University of Pennsylvania  
HSOC 10  
Spring 2011  

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, as conflicts occasionally arise]  

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Teaching Assistants:  
Marissa Mika  
Tamar Novick  
Brittany Shields  

Office Hours TBA  

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:
  o Country Timeline/Overview [1-2 pp.]
  o Health Statistics Review [2-4 pp.]
  o Journal Articles Review [3-4 pp.]
  o Outline, Annotated Bibliography, and Thesis Statement
  o “Country Report” [7-10 pp.]  
  o participation in final group presentation to WHO Summit;
• final exam.

Readings:

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. Course materials and additional resources are also available on a Blackboard site: <http://courseweb.library.upenn.edu>.

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.

Grading:

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<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Research Projects + Country Report</td>
<td>25%</td>
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<tr>
<td>Midterm Exam</td>
<td>15%</td>
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<tr>
<td>Group Presentation</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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<tr>
<td>Class Participation</td>
<td>25%</td>
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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 historical analysis.

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.

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. There are many publications, such as the Chicago Manual of Style or the MLA Handbook for Writers of Research Papers [which has been placed in Rosengarten Reserve by the Honor Council], that provide information about methods of proper citation.** 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]

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Assignment</th>
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<tr>
<td><strong>Introducing Anthropology of Medicine and Health</strong></td>
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<tr>
<td>[Jan. 19 recitations]</td>
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<tr>
<td>Week 2</td>
<td>Barnes, “Historical Perspectives on the Etiology of Tuberculosis”; Livingston, “Pregnant Children and Half-Dead Adults”; Scheper-Hughes, <em>Death Without Weeping</em>, 268-339;</td>
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<td>[Jan. 26 recitations]</td>
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<tr>
<td>Week 3</td>
<td>Scheper-Hughes, <em>Death Without Weeping</em>, 446-479, 505-533;</td>
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<tr>
<td>[Feb. 4 recitations]</td>
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<td><strong>Monday Feb. 7</strong></td>
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<tr>
<td>Week 4</td>
<td>Best, “Birds—Dead and Deadly”; Epstein, “The Construction of Lay Expertise”</td>
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<td>[Feb. 11 recitations]</td>
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<td><strong>Epidemics, Social Suffering, and Structural Violence</strong></td>
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<td>Week 5</td>
<td>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”</td>
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<tr>
<td>[Feb. 18 recitations]</td>
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<tr>
<td><strong>Monday Feb. 21</strong></td>
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*Country Timeline/Overview Due*

*Country Health Statistics Review Due*
Week 6  
*Contrasting Medical Practices: The Social and the Material*
Feierman, “Explanation and Uncertainty in the Medical World of Ghaambo”
Good, “How Medicine Constructs Its Objects”

March 3  
**Midterm Exam**
[in class]

Week 7  
*Introducing Social Epidemiology*
(Berkman and Kawachi, “A Historical Framework for Social Epidemiology” and “Social Cohesion, Social Capital, and Health”)

Spring Break

Week 8  
*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 21  
*Journal Articles Review Due*

Week 9  
*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 28  
*Outline/Annotated Bibliog./Thesis Statement Due*

Week 10  
*Searching for Solutions*
(Kidder, *Mountains Beyond Mountains*, Parts I and II)
Mon.
April 4

Country Report Due

Week 11
[April 8 recitations]

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

Week 12
[April 15 recitations]

Geissler and Pool, “Popular Concerns About Medical Research Projects"

April 21 & April 26

*World Health Assembly: Final Group Presentations*

TBA

Final Exam