%) 70 points

Student groups of 3-4 will work on gaining expertise in a particular health burden as it relates to climate change. Student groups will write a 500 word op-ed based on their research (35 points) and advocate for funding for their cause at a mock Global Health Summit (35 points)

A (93% and above) A- (90-92.99%) B+ (87-89.99) B (83-86.99%) B- (80-82.99) C+ (77-79.99%) C (73-76.99%) C- (70-72.99%) D+ (67-69.99%) D (60-66.99%) F (0-59.99)
THERE ARE THREE WAYS TO ULTIMATE SUCCESS:

THE FIRST WAY IS TO BE KIND.

THE SECOND WAY IS TO BE KIND.

THE THIRD WAY IS TO BE KIND.

FRED ROGERS

Course Policies

Attendance: Being present in class is essential. But life can be messy. Therefore, you will be granted 2 absences without penalty to your participation grade. These two absences are to be used for days you are not feeling well or days you have a personal conflict that keeps you from class. For every absence beyond 2, your participation will drop one full letter grade. Should you need to be absent from class more than twice for religious observance, please talk with me at the start of the semester. We will then discuss a way to compensate for time lost in the class and you will not be penalized.

Late Work: Late work will be accepted, but only to a point and subject to penalty. Students will have up to 48 hours to submit late work and will be subject to a 15% (within 24 hours late submission) or 25% (within 48 hours late submission) penalty deduction.

Technology: Laptops and tablets are permitted for purposes of notetaking or research during group work. Users of laptops and tablets suspected of using their technology for purposes other than class activities will be questioned in class and will be at risk of losing this privilege. Phones are to be silenced and put out of the sight of vision (in backpacks). Students caught using their phones in class will be asked to put the phone away and will be marked as absent for the day.

Classroom Decorum: You are not expected to agree with me or your peers, but you are expected to be respectful in the expression of your ideas and response to others. Disrespect will not be tolerated and will be reported to Academic Affairs.

Academic Honesty: As a student, you are to uphold the Student Honor Code. As a faculty member, it is my duty to report any transgressions
https://inside.oxford.emory.edu/academics/oxford-honor-council/student-honor-code/

Grades: You will frustrate yourself if you equate your effort with your grade. To be truly accomplished in this course (at the A level) means that you can work comfortably and fluidly with a broad array of concepts—not only in comprehension but also in application. It is your right and responsibility to discuss dissatisfactory grades with me, but do not expect that this conversation will result in a grade change.
## Timetable and Schedule of Readings and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Textbook</th>
<th>Other readings/materials</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 14</td>
<td>Overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan. 21</td>
<td>Historical Origins (1)</td>
<td>Aginam 2019</td>
<td></td>
</tr>
<tr>
<td>Jan. 23</td>
<td>Between Intl and Global (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan. 28</td>
<td>Between Intl and Global (2)</td>
<td>Greenough 2019; WHO 2019</td>
<td>Discussion Posting</td>
</tr>
<tr>
<td>Jan. 30</td>
<td>Political Econ Health (3)</td>
<td>Benton and Dionne 2015, Farmer 2004</td>
<td></td>
</tr>
<tr>
<td>Feb. 6</td>
<td>Epidemiology (No Textbk)</td>
<td>Pendergrast 2019; CDC 2019</td>
<td></td>
</tr>
<tr>
<td>Feb. 11</td>
<td>Data on Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb. 13</td>
<td>Data on Health</td>
<td>Hickel 2016, Oni-Orisan 2019</td>
<td></td>
</tr>
<tr>
<td>Feb. 18</td>
<td>Health Actors/Activities (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb. 20</td>
<td>Health Actors/Activities (4)</td>
<td>Rock 2018, Costello 2017 (25:12)</td>
<td>Discussion Posting</td>
</tr>
<tr>
<td>Feb. 25</td>
<td>Health Equity/Social Det (7)</td>
<td>Wilkinson and Marmot 2019, Campbell 2018</td>
<td></td>
</tr>
<tr>
<td>Feb. 27</td>
<td>Health and Env</td>
<td>Luber and Widerynski 2019, Bascomb 2019 (15:12)</td>
<td></td>
</tr>
<tr>
<td>Mar. 3</td>
<td>Health and Env</td>
<td>Wutich and Brewis 2019, Blau 2018, Jamerson 2019</td>
<td>Discussion Posting</td>
</tr>
<tr>
<td>Mar. 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar. 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar. 12</td>
<td></td>
<td>Spring break</td>
<td></td>
</tr>
<tr>
<td>Mar. 17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar. 19</td>
<td></td>
<td>NO CLASS (Early Stage Project Work)</td>
<td></td>
</tr>
<tr>
<td>Mar. 26</td>
<td>Globalization (9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar. 31</td>
<td>Book Club</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr. 2</td>
<td>Health Care Systems (11)</td>
<td>Pfeiffer 2019</td>
<td></td>
</tr>
<tr>
<td>Apr. 7</td>
<td>Health Care Systems (11)</td>
<td>Sainato 2020, Glenza 2018, Gaffney 2018</td>
<td></td>
</tr>
<tr>
<td>Apr. 9</td>
<td>Health Economics (12)</td>
<td>Cousins 2018, McNeil 2018</td>
<td></td>
</tr>
<tr>
<td>Apr. 14</td>
<td>Building Healthy Societies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr. 16</td>
<td>Building Healthy Societies</td>
<td>Ridderbusch 2019</td>
<td></td>
</tr>
<tr>
<td>Apr. 21</td>
<td>Towards Social Justice</td>
<td>Pollock 2014</td>
<td></td>
</tr>
<tr>
<td>Apr. 23</td>
<td>Towards Social Justice</td>
<td>Costello August 16, 2016 (17:19), Costello 2018 (28:45)</td>
<td></td>
</tr>
<tr>
<td>May 6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Global Health Summit (9:00-12:00)
All final project materials due

*Academic journal article or book chapter, Podcast, Popular press/news article*
**Full References for Readings (Non-Textbook)**


Jamerson, Megan, “Microplastics are Changing this Major Southern River,” Southerly (May 21, 2019) https://southerlymag.org/2019/05/21/microplastics-are-changing-this-major-southern-river/


