

SYA 4930
GLOBAL HEALTH INEQUALITIES
Spring 2025

The syllabus and all revisions will be posted to Canvas

INSTRUCTOR: **Dr. Megan D. Cogburn** (email: megandcogburn@ufl.edu)
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ASSISTANT: N/A

OFFICE HOURS: Mondays and Wednesdays 3:00 pm- 4:30 pm in Turlington 3333 and by appointment: <https://calendly.com/megandcogburn-ufl>.

HOURS: 3

CLASS TIME: Period 7 (1:55 pm- 2:45 pm) on Mondays, Wednesdays, Fridays in Anderson Hall (AND 0013)

Course Description and Objectives:

The term global health is ubiquitous today. We hear about global health in the news, in the numerous institutions dedicated to global health research, or even in our own hopes and future career trajectories as scholars concerned with health and social justice. But what does the term ‘global health’ really mean, and what can a critical study of global health teach us about inequalities today? This course will provide a historical and ethnographic engagement with global health. We will explore topics historically included and excluded in global health policies, practices, and programs, asking what counts in global health? What constitutes “the global” and “the local”? How do different sociological understandings of health, illness, and disease factor into power dynamics and the politics of *doing* global health today? What can social theories teach us about the past, present, and future of global health?

The course will provide a forum for students in sociology, anthropology, geography, development studies, public health, medicine and other disciplines. Throughout different course modules, students will be introduced to the social, cultural, and political world of global health. Our goal will be to expand our own understandings of how health inequalities are structured and what we can do about them. We will critically analyze and reflect on our own taken-for-granted assumptions about global hierarchies of power, biomedicine, local health cultures and experiences, transnational health movements, and global arrangements of development and underdevelopment that influence life itself. The class will include a mixture of lectures and Team-Based Learning (TBL) activities. Students will be graded on class and team participation, team assignments, weekly process journals, and midterm and final exams.

By the end of the course, the students should be able to:

1. Describe the concept of global health through its history and implications for contemporary health inequalities.

2. Apply social theories to the study of global health policies and practices, including their intended and unintended consequences.
3. Analyze the structural and sociocultural factors that shape the distribution of health, illness, and disease worldwide.
4. Evaluate the political, social, and cultural processes that shape the disciplines of medicine and public health.
5. Identify neglected areas of global health and topics for future sociological research.

This course is also designed to develop the student's learning skills, including:

1. Analytical thinking and reflection (including information acquisition and critical reading and writing skills).
2. Holistic learning skills and the ability to integrate ideas from many different perspectives.
3. Application of abstract ideas and theories to real-world examples and personal experiences.

Course Format:

This course will be conducted in person. Class time will include a mixture of lectures and Team-Based Learning (TBL) Activities such as: quizzes, group activities, applications, and presentations. In-person course work will not be recorded. Canvas is an integral part of course work and communication, so please be sure you can access Canvas.

Course Materials:

Required Texts

There are three (3) required texts available by the UF Bookstore. Some may be available at the UF Library in a print or open-access digital form.

Packard, R.M. 2016. A History of Global Health: Interventions into the Lives of Other Peoples. Baltimore: Johns Hopkins University Press.

Brewis, A. and A. Wutich 2022. Lazy, Crazy, and Disgusting: Stigma and the Undoing of Global Health. Baltimore: Johns Hopkins University Press.

Livingston, J. 2012. Improvising Medicine: An African Oncology Ward in an Emerging Cancer Epidemic. Durham: Duke University Press.

ADDITIONAL Required Readings (weekly scholarly journal articles, news articles, and book chapters) as well as viewing and listening materials (films, video clips, and podcasts) will be made available electronically on Canvas. Please alert your instructor if you have a problem accessing the electronic files.

Recommended Readings

The following resources are recommended as reference materials, if you wish to deepen your skills and conceptual understanding.

J. Biehl & A. Petryna. 2013. *When People Come First: Critical Studies in Global Health.* Princeton University Press.

Biruk, C. 2018. *Cooking Data: Culture and Politics in an African Research World.* Duke University Press.

Keshavjee, S. 2014. *Blind Spot: How Neoliberalism Infiltrated Global Health*. University of California Press.

Adams, V. 2016. *Metrics: What Counts in Global Health*. Duke University Press.

Berry, Nicole. 2010. *Unsafe Motherhood: Mayan Maternal Mortality and Subjectivity in Post-war Guatemala*. Berghahn Books.

Course Communication:

This course is coordinated via Canvas. In addition to course management, Canvas can be used as a contact interface between students and the instructor. Questions which may relate to multiple students (i.e. questions not related to an individual student's attendance, DRC approved accommodations, or grades) should be posted to the "Course Questions" discussion board. The course instructor can also be reached via email. Please use your UF email address and allow 24 hours for a response. I do not respond to emails after 5 pm on Fridays, before 9 am on Mondays, or during academic holidays and university closures. Please plan accordingly. Students are responsible for checking their official UF email and Canvas regularly to be aware of communication from their instructors.

Accommodations: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. **Students with disabilities should follow this procedure *as early as possible* in the semester.**

Course Evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Ground Rules and Classroom Norms: Please be aware that the content of this course may be upsetting at times as we will be discussing material such as maternal and child mortality, mental health issues, cancer, and pain that may be sensitive and generate strong emotions. Please be cognizant that some of your peers (or instructors) may have been involved or have close ties with people affected by health and social inequalities. We all have different experiences based on race, ethnicity, nationality, gender, sexuality, abilities, socio- economic status, etc. Please be respectful of others' lived experiences, do not shame or make others feel embarrassed of their views or experiences. Acknowledge differences of opinions in a professional and respectful manner. I expect all students to approach this class in a professional manner and engage in mindful and civil discussion with peers. Personal attacks, intimidations, threats or aggression will not be tolerated.

I would like to set **Ground Rules** to help us navigate sensitive or difficult topics during discussions (source: <https://crlt.umich.edu/publinks/generalguidelines>)

- Listen respectfully, without interrupting.
- Listen actively and with an ear to understanding others' views.
- Criticize ideas, not individuals.

- Commit to learning, not debating. Comment to share information, not to persuade.
- Avoid blame, speculation, and inflammatory language.

Further Guidance on Behavior During Class

- **Be an active participant in class and in your Teams.** Class participation is defined as the quality of your class involvement and attendance. I expect everyone to critically and thoughtfully engage and *verbally contribute* to your team-based discussions and larger in-class discussions. You will be graded by your other team members twice throughout the course to ensure that all team members are equitably contributing to group work. Based on your peer assessments, I reserve the right to deduct points from your participation grade, as well as other team assignments.
- **Take responsibility for your education.** Attendance is crucial to your success in this class and readings should be completed prior to coming to class. This course has a heavy reading load; learning and practicing effective reading and note-taking strategies will help in your success. Make sure you are familiar with the syllabus, routinely check Canvas, and seek clarification when needed through in-class discussions, emails, or office hours.
- **Refrain from disruptive or rude behaviors,** which includes arriving late, leaving early, sleeping, texting, receiving or making calls, having side conversations, or making comments under your breath. Cell phones should be out of sight during class time.

Campus Resources:

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to the student.

- Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.
- University Police Department, 392-1111 (or 9-1-1 for emergencies).
<http://www.police.ufl.edu/>

Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.
<http://www.crc.ufl.edu/>

- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Work Expectations, Class Attendance, And Make-Up Policy: This is a 3-credit hour class. For every credit hour spent in class per week, you will spend approximately 2-3 hours on outside work, which can result in a moderate to heavy workload of about 6-9 hours of outside work per week. Keep up with the readings and assignments or you will get behind.

- Students are required to complete all assignments by the stated due dates. Assignments must be submitted on Canvas. You will not be allowed to turn in late work or make-up exams without a valid university-acceptable excused absence. Consistent with UF policy, students who miss an exam due to a documented family or medical emergency, and who *discuss this problem with me in advance of the scheduled exam date*, will have an opportunity to complete a make-up exam. **Extenuating Circumstances:** Please contact your course instructor if you are experiencing personal difficulties including mental health issues. Leniency under such circumstances is at the instructor's discretion. Please contact me as soon as possible as the earlier an issue is identified, the easier it is to accommodate.
- Participation in official university activities which conflict with class meeting time and other reasons that may be determined appropriate by the university/instructor may also be permitted provided you **inform me of this conflict in advance**. Student athletes or those engaged in official university activities should provide me with the relevant documentation and schedule as soon as possible.
- If you miss an assignment because of a documented, excusable reason, you may be allowed to make up the work, or an alternate assignment may be given to you. Documentation must be provided within one week of the missed assignment and you will have one week to complete the make-up assignment. However, you will be responsible to meet all other assignment due dates as presented in the syllabus, while you complete excused assignments. Refer to the University of Florida grading policy on excused absences to define an excusable reason for missing class:
<https://catalog.ufl.edu/ugrad/current/regulations/info/exams.aspx>

Academic Integrity & Dishonesty, Submitting Work, And Email: This course will include in-class assignments, discussions, and guest lectures, which means it is imperative that you attend regularly. The course instructor reserves the right to conduct pop-quizzes and TBL activities related to reading or reflection activities for points at other unspecified times.

- **Academic dishonesty is not tolerated at UF and the consequences for dishonesty are taken seriously and may have a range of outcomes.** UF holds its students to the highest

standards, and we encourage students to read the UF Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of our standards. Any violation of the Student Honor Code will result in a referral to the Student Conduct and Conflict Resolution and may result in academic sanctions. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. If you cheat you will receive an F and may face further disciplinary action. (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>)

- **Canvas will be used throughout this course to post announcements, assignments, notes, readings, grades, and administering exams.** I use Modules grouped by week and topics to organize supplementary readings, videos, and assignments. Grades will not be given out in an email or over the phone. Please check Canvas regularly for new items or adjustments to the syllabus.
- **Only .doc, .docx, and. pdf files are the only submission type that will be accepted within the Canvas portal.** I cannot download or view any other file format. If you send it with any other file extension and miss the deadline, it will be considered late. Incompletes for this course will only be given in dire circumstances and is at the sole discretion of the instructor. (<http://www.registrar.ufl.edu/grades/gradepolicy.html>)
- **Please use the Canvas message system to communicate with me or my official UF email (megandcogburn@ufl.edu).** If you leave an important message and get no response, follow up to make sure it has been received. For confidentiality reasons, YOU MUST USE YOUR UF EMAIL. I am not to conduct class business through other email providers because of confidentiality regulations.

Points: I want you to do well in the class and provide you with ample opportunities to do so. When calculating grades I use standard rounding procedures to round up to the next percent (≥ 0.5 will be rounded to the next whole number) without exception.

A	93-100%		C	73-76%
A-	90-92%		C-	70-72%
B+	87-89%		D+	67-69%
B	83-86%		D	63-66%
B-	80-82%		D-	60-62%
C+	77-79%		E	59-0%

Assignments and Point Allocation:

Class & Team Participation	60 points
Quizzes & Applications	70 points
Discussion Summaries	80 points
Process Journals	140 points
Midterm Exam	100 points
Final Exam	150 points
TOTAL.....	600 points

Class & Team Participation (60 pts)

Class participation is defined as the quality of your class involvement and attendance, which includes arriving on time, having your readings completed prior to class, and thoughtfully and respectfully presenting your ideas and opinions in class. This course will include Team-Based Learning activities, in-class applications, discussions, and guest lectures, which means it is imperative that you attend regularly. The course instructor reserves the ***right to conduct pop-assignments related to reading or reflection activities for points at other unspecified times.*** Your participation grade will be based on your attendance and participation in your teams and during class discussions. If you miss a class, you are responsible for getting the notes from another student. In addition, students will complete peer evaluations of their teammates twice throughout the course. The first will be assigned during the midterm to allow students to get feedback from their teams and assess their standing. Both the midterm and final peer evaluation will be graded for completion and based on teammate feedback. You will be evaluating each member on their participation in team activities. (Did they participate regularly? Were they prepared for the day's activity? Did they contribute productively to the team? Did they contribute to team assignments in and outside of class?) This is to hold students accountable to their teams, to ensure that the workload is distributed evenly, and that all students are participating fully and effectively.

Midterm peer evaluations due by March 14 @ 11:59 pm

Final peer evaluations due by April 23 @ 11:59 pm.

Quizzes & Applications (70 pts)

Throughout the course teams will complete reading quizzes and design applications to contribute to Friday class discussions. These will be “pop” assignments. Note you must have an ***excused absence*** to be given the opportunity to make up any missed in class assignments.

Discussion Summaries (4 @ 20 pts = 80 pts)

Each team will complete 4 discussion summaries and/or workshops during the semester. These will be brief write-ups, concept diagrams, images, presentations aimed at highlighting key course take-aways and bringing together material from different modules. Each team will submit ONE summary at the due date. (Be sure to list the names of all team members who are present for discussion that day.) These are a way to track attendance and each team's progress in assimilating and engaging course material. These will be graded on content and completion.

Process Journals (14 @ 10 pts= 140 pts)

Throughout the course you will submit a private process journal in Canvas in which you will write ~500 words connecting the module's material to course themes, and/or your own life experiences. Journals should be a creative space for you to thoughtfully connect course materials to larger social issues, current events, and worldviews. They are also ethnographic in that you may use the assignment like a sociologist's field diary, critically reflecting on your own feelings, positionality, and life experiences. ***Taking this class is a process of exploring taken-for-granted assumptions and global power structures—this is your space to write about what that process looks like for you.*** I will occasionally offer a prompt and will offer feedback on these entries. I will not grade them for accuracy, per se, although critical reflection, grammar, spelling and formatting will be considered.

TIP: Spending the time to summarize arguments and make critical reflections and connections in your weekly journals will help you prepare for your exams. You will be responsible for submitting one journal each week throughout the course. Journals are due in Canvas on Sundays before midnight.

Midterm Exam (100 pts)

There will be one midterm exam, consisting of two essay questions. The exam will cover material from assigned readings, lectures, videos, and class discussions or activities. The midterm is designed to test your knowledge of content from several modules and asks you to synthesize that material. The midterm is online and will be scheduled for Friday, March 7, from 8:00 am- 8:00 pm EST ONLY. You will be able to access the questions for the midterm starting at 8:00 am EST and all answers must be submitted by 8:00pm EST. Note that taking any screenshots of exam questions and/or sharing exam questions is a violation of UF's policies and will result in a zero for this assignment. It is advised that you start the midterm earlier rather than later. *Additional details will be provided in Canvas. You will have 90 minutes to complete the exam.*

Final Exam (150 pts)

Like the midterm, the final exam will cover material from assigned readings, lectures, videos, and class discussions or activities in an essay format. It will require you to integrate material from all sections of the course. The final exam is online and is scheduled on May 1 from 7:30am-9:30am EST ONLY. *Additional details will be provided in Canvas. You will have two hours to complete the exam.*

Extra-credit Opportunities

Extra-credit opportunities will be announced in class throughout the course (maximum extra credit 20 pts.)

Please find the Weekly Course Schedule including daily readings and a current list of activities at the end of the syllabus.

Course Outline:

1. Introduction and Overview – What is Global Health?
2. Colonial Medicine and International Health
3. Vaccines & the Rise and Fall of Primary Health Care
4. Politics of Reproduction
5. Global Health Partnerships & Medicalization
6. What Counts in Global Health: The Case of Maternal & Child Health
7. Race and Racism in Health and Medicine
8. Stigma in Global Health Part I: Disgusting, Lazy
9. Stigma in Global Health Part II: Mental Health
10. SPRING BREAK
11. Medical Tourism & Global Health Experiences
12. Improvising Medicine Part I: Scarcity & Care
13. Improvising Medicine Part II: Visibility & Invisibility
14. Environmental Justice
15. Global Health Futures

**** Please note that I reserve the right to make changes as needed to the syllabus and course schedule at any time****

Weekly Course Schedule:

Reading & Assignments: Below is the current reading and assignments for the semester. All readings listed for a particular date should be read *BEFORE* class so that you can engage in more meaningful discussion of the content. The instructor reserves the right to adjust the schedule and readings based on the availability of guest lecturers, flow of the class or unanticipated student interest in topics or current events during the semester. All revisions of the syllabus and reading materials will be posted on Canvas and any changes will be posted at least a week in advance.

Week 1: Course Introduction & What Is Global Health?

1/13 MONDAY

Course Introduction

Global Health Free Listing

1/15 WEDNESDAY

Packard: Introduction

Re-imagining Global Health Ch 1

1/17 FRIDAY

Re-imagining Global Health Ch 2

Kleinman, “Four Social Theories for Global Health”

Process Journal 1 Due

Week 2: Colonial Medicine & Social Medicine

1/20 NO CLASS –Dr. Martin Luther King, Jr. Day

1/22 WEDNESDAY

Packard: Chapters 1-2

1/24 FRIDAY

Packard: Chapters 3-4

Process Journal 2 Due

Week 3: Vaccines & the Rise and Fall of Primary Health Care

1/27 MONDAY

Packard: Chapters 7-8

1/29 WEDNESDAY

Reimaging Global Health Ch 4

Washington Post, Harris, How do resource-constrained countries commit to universal health care?<https://www.washingtonpost.com/news/monkey-cage/wp/2018/12/01/how-do-resource-constrained-countries-commit-to-universal-health-care/>.

1/31 FRIDAY

Thornton C and Reich JA. 2022. Black Mothers and Vaccine Refusal: Gendered Racism, Healthcare, and the State.

Listen, Medical Anthropologist Explores 'Vaccine Hesitancy'
<https://www.npr.org/sections/health-shots/2019/02/13/694449743/medical-anthropologist-explores-vaccine-hesitancy>

Process Journal 3 Due

Week 4: The Politics of Reproduction (*Dr. Cogburn in Rwanda, class will meet on ZOOM*)

2/3 MONDAY

Packard: Chapters 9-10

2/5 WEDNESDAY

Packard: Chapter 11

Family planning projects: unpacking the spectacle of women's empowerment in Uttar Pradesh, India, <https://somatosphere.net/family-planning-projects-unpacking-the-spectacle-of-womens-empowerment-in-uttar-pradesh-india/>.

2/7 FRIDAY

Listen to The Global Health Politics Podcast, Episode 1: Jallicia Jolly on Transnational Reproductive Justice Organizing
<https://globalhealthpoliticspodcast.buzzsprout.com/2364394/episodes/15062122-episode-1-jallicia-jolly-on-transnational-reproductive-justice-organizing?t=0>.

Guest Lecture, Dr. José Colón Burgos

Process Journal 4 Due

Week 5: Global Health Partnerships & Medicalization

2/10 MONDAY

Packard: Chapters 14-15

2/12 WEDNESDAY

Packard: Chapter 16

Bell, S. E. 2024. Bringing the Global into Medical Sociology: Medicalization, Narrative, and Global Health. *Journal of health and social behavior*, 00221465241249701.

2/14 FRIDAY (***Class on Zoom***)

Listen to Episode 6: Tim Schwab on the Bill Gates Problem, The Global Health Politics Podcast, <https://globalhealthpoliticspodcast.buzzsprout.com/2364394/episodes/16005173-episode-6-tim-schwab-on-the-bill-gates-problem?t=0/>

Guest Lecture, Dr. Sarah Staub (on Zoom)

Process Journal 5 Due

Week 6: What Counts in Global Health: the Case of MCH

2/17 MONDAY

Cogburn, MD, Rafiq MY. 2025. “We Only Escort Women to the Health Facility”: Traditional Birth Attendants and the Performance of Indicator-Driven Care in rural Tanzania.

Listen to, The Global Health Politics Podcast, Episode 2: Adeola Oni-Orisan on Maternal Death Narratives, <https://globalhealthpoliticspodcast.buzzsprout.com/2364394/episodes/15280707-episode-2-adeola-oni-orisan-on-maternal-death-narratives>.

2/19 WEDNESDAY

Pentecost, M, Meloni M. 2020. “It's Never Too Early”: Preconception Care and Postgenomic Models of Life. *Frontiers in Sociology*.

2/21 FRIDAY

Reyes, Emaline. 2021. Born in Captivity: The Experiences of Puerto Rican Birth Workers and Their Clients in Quarantine.

Guest Lecture, Emaline Reyes, PhD Candidate

Process Journal 6 Due

Week 7: Race and Racism in Health and Medicine

2/24 MONDAY

Roberts “The Invention of Race”

Meyers & Hunt “The Other Global South”

Skim, Gravlee L. 2009. How Race Becomes Biology: The Embodiment of Social Inequality.

2/26 WEDNESDAY

Davis, Dána-Ain. 2023. Uneven reproduction: Gender, race, class, and birth outcomes. *Feminist Anthropology*.

NYTimes Magazine article “Why America’s Black Mothers and Babies are in a Life-or-Death Crisis”

2/28 FRIDAY

Farmer, P. 1996. On Suffering and Structural Violence: A View from Below. *Daedalus*.

Process Journal 7 Due

Week 8: Stigma in Global Health Part I: Disgusting, Lazy

3/3 MONDAY

Brewis & Wutich: Intro-Part I

3/5 WEDNESDAY

Brewis & Wutich: Part II

3/7 FRIDAY

Process Journal 8 Due

Midterm Exam in Canvas, available from 8 am- 8 pm

Week 9: Stigma in Global Health Part II: Crazy

3/10 MONDAY

Brewis & Wutich: Part III

3/12 WEDNESDAY

Reimagining Global Health Ch 8

3/14 FRIDAY

Metzl, J. M., & Hansen, H. (2014). "Structural Competency: Theorizing a New Medical Engagement With Stigma and Inequality." *Social Science & Medicine*, 103, 126–133.

Process Journal 9 Due

Week 10: SPRING BREAK, ENJOY!

Week 11: Medical Tourism & Global Health Experiences

3/24 MONDAY

Wendland, Claire. 2012. Moral Maps and Medical Imaginaries: Clinical Tourism at Malawi's College of Medicine. *American Anthropologist*.

Berry, Nicole. 2014. Did we do good? NGOs, conflicts of interest and the evaluation of short-term medical missions in Sololá, Guatemala. *Social Science & Medicine*.

3/26 WEDNESDAY

Sullivan, Noelle. 2018. "When Volunteering Abroad does more Harm than Good." Huffington Post, Feb. 11th. https://www.huffpost.com/entry/opinion-sullivan-volunteering-abroad_n_5a7de894e4b044b3821d1627.

Sullivan, Noelle. 2017. "The Trouble with Medical 'Voluntourism'" *Scientific American*, May 16th, <https://www.scientificamerican.com/blog/observations/the-trouble-with-medical-voluntourism/>.

3/28 FRIDAY

Listen to The Global Health Politics Podcast, Episode 4: Themrise Khan on White Saviorism in International Development, <https://globalhealthpoliticspodcast.buzzsprout.com/2364394/episodes/15656081-episode-4-themrise-khan-on-white-saviorism-in-international-development?t=0>.

Attend Carter Conference Event at UF: Biomedicine, Global Health, and Knowledge Production/Extraction

Presenters: Claire Wendland, University of Wisconsin-Madison, Department of Anthropology

Mark Hunter, University of Toronto, Department of Human Geography

Ramah McKay, University of Pennsylvania, Department of History and Sociology of Science

Process Journal 11 Due

Week 12: Improvising Medicine Part I: Scarcity & Care

3/31 MONDAY

Livingston: Preface- Chapter 1

Knaul et al. 2019. Alleviating the access abyss in palliative care and pain relief—an imperative of universal health coverage: the *Lancet* Commission report.

4/2 WEDNESDAY

Livingston: Chapter 2

Prince, RJ. 2021. Cancer and Contaminated Food: toxic uncertainties in western Kenya. *Anthropology Today*. <https://rai.onlinelibrary.wiley.com/doi/epdf/10.1111/1467-8322.12662>.

4/4 FRIDAY

Livingston: Chapter 3-Interlude

Process Journal 12 Due

Week 13: Improvising Medicine Part II: Visibility/Invisibility in Global Health

4/7 MONDAY

Livingston: Chapters 4 & 5

4/9 WEDNESDAY

Anne Boyer, The Undying excerpt “What Cancer Takes Away,” *The New Yorker*. <https://www.newyorker.com/magazine/2019/04/15/what-cancer-takes-away>.

In-class activity, listen, Commonplace Podcast, Episode 78: Anne Boyer

4/11 FRIDAY

Livingston: Chapter 6 and Epilogue

Process Journal 13 Due

Week 14: Global Health & Environmental Justice

4/14 MONDAY

What is health? The ability to adapt. *The Lancet*. 2009.

Deivanayagam, Thilagawathi Abi et al. 2023. Envisioning environmental equity: climate change, health, and racial justice. *The Lancet*.

2024 Lancet Report on Climate Change Reveals Record-breaking Health Threats Associated With Climate Inaction, <https://ysph.yale.edu/news-article/2024-lancet-report-on-climate-change-reveals-record-breaking-health-threats-associated-with-climate-inaction/>.

4/16 WEDNESDAY

Climate change and noncommunicable diseases: connections, <https://www.who.int/news/item/02-11-2023-climate-change-and-noncommunicable-diseases-connections>.

Terrell KA, St Julien G. 2022. Air pollution is linked to higher cancer rates among black or impoverished communities in Louisiana. *Environmental Research Letters*

When Climate Displaces a Way of Life: The Uncounted Toll on Mental Health on the Front Lines of Climate Change, <https://commonhome.georgetown.edu/issues/spring-2024/when-climate-displaces-a-way-of-life-the-uncounted-toll-on-mental-health-on-the-front-lines-of-climate-change/>.

4/18 FRIDAY

Alugnoa, Desmond N et al. 2022. Period poverty and menstrual belonging: a matter of climate justice. *The Lancet Planetary Health*.

Heat waves associated with increased risk of preterm birth in the U.S. <https://www.statnews.com/2024/05/28/extreme-heat-increased-risk-preterm-delivery-stillbirth-study-says/>.

Air pollution could be threatening the success of IVF, new study finds, https://19thnews.org/2024/12/air-pollution-ivf/?utm_source=The+19th&utm_campaign=fcb10bc9b2-19th-newsletters-daily-1217&utm_medium=email&utm_term=0_a35c3279be-fcb10bc9b2-366282104.

Process Journal 14 Due

Week 15: Global Health Futures (TBA)

4/21 MONDAY

Harris, J and A. White. 2019. The Sociology of Global Health: A Literature Review.
Sociology of Development.

4/23 WEDNESDAY

Course Wrap-Up

4/25 FRIDAY

No Class, Reading Day

FINAL EXAM scheduled Thursday, May 1 from **7:30 am- 9:30 am** on Canvas.