

Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn (A2L) for the most up-to-date information for this course. The course outline on A2L will supersede previously published outlines until published course outlines are updated.

ANTHROP 4B03
CRITICAL GLOBAL HEALTH
WINTER 2021
MONDAYS 11:30AM-2:20 PM ON ZOOM/A2L

Instructor: Professor Cal Biruk (she/her or they/them)

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Office hours: Wednesdays, 2p-3p (Zoom, recurring link on A2L)

Note: All times listed in the course outline are in Eastern Standard Time (EST)

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Course Description

Global health constitutes a diversity of actors, institutions, and projects that mobilize immense resources, interventions, and technologies to address complex health issues across the globe. This seminar exposes students to the theories, methodologies, and approaches adopted by anthropologists and others who critically examine how global health reconfigures local practices, politics, and concepts of care, health, and the body. Drawing on case studies from across the globe and using an interdisciplinary lens, the seminar analyzes initiatives, projects, and interventions carried out to improve health in the past and present. We will critically examine topics including: histories of global health, social, cultural, and political aspects of health, health governance, measuring and quantifying health, global health technologies, cultures and ethics of global health research, health and human rights, and global health's development paradigms. Students will come to appreciate the value of anthropologically informed perspectives and methods for understanding the social, cultural, economic, and political complexities of improving health.

As members of the McMaster community, we are grateful to work, learn, and study on lands that are the traditional territory shared between the Haudenosaunee Confederacy and the Anishinabe Nations, acknowledged in the Dish with One Spoon Wampum belt.

Learning Objectives

1. Gain knowledge of the growing subfield of anthropology of global health
2. Challenge taken-for-granted assumptions and narratives about the global distribution of health and illness (rooted in binaries such as North/South, science/tradition, rational/irrational, and the racialized figure of the 'suffering stranger') through engagement with assigned texts, classmates, films, and other media
3. Apply critical theoretical and methodological tools learned in class to texts, narratives, and representations of global health
4. Recognize and analyze the complex and interrelated factors that contribute to the unequal distribution of health and illness across the globe
5. Gain fluency with multiple ways of describing, measuring, and improving health and wellbeing beyond quantitative metrics and numbers
6. Challenge normative ideas of development and global health as heroic and benevolent projects through which the North 'helps' the South
7. Develop awareness of how cultural and political processes and histories inflect global health's projects, assumptions, and economies
8. Gain confidence in contributing ideas and critical insights to an intellectual community and being an active participant in collaborative learning

Readings

Randall M. Packard. 2016. *A History of Global Health: Interventions into the Lives of Other People*. Johns Hopkins University Press. (available at McMaster's online Campus Store)

All other readings are available as PDFs on A2L ("Content" → "Readings"). Readings should be

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completed by the day/session for which they are listed.

Class Format + Technology/Platforms

I recognize that these Covid-times are difficult and unconventional times: We are all doing our best and juggling many commitments, including caring for ourselves and others, holding jobs, navigating the stress and isolation of living through a pandemic, and academic work. **I have considered all of this in putting together a plan for our time together that is fulfilling, fun, reasonable, and enriching, rather than stressful.** It is important in these times that students in this course show the same generosity, care, flexibility, and respect toward the instructor (and all other professors and TAs!) that they expect in return.

This class primarily takes the form of a synchronous Zoom seminar.^{*} We will convene each week at our scheduled time (Mondays, 11:30am-2:20pm). You can join the seminar meetings via a recurring Zoom link on the class A2L page. Seminars are a valuable opportunity to deeply engage with a small group of people and build community. I hope we can all contribute to creating a vibrant space we look forward to coming to each week. Attending the synchronous sessions is very strongly encouraged, and will, *without a doubt*, improve your performance on all class assessments (see below for more on participation). Synchronous sessions will not be recorded to ensure privacy and security of all class members. Note that a few class sessions are asynchronous, that is, we will not meet for a live session. This is noted on the relevant dates.

Zoom class sessions will be a *maximum* of 2 hours, 30 minutes long. We will take a break every hour for ten minutes. Chat function will be enabled. Class will be a mix of participatory activities, large and smaller group discussions, lectures, and brief student-led facilitations.

My office hour will be held on Zoom via a recurring link set to the designated time (Wed, 2p-3p) on A2L. Click on the link in A2L (“Content”→ “Virtual Office Hour”) and you will be in my Zoom office. I utilize the “waiting room” function for office hours. If someone is waiting, meetings are limited to 10 minutes.

^{*}I very much appreciate when students leave their videos on in the Zoom space. It is discouraging to speak to and with black boxes. If at all possible, please have your video on as much as possible in class.

All materials associated with our seminar will be available on **Avenue to Learn** (our course site). In some seminar meetings, I may utilize Powerpoint slides or other media, which will be posted to A2L (“Content”→“Lectures and course material”) after our class meeting. If I record brief lectures or other supplementary material outside of class, I will post them as MacVideo files to the same place. Such content will be organized by the date it corresponds to on the course outline.

Please note that I do not generally respond to emails at the weekend or in the evenings. I prefer to communicate via email (I often miss messages sent to me on A2L).

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Communications and announcements will be posted to A2L and sent to the entire class via the A2L “email classlist” function.

Course evaluation

- *Participation: 10 % of grade
- *Film take-home quiz: 25% of grade
- *Take-home midterm exam: 30 %
- *Three-minute mini lecture: 5 % of grade
- *Final project: 30 % of grade

Due dates

- *February 12 at 5:00pm, Film quiz due
- *March 15 at 11:30am, Take-home midterm exam due
- *April 5 at 11:30am, Accountability assessment due
- *April 20 at 5:00pm, Final project due
- *Various/scattered, three-minute mini lecture (on randomly assigned date) + 3/6 reflection posts

Assignments

1. Participation

Seminars are a unique opportunity to deeply engage with a small group of people about a topic of shared interest. To get the most out of this opportunity, attending the Zoom sessions is very highly recommended (and respectful of me and your classmates). Attending the sessions will greatly enhance your ability to do well on class assessments and will figure into your accountability self-assessment described below. The points that can be earned for participation call for two components:

- a. (5 %): You will complete **three** of the six possible reflection posts associated with prompts on the syllabus. You can choose the ones that most interest you; all three must be submitted by the deadline suggested for that specific post (which is the start of class on Mondays when a reflection post is available). To submit a post, click on “Communication”→”Discussions” and post to the discussion board. These posts will be assessed for completion and adherence to the guidelines articulated in the reflection post prompt itself.
- b. (5 %): You will submit an accountability self-assessment, due on April 5 **at 11:30am via A2L** (“Assessments”→”Assignments”→”Accountability self-assessment”). This **1-2 page paper** asks you to reflect honestly and with integrity on your own participation and engagement this term in the seminar by citing specific examples, including but not limited to attendance. This paper will also ask you to evaluate your own participation according to a rubric included in the assignment sheet for this paper posted to A2L (“Content”→”Assignment sheets”).

2. Take-home film quiz

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Instead of meeting in person the week of Monday, February 8, you will complete a graded assessment on your own time. The assessment entails watching a short film titled *In the Shadow of Ebola*, reading two brief articles about Ebola, and viewing an Ebola photo essay. The film questionnaire will require you to respond to questions in various formats (true/false, short answer, application exercises, analysis). The film quiz should take you around 2 hours **max** (though you have five days to complete it). It will assess your basic comprehension of the film and your ability to apply concepts, frames, and ideas learned up to now in class to the film and texts assigned for that date. The film quiz will become available on Monday, February 8 at 11:30am and must be submitted by 5:00pm on Friday, February 12 to A2L. Questions will be designed to be not Googleable, and Googling will likely lead you astray. Further, if it is obvious you have googled when I grade the exam, you are at risk of receiving no credit for the given question. **You should not consult anyone else in the class or otherwise (family members, friends, etc...) in completing the exam.**

3. Take-home midterm covering material from Weeks 1-8

The midterm will be posted by Monday, March 8 at 11:30am. You must submit your completed midterm on A2L by Monday, March 15 at 11:30am and you may use notes, lectures, slides, and films at your disposal. The exam will be taken on A2L. Questions will be designed to be not Googleable, and Googling will likely lead you astray. Further, if it is obvious you have googled when I grade the exam, you are at risk of receiving no credit for the given question. **You should not consult anyone else in the class or otherwise (family members, friends, etc...) in completing the exam.**

The take-home midterm will ONLY cover material from Weeks 1-8 (lectures/class, films, readings). It may include definitions, short answers, visual analysis, true/false queries, multiple choice questions, and application instruments (i.e., applying a theory or concept from class to a case or scenario). You may also be prompted to cite readings to support answers or interpret quotations from course readings. When the time comes, you will find the exam on A2L (“Assessments→”Quizzes”→”Midterm”).

4. Three-minute mini lecture

You will be randomly assigned a date. Your task that day is to come to class with with a single ‘keyword’ that, for you, captures or encapsulates the main themes, arguments, or concepts your classmates should take away from today’s readings. You should spend your time: 1) explaining why you chose that keyword in particular; 2) give one specific example or case study from the reading that is illustrative of/relates to the keyword; 3) connect the reading(s) to something in real life. Please refer to the assignment guidelines for advice and ideas. On a given day, there will be more than one presenter, but each presenter will have a full three minutes for their keyword (please keep time). This is a *low stakes* way to practice sharing your ideas you’re your colleagues. Note: If you cannot make it to the session you are assigned, it is your responsibility to contact and find a classmate willing to switch dates with you (Please notify me of any such switches by email, cc’ing the person you are switching with on the communication). If, *for any reason*, you miss your assigned session, the alternate way to get the points for 5 percent of your grade is to write a five-page critical response to the reading(s) for that day (using

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quotes from the readings and APA citation style), which will be graded by me. This paper must be submitted by email to me the day after the missed session (Tuesdays) by 5pm and follow formatting guidelines.

5. Final project: Global health zine -OR- global health podcast

The final project for our seminar asks you to creatively apply what you've learned this term. You will produce either a global health zine or a global health podcast that reflects on a topic of your choice related to global health. The zine or podcast will make an argument, challenge dominant narratives, or reframe audiences' perceptions of a global health issue, problem, or case study. The project will require you to cite/work with and engage at least THREE readings assigned in this class chosen from among a list. Please see the assignment sheet for more details on the expectations for this assignment, the list of readings to choose from, and the rubric for evaluation. The assignment provokes you to translate things you've learned in our seminar for a general, intelligent audience (imagine: fellow students at McMaster) using a format other than a traditional paper. If you are nervous about having to be 'creative', you can think of the podcast as a transcript that is more or less a paper you will read in an animated way. I have tried to frame this assignment in a way that enables multiple kinds of learners the chance to shine. The project is due Tuesday, April 20 at 5pm to A2L. You are encouraged to email or come to office hours to get feedback on your intended topic for the zine or podcast from Cal. We will also discuss it further in seminar session(s).

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Weekly Course Schedule and Readings
****Schedule and readings subject to change****

Week 1| Monday, January 11
Introduction of course and instructor
***No live Zoom seminar today**

To read (required):

*This entire course outline

*Sheila Bock. 2020. "Deliberate infectors & exotic origins: The folklore behind Covid-19." *UNLV News Center* (pp. 1-5)

*Dionne Brand. 2020. "On narrative, reckoning, and the calculus of living and dying." *Toronto Star*.

*Alexis Shotwell. 2020. "The virus is a relation." *Upping the Anti: a journal of theory and action*.

To do (required):

*Listen to recorded lecture ("Hello!"). This lecture will provide an overview of the expectations, organization, and assignments for this seminar.

Assignments due:

*Fill out introductory google survey (10 minutes). The link is available on A2L under "Announcements."

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Week 2 | Monday, January 18

'Awkward relations': Anthropology in/and/of global health

To read (required):

*Stacy Leigh Pigg. 2013. "On sitting and doing: Ethnography as action in global health." *Social Science and Medicine* 99: 127-134.

*Todd Meyers and Nancy Rose Hunt. 2014. "The other global South." *The Lancet* 384(9958):1921-1922.

*Emilie Venables and Umberto Pellecchia. 2017. "Engaging anthropology in an Ebola outbreak: Case studies from west Africa." *Anthropology in Action* 24(2):1-8.

Questions to guide your reading:

What do you think the title of this course ('critical global health') means? Pay attention to the distinctions Pigg draws between sitting and doing—what connotations do each of these verbs have for you? What do you think is the relationship between anthropology and global health? What do they have in common and how do they differ? What does it mean to be 'critical' of something? How do you feel when you are being critical? What places in the world immediately come to mind when you think of global health? Why is this so? How can academic knowledge be 'useful' (given the last article on Ebola)?

To do (required):

*Attend live seminar session on Zoom (link on A2L), 11:30am

*Come to class ready to introduce yourself to our seminar (name, pronouns, major, 1-2 hobbies, something that interests you about global health)

Assignment due:

*None

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Week 3 | Monday, January 25

Histories and political economies of global health

Schedule for mini-lectures will be posted today to A2L and discussed in class.

To read (required):

*Randall Packard. 2016. “Ebola,” “From colonial to international health,” “The Global Fund, PEPFAR, and the transformation of global health.” In *A History of Global Health: Interventions into the Lives of Other People*. Baltimore, MD: Johns Hopkins University. (pp. 1-12, 32-46, 289-304).

*Jon Cohen. 2006. “The new world of global health.” *Science* 311(5758):162-167.

*The declaration of Alma-Ata (c. 1978)

Questions to guide your reading: What were the various explanations for the rapid spread of Ebola in West Africa in 2014? What reasons does Packard give to explain the failure of a trachoma-eradication campaign he participated in in Uganda as a peace corps volunteer in the late 1960s? (p. 7) What does Packard mean by “basic health services” (refer also to the points on pp. 2-3 of the Alma-Ata declaration)? Think about Packard’s use of the phrase “pathology of native populations” on p. 14: how do his ideas in this section relate to the early discussions of Covid-19? What do we mean when we use phrases such as “neo-colonial?” How do Packard’s discussions about the relationship between colonial and global health affirm or challenge our assumptions about this term? What were the main ways in which the establishment of the Global Fund and PEPFAR transformed global health (pp. 289-304)?

To do (required):

Attend live seminar session on Zoom (link on A2L), 11:30am

Assignment due:

Global health reflection post for 1/25 (Note: you are required to submit any three global health reflection posts). If you wish to submit this one toward those three, post your reflection to A2L (“Communication→ “Discussions”) by today at 11:30am.

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Take a closer look at the Cohen article assigned for today. Focus in particular on the photographs and infographics that are visual focal points in the article. Choose one photograph and one infographic: Reflect on how they demonstrate something about what Cohen terms the ‘new world of global health.’ Consider the efficacy of the image and infographic, and think about how they build on and resonate with dominant imaginaries of ‘global health.’ In crafting your **150-word (or so)** post, pay close attention to the messages conveyed about global health by visual aesthetics in the article (color choices, composition of photos, captions, etc).

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Week 4 | Monday, February 1

Backwards, at risk, pathological: The ‘culture problem’ in global health, past and present

To do (required):

*Megan Vaughan. 1991. “Seeing is believing: Colonial health education films and the question of identity.” In *Curing Their Ills: Colonial Power and African Illness*. Stanford University Press (pp. 180-199).

*MK Nations and CM Monte. 1996. “I’m not a dog, no!”: cries of resistance against cholera control campaigns.” *Social Science and Medicine* 43(6):1007-1024.

Questions to guide your reading: How can anthropologists shed new light on common narratives about backwards, ‘stubborn’ or irrational people in other places? How and why were poor Brazilian residents living in urban slums ‘non-compliant’ with official cholera control initiatives? Vaughan puts forth the concept of the ‘audience-position’ in her analysis of colonial health films. What assumptions did colonial filmmakers make about their African audiences? How did they arbitrate whether their films were successful or not? How does ‘culture’ figure into colonial film projects and propaganda? What can we learn about present-day public health messaging or propaganda from Vaughan’s account of colonial African cinematic audiences?

To do (required):

Attend live seminar session on Zoom (link on A2L), 11:30am

Assignment due:

Global health reflection post for 2/1 (Note: you are required to submit any three global health reflection posts). If you wish to submit this one toward those three, post your reflection to A2L (“Communication→ “Discussions”) by today at 11:30am.

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You are tasked with designing a Covid-19 awareness campaign (aimed at delivering an important and targeted message about Covid) for 18-21 year olds living in Ontario. What message do you want to deliver? How will you go about targeting this specific demographic and addressing their unique cultural and other characteristics in the larger Covid-landscape (give examples of slogans or images or pop culture icons and language you would use to grab the attention of this group, for example)? What challenges are there in crafting a culturally relevant and catchy campaign for this or any age group? Please respond in **150 words or so**. If you wish, you can upload an image or drawing of your idea(s) with your post.

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Week 5| Monday, February 8

Case study interlude: Ebola

***No live Zoom seminar today**

To read/watch (required):

*Gerard Flynn and Susan Scutti. 2014. “Smuggled bushmeat is Ebola’s back door to America.” *Newsweek*.

*Frédérique Le Marcis and Vinh-Kim Nguyen. 2015. “An Ebola photo essay.” *Limn* (Issue 5).

*Peter Redfield. 2015. “Medical vulnerability, or where there is no kit.” *Limn* (Issue 5).

*Watch *In the Shadow of Ebola* (film, 23 minutes).+ Available on You Tube [here](#)

+Content note: the film contains graphic scenes of dead and ill bodies. There is also a scene where a person is shot (the film warns you with a ‘viewer discretion label’ if you prefer to skip that section).

To do (required):

Download the “Film quiz” from A2L posted under today’s date. After reading and viewing today’s texts, respond to the questions. This quiz is due on Friday, February 12 by 5:00pm to A2L. The quiz will include a mix of questions in various formats (true/false, short answer, application exercises, analysis) that will measure your basic comprehension of the film, and ability to interpret today’s texts and the film critically through lenses learned thus far in class.

Assignment due:

Submit your completed film quiz to A2L by 5:00pm on Friday, February 12.

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Week 6 | Monday, February 15

No class, midterm recess

To do (required):

Enjoy the break 😊

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Week 7 | Monday, February 22

The politics of humanitarianism: Valuing life

To read (required):

*Adia Benton. 2016. "Risky business: Race, nonequivalence and the humanitarian politics of life." *Visual Anthropology* 29(2):187-203.

*Lisa Stevenson. 2012. "The psychic life of biopolitics: Survival, cooperation, and Inuit community." *American Ethnologist* 39(3):592-613.+

+Content note: Stevenson's article contains discussions of suicide among Inuit youth.

Questions to guide your reading: In what ways does race intersect humanitarianism and humanitarian projects? How does race direct emotions and uphold moral investments? What does Benton mean when she suggests that race is a "foundational aspect of how humanitarianism functions?" (p. 198) Think about Benton's method—applying ethnographic analysis to images—and how it affords us new takes on visual representations of suffering and the politics of rescue. Stevenson outlines how the Canadian state cares "indifferently" (p. 593) about the Inuit—what does she mean? Give an example of this kind of care from the article. Stevenson mentions 'biopolitics' frequently in the article. Maybe you've heard the phrase, maybe not: try to read for her main points and work out what the term might mean from your own perspective.

To do (required):

*Attend live seminar session on Zoom (link on A2L), 11:30am

Assignment due:

Global health reflection post for 2/22 (Note: you are required to submit any three global health reflection posts). If you wish to submit this one toward those three, post your reflection to A2L ("Communication" → "Discussions") by today at 11:30am.

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Find an image, news story, or other artifact (in online news media or in a book or magazine lying around your house, anywhere) that reflects, in your opinion, different valuations or hierarchies of human life according to race or other dimensions. Include the image or a link to the story in your post. Explain why you chose it, and link your artifact to one of the concepts put forth by either of the authors today. **(150 words or so)**

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Week 8 | Monday, March 1

Measuring impact: Numbers, politics, evidence

To read (required):

*Cal Biruk. (draft, unpublished manuscript in progress). “Capturing men: Race, value, and the enclosure of (key) populations in Africa.”

*Svea Closser. 2019. “The corruption game: Health systems, international agencies, and the state in South Asia.” *Medical Anthropology Quarterly* 34(2):268-285.

*Kathryn Moeller. 2019. “The ghost statistic that haunts women’s empowerment.” *The New Yorker*.

Questions to guide your reading: What, according to Moeller, is a ghost statistic? Think about the role that statistics and numbers play in helping us to understand important dimensions of life: risk, health, etc... Where do numbers come from? Why is global health so obsessed with numbers? List the specific ways in which, according to Cal (me), the push for numbers in the era of the ‘end of AIDS’ affects LGBT-identified people on the ground in Malawi. In what ways, according to Closser, are “corruption and anti-corruption in South Asian vaccination programs...shaped by the structure of the global aid system”? How do Biruk and Closser’s articles challenge dominant imaginings of foreign aid or global health?

To do (required):

*Attend live seminar session on Zoom (link on A2L), 11:30am

Assignment due:

Global health reflection post for 3/1 (Note: you are required to submit any three global health reflection posts). If you wish to submit this one toward those three, post your reflection to A2L (“Communication→ “Discussions”) by today at 11:30am.

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After reading the readings for today, visit The Global Fund’s website:

<https://www.theglobalfund.org/en/>. Choose any one number or statistic from the site (you can poke around a bit) and do a kind of ‘autopsy’ on the number. Speculate on (informed by today’s readings): Where did this number come from? What kinds of data points were needed to make this number ‘real’? What kinds of labor went into making this number? What things does the number obscure or invisibilize? **(150 words or so)**

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Week 9 | Monday, March 8
***No live Zoom session today**

To do (required):

The take-home midterm will be posted to A2L today at 11:30 am.
It is due Monday, March 15 to A2L at 11:30am.

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Week 10 | Monday, March 15

Doing good? : Volunteering in global health

To read (required):

*Noelle Sullivan. 2018. "When volunteering abroad does more harm than good." *Huffington Post*.

*Kathryn Mathers. 2012. "Mr. Kristof, I presume?: Saving Africa in the footsteps of Nicholas Kristof." *Transition* 107:14-31.

*Ivan Illich. 1968. "To hell with good intentions." (Speech delivered to the Conference on InterAmerican Student Projects).

Look at these brief articles from *The Onion* (links on A2L under 'readings/film(s)'):

*[6-day visit to rural African village completely changes woman's facebook profile picture](#)

*[Local villagers just waiting around for American volunteers to leave so they can rebuild school correctly](#)

*Questions to guide your reading: Have you ever volunteered? Why did you do this? Was it in your own community or outside it? What benefits did you gain, and what do you give in your role as a volunteer? What connotations do we tend to assign to the term 'volunteer'? How does volunteering hold up certain imaginaries of giving and receiving? What overlaps do you see between Illich and Sullivan's essays? What argument do the Onion articles make about volunteering? **Why** are they funny (if you think they are)?*

To do (required):

*Attend live seminar session on Zoom (link on A2L), 11:30am

*We will discuss the final project in class today. I recommend re-reading the assignment sheet for the final project before class.

Assignment due:

Completed take-home midterm due to A2L by 11:30am today.

Global health reflection post for 3/15 (Note: you are required to submit any three global health reflection posts). If you wish to submit this one toward those three, post your reflection to A2L ("Communication" → "Discussions") by today at 11:30am.

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What are the immediate connotations that come to mind when we hear the word 'volunteer'? How do the authors for today challenge some of those connotations? Think about the last time you volunteered (this can be broadly interpreted). Having read today's readings, reflect on: What did you 'give' in your role as a volunteer? What did you 'get'? Were the people or organization you were helping similar to or different from you, and how did this affect the ways you interacted with them (and vice versa)? Given Illich's commentary on good intentions, what should all volunteers think about as they step into such roles? **(150 words or so)**

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Week 11 | Monday, March 22

Technology transfer: Radiotherapy and/as 'junk' in Uganda

To read (required):

*Marissa Mika. 2020. "The half-life of radiotherapy and other transferred technologies." *Technology and Culture* 61(2):S135-S157.

Questions to guide your reading: What do we learn about biomedical technologies in sub-Saharan Africa from this case study of a single 'rickety machine' (137) in Uganda? What do we see differently about biomedicine if we conceptualize it, as Mika does, as a "large socio-technical system" (139)? List the reasons why Mulago Hospital has not been able to procure a replacement Cobalt-60 source. Think about the 'half-life' as metaphor as discussed on p. 151: What does this metaphor reveal about technology transfer in Africa? How does this article challenge dominant narratives about biomedical technologies? Think about your own definitions of the term 'technology'; how does the story of the radiotherapy machine help broaden our understandings of technology?

To do (required):

*Attend live seminar session on Zoom (link on A2L), 11:30am. Note: Dr. Marissa Mika will join us for our seminar today to discuss her research.

*Post a question or comment on our A2L discussion board by Sunday, March 21 at 5pm. The question/comment can be about the content of the article assigned for today, or more generally about Prof. Mika's own trajectory or how she came to the project, etc... Please note questions/comments may be shared with Dr. Mika ahead of her visit.

Assignment due:

None

*Note that today's plan may change, depending on my planning and discussions with Dr. Mika.

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Week 12 | Monday, March 29

Ethics in global health

To read (required):

*Britt Rusert. 2009. "A study in nature": The Tuskegee experiments and the new South plantation." *Journal of Medical Humanities* 30:155-171.

*Adriana Petryna. 2005. "Ethical variability: Drug development and globalizing clinical trials." *American Ethnologist* 32(2):183-197.

Questions to guide your reading: What makes research (whether in global health, anthropology, or otherwise) ethical? List the main tenets of 'research ethics' in your own view. What does the figure of the plantation—as space and technology—do for Rusert's argument about the Tuskegee experiment? Pay attention to why drug companies/clinical trials increasingly look 'abroad' for places to carry out their research. How does this relate to Rusert's article? What is ethical variability?

To do (required):

Attend live seminar session on Zoom (link on A2L), 11:30am.

Assignment due:

Global health reflection post for 3/29 (Note: you are required to submit any three global health reflection posts). If you wish to submit this one toward those three, post your reflection to A2L ("Communication→ "Discussions") by today at 11:30am.

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After reading today's articles: You are asked to evaluate the ethical protocols put in place by a large urban university that will be enrolling homeless people living in the city where it is based in a research study focused on mental health and substance abuse. What, in your view, are the three most important things the university should do to ensure its research is accomplished as ethically as possible? Explain your reasoning. (You can think about things like consent, compensation, community buy in, etc). **(150 words or so)**

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Week 13 | Monday, April 5

Beyond success and failure (Final class meeting of the term)

To read (required):

*Susan Erikson. 2019. "Faking global health." *Critical Public Health* 29(4):508-516.

*Desmond T Jumbam. 2020. "How (not) to write about global health." *BMJ Global Health* 5:1-2.

Questions to guide your reading: Throughout the term, we have aimed to move beyond simply determining whether global health logics, projects, and interventions are 'good' or 'bad'. How does "faking" help us to think beyond a model of critique where we only seek to arbitrate the worthiness or failure of projects? What are the implications of framing the activities of global health—as Erikson does here—as 'faking?' Having now spent the term thinking critically about global health, what do we make of Jumbam's satirical essay? How will you ensure the narratives you tell about global health (or representations you include) in your zine or podcast move beyond those discussed by Jumbam?

To do (required):

*Attend live seminar session on Zoom (link on A2L, 11:30am)

Assignment due:

Submit your completed accountability self-assessment paper to A2L by 11:30am today.

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Week 14 | Monday, April 12

***No live Zoom session today**

****Final project is due Tuesday, April 20 at 5:00pm to A2L****

Course Policies

Discomfort and learning

Before you enroll in this course, it is important to understand that the discipline of Anthropology, in its theory and methods, entails a comparative and reflective perspective that relies on one's investment in understanding different ways of being, living in, or seeing the world. Encountering experiences that are radically different from our own, or that resonate (sometimes in painful ways) with our own can be disorienting and raise a host of emotions. Our classroom community encompasses people who have different vocabularies for discussing privilege, oppression, politics, and selves (we should note that these vocabularies are learned, and, thus, cultural). I hope we can use both the alignments and differences between our vocabularies, social positions, and experiences as starting points for learning. If you are reading this, send me an email sharing your favorite food (by Monday January 18 at 11:30am) for a bonus. I ask that you always be respectful of one another, and keep in sight our shared project: denaturalizing and destabilizing the self so as to gain a wider perspective on others, whether in our own classroom or further afield.

Before deciding to take this course, please read the syllabus thoroughly. I trust that each of you can assess whether and how the content of our readings or films might disturb you. ***This is particularly important in a course where our main project is reading and thinking about sickness, health, and bodies; many of our topics may intersect your own or your classmates' experiences or traumas.*** If you think any of the material or assignments might disturb you to the point where your emotional or mental health may be threatened, but you wish to remain in the course, take advantage of mental health and other support services available on campus or elsewhere.

Inclusive learning environment

I am committed to making my classrooms a welcoming space for a wide spectrum of diverse learners and thinkers. Please see the note below regarding academic accommodation of students with disabilities. Please let me know if there is anything I can do to make this course more accessible to you, and I will do my best.

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Privacy and intellectual property

Audio and video recording of class sessions (open sessions, Zoom) is never permitted without my explicit prior consent. All materials related to class should ***never be circulated and should only be used for the purposes of taking this course.*** Please note, according to University Policy, that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. ***The Copyright Act and copyright law protect lectures by University instructors.*** Students are advised that circulating or sharing recorded lectures or any other course material with anyone outside this course will incur disciplinary measures.

Zoom sessions will not be recorded by the instructor. In specific and approved circumstances, students should be aware that their voice/image may be recorded by others during live open Zoom sessions. Please speak with the instructor if this is a concern for you.

Format for Written Assignments

All written assignments must be typed in 12-point Times New Roman font, double-spaced, with standard one-inch margins and in-text citations and works cited page should follow APA style format. Do not include more than one space between paragraphs (see here: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html). **Note that you do not need to include the APA cover page or “running head” for coursework.**

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

This term’s course outline has been designed to build in ample time and flexibility for submitting assignments. Late assignments will be subject to one full letter grade deduction for each calendar day the assignment is late. (For example, an A paper turned in two days late becomes a C paper; for clarity: 1 minute-24 hours late=A drops to B; 24 hours-36 hours late=A drops to C; all inclusive of weekend days). Late papers will not be accepted after five calendar days have

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passed, inclusive of weekend days. Extensions will only be considered in *extenuating* circumstances, given the ample time and generous flexibility built into deadlines this term.

Absences, Missed Work, Illness

You are responsible for any announcements, changes to course outline, or material shared in Zoom seminar meetings, on A2L, or in email communications. While attendance itself is not mandatory, missing class will make mastering the material from readings and films much more difficult and attendance is one variable that will inform your evaluation of your participation in the accountability assessment.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to *submit their work in hard copy and electronically to Turnitin.com* so that it can be checked for academic dishonesty. To see the Turnitin.com Policy, please to go www.mcmaster.ca/academicintegrity.

Please note University policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

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McMaster Student Absence Form (MSAF)

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar Requests for Relief for Missed Academic Term Work. Please note these regulations have changed beginning Fall 2015. You can find information at mcmaster.ca/msaf/. If you have any questions about the MSAF, please contact your Associate Dean's office.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

Religious, Indigenous and Spiritual Observances (RISO)

The University recognizes that, on occasion, the timing of a student's religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario Human Rights Code.

Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;

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4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.