**Anthropology of Global Health**50:070:385:01, 50:480:392:01, 50:499:458:01, 50:014:382:02  
Fall 2021

**Class meetings**Mondays and Wednesdays, 12:30-1:50pm  
Cooper Street, Room 110

**Professor Cati Coe**405-407 Cooper Street, Room 203  
Office hours: Mondays, 2-3pm & Wednesdays, 11-12pm, in my office or via Zoom, or by appointment   
phone: (856) 225-6455  
email: [ccoe@camden.rutgers.edu](mailto:ccoe@camden.rutgers.edu)

**Course Description**The course will examine issues in global health, with a particular focus on Africa. It will explore health infrastructure, the relationship of health to social relations, the management of epidemics and competing and alternative perspectives of health and healing. As an anthropology course, the focus will be on health and healing as the product of social relations and everyday action, as well as on cultural worldviews that shape health beliefs and practices. We will see why health matters to people, both individually and collectively, and the choices they make to maintain their wellbeing.

Three books are available at the campus bookstore. You will have to purchase *Grains from Grass;* the other two books are available electronically through Rutgers library (through the Reading List tab in Canvas)

|  |  |  |
| --- | --- | --- |
| Lisa Cliggett’s *Grains from Grass* | Your Pocket Is What Cures You: The Politics of Health in Senegal (Studies  in Medical Anthropology): Foley, Ellen E: 9780813546681: Amazon.com: BooksEllen Foley’s *Your Pocket is What Cures You* | Claire Wendland’s *A Heart for the Work* |

Please note: This is a reading intensive course. Please expect to spend two hours outside of class for every hour of class time every week (three hours of class time = six hours of out-of-class preparation). Please plan your schedule accordingly and do not let yourself fall behind!

**Course Learning Goals**

* To appreciate that health is connected to other issues, like politics, economics, and ideas;
* To understand that there are different healing traditions; biomedicine is a particular healing tradition;
* To appreciate that people understand and explain the factors that result in wellbeing differently;
* To understand why health systems in the Global South are underfunded; and
* To apply anthropological concepts to everyday health events and material.

**Assignments**There are a lot of assignments in this course, and you’re expected to engage with the content frequently because engagement and application are how we learn best. As long as you are putting forth your best effort and communicate with me when struggling, you should be able to succeed in this course.

|  |  |
| --- | --- |
| **Activity type** | **Percentage of grade** |
| Critical reading responses | 30% |
| Papers | 60% |
| Attendance and Participation | 10% |

1) **Critical** **Reading Responses** (30%)  
The critical response papers will help you be prepared for class discussion and for the papers. Reading and reflecting on the reading are the foundational activities that will allow you to succeed in the class.

By midnight before each class (**Sunday night** before a Monday class, and **Tuesday night** before a Wednesday class), you should turn in a paper of at least 300 words that answers the following questions:

*About the previous class period:*1) What was the main point of the lesson of last class? What did you learn or what most engaged you?

*About the reading(s) due in the upcoming class period:*2) What is the major point that the reading makes?  
3) What is your response to the reading? (In other words, what do you agree with in the reading and why? What do you disagree with and why? Is the evidence that the reading presents persuasive, or not? What connections can you make with other material you have encountered, whether inside or beyond this course? How does this reading relate to experiences you have had?)

These critical response papers must address all the readings due in the upcoming class period. If there is no reading due on a particular day, then you do not need to turn in a critical response paper.  Simply writing something on a piece of paper will not give you credit for doing this assignment; you must demonstrate that you have read the reading thoroughly and answer the questions above.

Each reading response is worth less than 1% of your grade.

**Rubric for the Reading Responses** (out of 10 points)

|  |  |
| --- | --- |
| 10 | A thoughtful and nuanced response to the reading of at least 300 words, answering all the questions posed, demonstrating mastery and understanding of the material, making connections across readings and to real-life events with ease and insight |
| 9 | A response to the reading of at least 300 words which demonstrates that the author has completely read it, has grappled valiantly to understand the material, and has answered all the questions posed |
| 8 | A response to the reading of at least 300 words which demonstrates that the author has completed the reading, but demonstrates some minor misunderstandings and/or does not address one of the questions posed |
| 5 | The response addresses only half of the assigned reading but does so thoroughly, or is less than 300 words |
| 3 | The response does not demonstrate completion of the reading, and/or does not address most of the questions posed in the assignment |
| 0 | The response demonstrates no engagement with the readings or the questions |

2) **Papers** (60%: 12% for each)  
You will write five papers during the semester. These assignments will help you to integrate the reading and lectures so that you understand your own world through a cultural lens. You will be expected to present the findings from your papers to your peers in class.

**Due dates for the papers are**: noon on September 27th, October 6th, November 10th, December 6th, and December 20th

**4) Attendance and Participation** (10%)

* Participation is expected.
* In order to do well, be attentive in class. Whatever else you do, please avoid distracting yourself and others.
* Late arrivals and early leaving as well as inattention due to technology use are disruptive to your learning and the concentration of others, and will be noted as part of your participation grade. Plan to come to class on time and stay until the class ends.

### Late assignment guidelines Please let me know if you are struggling to keep up with the work. I know missing deadlines can be stressful! Sometimes it’s just a one-time thing and other times it can snowball. I don’t want you to get trapped in this cycle—I can help!

If you think you might miss a deadline:

1. Please contact me ahead of time if you believe you will not be able to complete an assignment on time to see if we can make other arrangements. This is always a better option than waiting after the due date for an assignment has passed!
2. Email me whatever you have before the deadline.
3. Keep in contact with me until you have finished. We can make a plan together to keep you on track.

Guidelines for assignment type unless we’ve been in touch as stated above:

* **Critical Response papers:** Late work is generally not accepted unless we’ve discussed this in advance; please contact me with this information by Friday at noon before the assignment closes.
* **Papers:** 10% will be taken off for any lateness, with an additional 10% for every 24 hours.

**COVID-Era Rules**

In order to protect the health and well-being of all members of the University community, masks must be worn by all persons on campus when in the presence of others (within six feet) and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). Masks must be worn during class meetings; any student not wearing a mask will be asked to leave the classroom.

Masks should conform to CDC guidelines and should completely cover the nose and mouth:

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>

Please do not eat and drink in the classroom, as this will involve removing your mask.

If I have COVID-like symptoms the morning of class, I will cancel in-person class to protect you from potential spread of the virus. We will instead have a synchronous session via Zoom through Canvas. I will inform you by 7:30am through the Announcements function in Canvas, so please check your email (including your Spam email) before you come to class.

**Campus Resources**

**Basic Needs Security**If you have difficulty affording groceries or accessing sufficient food to eat every day, lack a safe and stable place to live, and/or do not have regular access to technology, and believe this may affect your performance in the course, you are urged to contact the Dean of Students for support and/or can utilize the Rutgers University-Camden Food Pantry.

* **Dean of Students Office**- You can learn more about the free services by calling 856-225-6050, emailing [deanofstudents@camden.rutgers.edu](about:blank), or visiting the website at [http://deanofstudents.camden.rutgers.edu/](about:blank)
* **Rutgers-Camden Food Pantry**- You can learn more about this free service by calling 856-225-6005, emailing [scarlet-raptor-foodpantry@camden.rutgers.edu](about:blank) or visiting the website at [https://wellnesscenter.camden.rutgers.edu/ru-camden-raptor-pantry/](about:blank)

**Canvas Rutgers Shout Out**

Within Canvas, turn on Rutgers Shout-Out to all students to type the phonetic spelling of their name, list their preferred pronouns, and pronounce their name in a video recording for your course

**Chosen Name (Preferred Name)**If you have a chosen name or preferred name other than what is listed on the roster, kindly let me know.

If you would like to have your name changed officially on the Rutgers University-Camden rosters please visit: [https://deanofstudents.camden.rutgers.edu/chosen-name-application](about:blank)

**Code of Conduct and Academic Integrity**

Rutgers University-Camden seeks a community that is free from violence, threats, and intimidation; is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and does not threaten the physical or mental health or safety of members of the University community, including in classroom space, and a community in which students respect academic integrity and the integrity of your own and others’ work.

As a student at the University you are expected adhere to the Student Code of Conduct and Academic Integrity Policy. To review the academic integrity policy, go to [https://deanofstudents.camden.rutgers.edu/academic-integrity](about:blank) To review the code, go to: [https://deanofstudents.camden.rutgers.edu/student-conduct](about:blank)

Please Note: The conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities." Please be aware of classroom and out-of-classroom expectations by making yourself familiar with and by following the Student Code of Conduct

**Complaints**

Rutgers University—Camden is committed to providing quality services, a great education and an engaged and caring experience for our students. Sometimes problems arise, and students may find that they would like to file a complaint about their experience or a particular situation. To file a complaint, students can complete the form at this link and someone will connect with you to discuss your complaint, explain options and to address the issue that was raised. Students do have the option of filing a complaint anonymously, but then there will be no way for the office handling the complaint to be able to let the student know how it was addressed. Filling out a form will allow students to understand all options and the different ways an issue can be addressed. The form is located here: [https://deanofstudents.camden.rutgers.edu/reporting](about:blank)

**Dean of Student Office- CARES Team**

College is a time when you may be testing your independence and/or striving to find yourself. It's not uncommon for these journeys to have rough points. The Dean of Students Office is here to assist you by strategically and effectively handling and referring student concerns/needs across all areas of the campus and University as needed.  For some students, personal, emotional, psychological, academic, or other challenges may hinder their ability to succeed both in and outside of the classroom. The Dean of Students Office serves as your initial contact if you need assistance with these challenges. You can learn more about the free services by calling 856-225-6050, emailing [deanofstudents@camden.rutgers.edu](about:blank), or visiting the website at [http://deanofstudents.camden.rutgers.edu/](about:blank)

**Learning Center- Learning Specialists and Tutoring**I am committed to making course content accessible to all students. The Learning Center provides Learning Specialists who can help you build a learning plan based on your strengths and needs. Tutors, study groups and more services are available you for free. Many services are available in virtual formats and after normal business hours. In addition, if English is not your first language and this causes you concern about the course, the Learning Center can help. You can learn more about these services by calling 856-225-6442, emailing [rclc@camden.rutgers.edu](about:blank) or [learningcenter@camden.rutgers.edu](about:blank), or visiting the website [https://learn.camden.rutgers.edu/](about:blank) You can schedule an appointment with Learning Specialist to create a plan of action using the website.

**Office of Disability Services (ODS)- Students with Disabilities**

If you are in need of academic support for this course, accommodations can be provided once you share your accommodations indicated in a Letter of Accommodation issued by the Office of Disability Services (ODS). If you have already registered with ODS and have your letter of accommodations, please share this with me early in the course. If you have not registered with ODS and you have or think you have a disability (learning, sensory, physical, chronic health, mental health or attentional), please contact ODS by first visiting their website [https://success.camden.rutgers.edu/disability-services](about:blank).The website will further direct you who to contact and how to contact them depending on the free, confidential services you are in need of.

Please Note: Accommodations will be provided only for students with a Letter of Accommodation from ODS. Accommodation letters only provide information about the accommodation, not about the disability or diagnosis.

**Office of International Students and Programs- International (F-1) Students.**

If you are an international student at Rutgers University-Camden and you need assistance with documentation, travel, campus assistance and/or advising, the Office of International Students and Programs provides support services. You can find more information by calling 856-225-6832, emailing [ois@camden.rutgers.edu](about:blank) or by visiting the website at [https://international.camden.rutgers.edu/](about:blank)

**Office of Military and Veteran Affairs- Veteran, Active Duty and National Guard Member Services**

The Office of Military and Veterans Affairs and Rutgers University-Camden supports our students who have served and their family members, including explanation of benefits, referrals to resources on and off campus, supporting students who are deployed for active duty and answering questions. If you are in need of assistance and are an active duty, National Guard or veteran (or are a family member), the Office of Military and Veteran Affairs can assist. You can find more information by calling 856-225-2791 or visiting the website at [http://veterans.camden.rutgers.edu/](about:blank)

**Pronouns**  
This course affirms people of all gender expressions and gender identities. If you have a preferred gender pronoun, feel free to correct me. If you have any questions or concerns, please do not hesitate to contact me directly.

**Title IX and the Violence Prevention & Victim Assistance Office**

If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. The Rutgers University-Camden community is committed to helping to create a safe learning environment for all students and for the university as a whole. Rutgers University-Camden has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. If you wish to speak to a free, confidential employee who does not have this reporting responsibility, you can speak to staff in the Office of Violence Prevention & Victims Assistance. You can learn more about these resources by calling 856-225-2326 or by visiting the website [http://respect.camden.rutgers.edu](about:blank). You can schedule an appointment to connect with a member of the office by using this website.

Please Note: *All Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 60.1.33) are required to report information about such discrimination and harassment to the University*.  This means that if you tell me or any faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, we must share that information with the University’s Title IX Coordinator

**Undocumented and DACAmented Student Services.**

Undocumented students enrich our university community. Rutgers University-Camden is steadfast in its effort to protect and support all members of our community, regardless of immigration status or personal circumstance. If you are in need of resources (legal, career and support) you can find more information and schedule appointments on the website [https://undocumented.camden.rutgers.edu/](about:blank)

**Wellness Center- Health and Wellbeing Resources**

Health and well-being impact learning and academic success. Throughout your time in college, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. The Wellness Center Medical and Counseling staff can help with these or other issues you may experience. You can learn about the free, confidential medical and mental health services available on campus by calling 856-225-6005, visiting the website at [https://wellnesscenter.camden.rutgers.edu/](about:blank) or visiting the Wellness Center on the 2nd Floor of the Campus Center.

**Writing and Design Lab-Writing Support and Services.**

If you need assistance with writing, audio recordings, web creation or other creating software used in class, the Writing and Design Lab can help. They provides personal tutoring, workshops and online assistance. You can learn more by emailing [rutgers.wdl@rutgers.edu](about:blank) or visiting the website [https://wdl.camden.rutgers.edu/about-2/](about:blank). On the website you can schedule an appointment.

**National and State Resources for Wellbeing (Alphabetical Order)**

Crisis Text Line: text HOME to 741741

Crisis Text Line for Students of Color: text STEVE to 741741

National Domestic Violence Helpline: 1-800-799-7233 or text LOVEIS to 22522

the National Substance Abuse helpline, SAMHSA’s National Helpline, [1-800-662-HELP (4357)](about:blank)

National Suicide Prevention Lifeline: 1-800-273-8255

NJ HOPE line- [https://njhopeline.com/](about:blank)

The Sexual Assault helpline at [1-800-656-HOPE](about:blank) (4673)

Trevor Lifeline (LGBTQ+): 1-866-488-7386

and the National Substance Abuse helpline, SAMHSA’s National Helpline, [1-800-662-HELP (4357)](about:blank)

**Schedule of Assignments**

**Wednesday, September 1**  
Orienting concepts. What is health? What is medicine?  
Introduction to the syllabus and the course

**PART ONE: HEALTH AS DEPENDENT ON SOCIAL RELATIONS**

**Wednesday, September 8**  
*Reading due:* Lisa Cliggett, *Grains from Grass,* Chapters 1 and 2, pp. 1-46

**Monday, September 13**  
*Reading due: Grains from Grass,* Chapters 3 & 4, pp. 47-96  
Paper #1 assignment given

**Wednesday, September 15**  
*Reading due: Grains from Grass,* Chapters 5 & 6, pp. 97-141

**Monday, September 20**  
*Reading due: Grains from Grass,* Chapters 7 & 8, pp. 142-68

**Wednesday, September 22**  
*Reading due:* Richard Keller, “Introduction,” *Fatal Isolation: The Devastating Paris Heat Wave of 2003*, pp. 1-23.

**Monday, September 27**  
Paper #1 due

**PART TWO: CULTURAL CONCEPTIONS OF THE BODY**

**Wednesday, September 29***Reading due:* Margaret Lock, “Prologue: Scientific Discourse and Aging Women,” *Encounters with Aging: Mythologies of Menopause in Japan and North America*, i-xliv

**Monday, October 4***Reading due: Encounters with Aging,* “The Turn of Life: Unstable Meanings,” pp. 1-30

**Wednesday, October 6**  
Paper #2 due

**PART THREE: MEDICAL PLURALISM**

**Monday, October 11***Reading due:* Christopher Davies-Roberts, “Kutambuwa Ugonjuwa: Concepts of Illness and Transformation among the Tabwa of Zaire,” In *The Social Basis of Health and Healing in Africa*, pp. 376-392

**Wednesday, October 13**  
*Film due:* “Healers of Ghana” (1996) by J. Scott Dodds

**Monday, October 18**  
*Reading due:* Herbert J. Rubin and Irene S. Rubin. 1995. “Interviews as Guided Conversations.” *Qualitative Interviewing: The Art of Hearing Data*. Thousand Oaks: Sage, pp. 122-144

Paper #3 assignment given.

**PART FOUR: PUBLIC HEALTH SYSTEMS**

**Wednesday, October 20***Reading due:* Ruth Prince, “Introduction: Situating Health and the Public in Africa,” *Making and Unmaking of Public Health in Africa: Ethnographic and Historical Perspectives*, edited by Ruth Prince and Rebecca Marsland, pp. 9-47

**Monday, October 25**  
*Reading due:* Ellen Foley, *Your Pocket is What Cures You: The Politics of Health in Senegal*, Chapters 1-3, pp. 1-57

**Wednesday, October 27**  
*Reading due: Your Pocket is What Cures You,* Chapters 4-5, pp. 58-95  
Recording for paper #3 due

**Monday, November 1**  
*Reading due: Your Pocket is What Cures You,* Chapters 6-8, pp. 96-142

**Wednesday, November 3**  
*Reading due: Your Pocket is What Cures You,* Chapters 9-10, pp. 143-165

# **Monday, November 8** *Reading due:* “How Senegal How Senegal stretched its health care system to stop Covid-19,” Vox, April 28, 2021 <https://www.vox.com/22397842/senegal-covid-19-pandemic-playbook?fbclid=IwAR3IzEtZne7sNthjTx8CpeXe0GN_18tdoWiFAZ4qP8f39HFVkLGMfAaogG0>

**Wednesday, November 10**  
Paper #3 due

**PART FIVE: SOCIALIZATION INTO THE MEDICAL PROFESSION**

**Monday, November 15**  
*Reading due:* Claire Wendland, *A Heart for the Work: Journeys through an African Medical School*, Prologue and Chapters 1-2, pp. 1-66

**Wednesday, November 17**  
*Reading due: A Heart for the Work*, Chapters 3-4, pp. 67-118

**Monday, November 22**  
*Reading due: A Heart for the Work*, Chapter 5, pp. 119-153

No Wednesday class due to Thanksgiving break.

**Monday, November 29**  
*Reading due: A Heart for the Work*, Chapters 6, 7 and Epilogue, pp. 154-224

**PART SIX: PUBLIC HEALTH DURING AN EPIDEMIC**

**Wednesday, December 1***Reading due:* David Arnold, *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India*, “Smallpox: The Body of the Goddess,” pp. 116-158

**Monday, December 6**Paper #4 due

**Wednesday, December 8***Reading due:* David Arnold, *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India*, “Cholera: Disease as Disorder,” pp. 159-199

**Monday, December 13***Reading due:* Paul Farmer, *Fevers, Feuds and Diamonds*, Preface xi-xxviii, Chapter 1, p. 3-45

**Monday, December 20, 11:30-2:30**  
Paper #5 due