

University of Pennsylvania
HSOC 10
Spring 2012

Health and Societies: Global Perspectives

TTh 10:30-11:50 + recitation
110 Annenberg School

Office Hours: M 10:30-noon, T 3:30-4:30
(call or e-mail before coming if possible, to
avoid conflicts)

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Teaching Assistants & Office Hours:

Eram Alam
Whitney Laemmler
Maxwell Rogoski

T 12-1, F 10-11 (369 Cohen)
M 2:15-3:15, F 11-12 (370 Cohen)
F 10-11, F 1-2 (329 Cohen)

COURSE DESCRIPTION:

Two fundamental questions structure this course: (1) What kinds of factors shape population health in various parts of the world in the twenty-first century? and (2) What kinds of intellectual tools are necessary in order to study global health?

When changes in sexual practices result in an increase in sexually transmitted diseases, or when the proliferation of fast-food outlets feeds an epidemic of obesity, it is obvious that society has affected health. But it is not always obvious that everything we know, say, and do about bodies and health is—and always has been—the product of specific social relations. Cutting-edge genetic research at Penn's DNA Sequencing Center is every bit as socially determined and as imbued with cultural values as are the therapeutic practices of a Navajo shaman. Western technological biomedicine is only one among many elaborate and comprehensive systems for understanding and improving health in the world today; it has, however, proven uniquely durable and powerful on a global scale. Similarly, today's diverse health landscape is the product of centuries of history, throughout which various systems of knowledge and practice have clashed, competed, and interpenetrated.

Grasping the deep "socialness" of health and health care in a variety of cultures and time periods requires a sustained interdisciplinary approach. "Health and Societies: Global Perspectives" blends the methods of history, sociology, anthropology, and related disciplines in order to expose the layers of causation and meaning beneath what we often see as straightforward, common-sense responses to biological phenomena. Assignments throughout the semester provide a hands-on introduction to research strategies in these core disciplines. In addition to this research experience, students will acquire a basic familiarity with the central problems and methods of sociology, anthropology, and history as they relate to health and medicine. The course culminates with pragmatic, student-led assessments of global health policies designed to identify creative and cost-effective solutions to the most persistent health problems in the world today.

REQUIREMENTS:

- attendance at and active participation in all class and recitation meetings;
- completion of all assigned readings by the due date indicated on the syllabus;
- preparation of notes/questions on assigned readings before each recitation;
- one in-class midterm exam;
- a multi-step research assignment, including:
 - Country Timeline/Overview (1-2 pp.)
 - Health Statistics Review (2-4 pp.)
 - Journal Articles Review (3-4 pp.)
 - Outline, Annotated Bibliography, and Thesis Statement
 - Country Report (7-10 pp.)
 - final group proposal & presentation to World Health Assembly;
- final exam.

Attendance and participation: These are not optional. Participation involves active listening and engagement—more than simply showing up, and more than sheer volume of oral output.

BOOKS AND COURSEPACK

Two books are available for purchase at the Penn Book Center, 34th and Sansom:

Nancy Scheper-Hughes, Death Without Weeping
 Tracy Kidder, Mountains Beyond Mountains

A coursepack consisting of assigned readings is available at Campus Copy, 3907 Walnut Street. Many course materials and additional resources are also available on a Blackboard site: <<http://courseweb.library.upenn.edu>>.

GRADING CRITERIA:

Research Projects + Country Report:	25%
Midterm Exam:	15%
Group Presentation:	15%
Final Exam:	20%
Class Participation:	25%

Consistent effort and improvement will be weighted heavily in grading.

A general overview of grading standards:

A = outstanding, nearly flawless work; assignment(s) completed thoroughly; technically excellent; evidence of creativity and/or inspiration, deep contextual grasp of issues and connections among issues; and ability to synthesize individual elements into broader narratives or analyses.

B = good work; all aspects of assignment(s) completed thoroughly and competently; technically competent (though perhaps not perfect) in spelling, grammar, format, citations; presentation adequate; does not consistently show inspiration, creativity, deeper grasp of connections, interpretations, and/or synthesis among elements.

C = less than fully satisfactory work; assignment(s) not completed thoroughly or according to instructions; basic grasp of issues not always evident; more than occasional technical flaws.

D = basic work of course (or assignment) not done, little effort evident.

Grade Appeals

If you think a mistake has been made in the grading of an assignment or exam, please follow this procedure to appeal your grade:

1. Send a description of the problem (250 words or less) including the question and why you think the grade you received was not an accurate reflection of the quality of the work to the TA responsible for your section. Please allow 24 hours for your TA to review this email.
2. Meet with your TA either during office hours or by setting up an appointment via email.
3. If you are unsatisfied with the response you receive, you may consult with your TA and then address the issue with Prof. Barnes.

PLEASE NOTE: When you resubmit any exam or assignment for a re-grade, the grade you received may go **down, up** or **stay the same**.

If you have questions about why you received the grade you received, feel free to clarify this with your TA during office hours. This is not the same as requesting a re-grade, and your grade will not be adjusted without following the procedure outlined above.

CLASSROOM RULES & ETIQUETTE

Student use of laptop computers and other portable digital devices in class is not permitted. Why? Laptops are efficient and convenient devices for note-taking; they are also powerful distractions:

Distracting for the user +
 Distracting for classmates +
 Distracting for the professor and TAs =
 Not conducive to a positive learning environment.

I have learned this lesson repeatedly, from experience [the hard way]. Practice taking notes the old-fashioned way; it's a useful skill.

Please show respect for your classmates, TAs, and professor. Arrive on time and silence cell phones. Food and drink are prohibited in classrooms. (Be neat and discreet.)

Academic Integrity

Academic dishonesty is one of the most serious offenses a student can commit. The College takes it extremely seriously, and so do this course's instructor and TAs. The College's policy reads (in part) as follows:

Academic integrity is the core value of a university. It is only through the honest production and criticism of scholarship that we become educated and create knowledge. Admission to Penn signifies your entry into this community of scholars and your willingness to abide by our commonly agreed upon rules for the creation of knowledge.

Specifically, as members of this community, we are all expected to be honest about the nature of our academic work. Papers, examinations, oral reports, the results of laboratory experiments, and other academic assignments must be the product of individual endeavor, except when an instructor has specifically approved collaborative efforts. Multiple submissions of the same paper, except with the expressed approval of both instructors, are also unethical and a violation of academic integrity.

Academic work represents not only what we have learned about a subject but also how we have learned it. Therefore it is unethical and a violation of academic integrity to copy from the work of others or submit their work as one's own; all sources, including the sources of ideas, must be acknowledged and cited in ways appropriate to one's discipline. Electronic sources, such as found in the Internet or on the World Wide Web, must also be cited. These are the methods of scholars, adopted so that others may trace our footsteps, verify what we have learned, and build upon our work, and all members of the academic community are expected to meet these obligations of scholarship. When in doubt, cite. Failure to acknowledge sources is plagiarism, regardless of intention.

Schedule of Readings and Assignments

- subject to change (with plenty of advance notice)

<u>Date</u>	<u>Reading Assignment</u>
Week 1 Jan. 13 recitations	<i>Introduction & Orientation: no assigned readings</i>
Week 2 Jan. 20 recitations	<i>Introducing Anthropology of Medicine and Health</i> Scheper-Hughes, <u>Death Without Weeping</u> , 1-30, 128-215; Janes and Corbett, "Anthropology and Global Health"
Week 3 Jan. 27 recitations	<i>Problematizing Health Transitions</i> Livingston, "Pregnant Children and Half-Dead Adults"; Scheper-Hughes, <u>Death Without Weeping</u> , 268-339;
Monday Jan. 30	<i>Country Timeline/Overview Due</i>
Week 4 Feb. 3 recitations	<i>Local Pathologies, International Health Concerns</i> Barnes, "Historical Perspectives on the Etiology of Tuberculosis"; Scheper-Hughes, <u>Death Without Weeping</u> , 446-479, 505-533;
Week 5 Feb. 10 recitations	<i>Social Construction of Numbers and Knowledge</i> Best, "Birds—Dead and Deadly"; Epstein, "The Construction of Lay Expertise"; Orwell, "Shooting an Elephant"
Monday Feb. 13	<i>Country Health Statistics Review Due</i>
Week 6 Feb. 17 recitations	<i>Epidemics, Social Suffering, and Structural Violence</i> Briggs and Martini-Briggs, "The Indians Accept Death as a Normal, Natural Event"; Farmer, "Consumption of the Poor" and "Optimism and Pessimism in TB Control"
Week 7 Feb. 24 recitations	<i>Contrasting Medical Practices: The Social and the Material</i> Feierman, "Explanation and Uncertainty in the Medical World of Ghaambo" Good, "How Medicine Constructs Its Objects"

Friday
Feb. 24

Journal Articles Review Due

March 1

Midterm Exam
(in class)

Week 8

(no
recitations
March 2)

Introducing Social Epidemiology
Berkman and Kawachi, "A Historical Framework for Social Epidemiology"
and "Social Cohesion, Social Capital, and Health"

March 5-9

Spring Break

Week 9

March 16
recitations

The Legacy of Alma Ata
Cueto, "The Origins of Primary Health Care";
Baum, "Who Cares about Health for All in the 21st Century?";
[additional regional readings for each recitation]

Mon.
March 19

Outline/Annotated Bibliography/Thesis Statement Due

Week 10

March 23
recitations

Practical Dilemmas in Global Health
Garrett, "The Challenge of Global Health";
Birn, "Gates's Grandest Challenge";
Banerjee et al., "Improving Immunisation Coverage in Rural India";
[additional regional readings]

Mon.
March 26

Country Report Due

Week 11

March 30
recitations

Searching for Solutions
Kidder, Mountains Beyond Mountains,
Parts I and II

Week 12

April 6
recitations

Kidder, Mountains Beyond Mountains,
Parts III, IV, and V;
Butt, "The Suffering Stranger"

Week 13

April 13
recitations

research and readings for Regional Health Agenda project

*April 19 &
April 24*

World Health Assembly: Final Group Presentations

TBA

Final Exam