

Term Information

Effective Term Spring 2023
[Previous Value](#) [Spring 2016](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

New GE status

What is the rationale for the proposed change(s)?

This course aligns well with the Health and Well-being GE.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Anthropology
Fiscal Unit/Academic Org	Anthropology - D0711
College/Academic Group	Arts and Sciences
Level/Career	Graduate, Undergraduate
Course Number/Catalog	5700
Course Title	Anthropology, Public Health, and Human Rights
Transcript Abbreviation	PubHealthHumRights
Course Description	This course provides an introduction to the relationship between medical anthropology and global public health with an emphasis on social justice and health as a human right. Health policy, evidence-based medicine, children's health, HIV, TB, chronic disease, citizenship and deservingness, and other health topics will be discussed and analyzed from a cross-cultural and ethnographic perspective.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.0201
Subsidy Level Doctoral Course
Intended Rank Junior, Senior, Masters, Doctoral, Professional

Requirement/Elective Designation

Health and Well-being

The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Discuss a human rights approach to global public health and how this differs from dominative market-based policies.
- Discuss the value of ethnographic approaches in studying of global public health.
- Define evidence-based global health practice and critique it from an anthropological perspective.
- Provide examples of the local health implications of global health policy, such as structural adjustment policies, non-governmental funding programs, for-profit medicine, and pharmaceutical patent laws.
- Identify key contributions that anthropologists can make toward global health policy and programming.

Content Topic List

- Medical Anthropology
- Global Public Health
- Human Rights
- HIV
- Social Justice
- Children's Health
- Evidence-based Medicine
- Culture

Sought Concurrence

No

Previous Value

Yes

COURSE CHANGE REQUEST
5700 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
05/03/2022

Attachments

- submission-health-well-being_ANTH 5700_Mar 11.pdf: Syllabus and Rational

(Syllabus. Owner: Healy, Elizabeth Ann)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Healy, Elizabeth Ann	03/14/2022 03:59 PM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	03/14/2022 04:00 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/03/2022 01:23 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	05/03/2022 01:23 PM	ASCCAO Approval

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Health & Wellbeing

GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Anthropology, Public Health, and Human Rights

Anthropology 5700

Autumn 2020

Time

MWF 10:20-11:15am EST

Location

ZOOM // Wednesday sessions in-person starting week 6

Instructor

Dr. Erin V. Moore

Email

moore.4540@osu.edu

Office Hours

Fridays 2-5pm, by appointment

Location

ZOOM

Overview

This course explores public health and human rights from anthropological perspectives. We will approach public health and human rights critically and comparatively: as a set of concepts, institutions, policies, and practices produced in and by particular historical, social, political, economic, and cultural contexts. We will also consider how those same contexts determine people's access to health care and experience of illness. The case studies we will discuss include pandemics and other health emergencies; race, racism and structural inequality in the U.S. medical system; the uneven development of global health expertise; the politics of reproduction; the production of menstrual health and hygiene as global health policy target; chronic illness and disability activism; and addiction and mental health.

Course materials include academic writings, journalistic articles, documentary films, podcasts, visual art, and poetry. Key to the course is a semester-long, ethnographic group project exploring illness and/or health systems using the theories and method developed in class.

Weekly, we will meet according to the following format:

- Mondays → ZOOM: discussion-based seminar
- Wednesdays → ZOOM: discussion-based seminar (in-person starting week 6)
- Fridays → ZOOM: group work for ethnographic project

Learning Outcomes

After completing this course, you will

- 1) be familiar with theoretical frameworks and debates in the anthropology of public health and human rights.
- 2) have a firm understanding of a human rights approach to public health and how this differs from dominant market-based paradigms.
- 3) be able to discuss how history, political economy, and social policy shape population and individual health.
- 4) have developed skills in ethnographic methodology that you can take with you into healthcare and health policy.

GE—ELOs

As a course offered as part of the **Health and Well-Being GE Theme**, you will also

- 1.1 Engage in critical and logical thinking about the topic or idea of health and well-being.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and well-being.
- 2.1 Identify, describe and synthesize approaches or experiences as they apply to health and well-being.
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1 Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy and/or personal perspectives.
- 3.2 Identify, reflect on, or apply strategies for promoting health and well-being

You will leave “Anthropology, Public Health, and Human Rights” with a skillset that allows you to contextualize human health and behavior in broader social, economic, and geopolitical contexts, and to articulate how and why these contexts matter for urgent questions in the study and practice of public health. This course will encourage you to redress glaring inequalities in healthcare access and outcomes. Our course assignments and in-class activities will not only teach you advanced content for careers in healthcare, but they will help you develop a sense of self-efficacy in mastering new and challenging materials. You will be empowered to draw your personal experiences into the classroom and to understand your capacity to change healthcare systems for the better.

Required Texts

There are two required textbooks for this class, available at the OSU bookstore, library, or online. Please consider independent booksellers before ordering through Amazon.

- 1) Johanna Tayloe Crane (2013). *Scrambling for Africa: AIDS, Expertise, and the Rise of American Global Health Science*. Ithaca: Cornell University Press.
- 2) Kelly Ray Knight (2015). *addicted.pregnant.poor*. Durham: Duke University Press.

All other materials will be made available to you through Carmen. To organize your notes and readings electronically, I strongly recommend that you download Mendeley (www.mendeley.com), free PDF annotation management software.

Evaluation

Course evaluation will consist of five key components:

- 1) **Participation (10%)** – this course is organized as a discussion-based seminar, so it is expected that you come to class having read or viewed assigned course materials, taken notes, and are prepared to ask questions and share your thoughts with the class.
- 2) **First response essay (10%)** – 2-3 pages in length, responding to essay prompt
- 3) **2nd response essay (20%)** – 2-3 pages in length, responding to essay prompt

- 4) **Group project (40%)**– the final product of your semester-long collaborative ethnography
- 5) **Project summary, self-assessment, and peer reviews (20%)** – 5 pages (1) summarizing your group project and how it relates to the themes of the class; (2) assessing how your group collaborated over the course of the semester; and (3) providing critical feedback for four other groups' projects

Grades will be determined as follows: A \geq 93, A- 90-92, B+ 88-89, B 83-87, B- 80-82, C+ 78-79, C 73-77, C- 70-72, D+ 68-69, D 60-67, <60 is a failing grade.

Deadlines help you manage your time. Please email me if you need an extension on any individual assignment. Group projects will be presented in class the final week of the semester; please see the group project timeline at the end of the syllabus.

Key Deadlines

- Monday, September 21 → First response paper due
- Monday, November 2 → Second response paper due
- Monday, November 30 → Group project presentations begin
- Wednesday, December 9 → Project summary, assessment, and peer review due

Zoom + Classroom Etiquette

We will learn together how to best make our electronic classroom a collaborative and active learning space. Ideally, you will Zoom into class with your video turned on, in a space that you can take notes by hand or on screen during our discussion. However, that may not always be possible. You will never be penalized for not turning on video.

Whether in person or on zoom, to build an effective learning environment we must respect one another's perspectives, effort, and time. Each of us bring to the class not only our personal interpretations of the course materials but also our lived experiences in the world around us. Most importantly, our course is a space for trial and error: for trying out new ideas and refining and revising those ideas through discussion.

In addition, I draw your attention to the University's statement on harassment, discrimination, and sexual misconduct:

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

- Online reporting form at equity.osu.edu,
- Call 614-247-5838 or TTY 614-688-8605
- Or Email equity@osu.edu

E-Communication

I will use CARMEN to communicate with you regarding important class news, including class cancellations. Outside of class and office hours, please feel free to contact me via CARMEN or email (moore.4540@osu.edu).

Academic Integrity

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. For more information, see the Code of Student Conduct: <https://trustees.osu.edu/bylaws-and-rules/code>.

Accommodations for Students with Disabilities

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request](#) process, managed by Student Life Disability Services.

If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: 614-292-3307/slids@osu.edu.

Student Wellness

As a student, especially as a student during a pandemic, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities.

The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting <https://ccs.osu.edu/mental-health-support-options/> or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Additional Resources

- OSU COVID-19 Updates: <https://safeandhealthy.osu.edu/current-students>
- OSU Student Emergency Fund: <http://advocacy.osu.edu/student-emergency-fund/>
- OSU Food Pantry: <http://www.buckeyefoodalliance.org>
- OSU Disability Resources: <http://advocacy.osu.edu/health-personal-crisis/disabilities>
- OSU Advocate that Maintains Confidentiality When One is Hospitalized: <http://advocacy.osu.edu/health-personal-crisis/hospitalization/>
- Confidential Access to OSU Mental Health Resources: <http://advocacy.osu.edu/health-personal-crisis/mental-health/>
- OSU Resources for Students that are Veterans: <http://veterans.osu.edu/current-students/academic-resources>

COURSE SCHEDULE	
Weekly Reading Schedule	
Week 1 August 26 (W)	I. Introduction
Week 2 August 31 (M) September 2 (W)	II. Theorizing Health, Rights, Power Paul Farmer, 2005, "On Suffering and Structural Violence" and "A New Agenda for Health and Human Rights" in <i>Pathologies of Power</i> , pp. 29-50 and pp. 237-46 Che Guevara, 1960, "On Revolutionary Medicine," pp. 1-8 Michel Foucault, 1978, "Right of Death and Power Over Life" in <i>History of Sexuality</i> , pp. 135-145 Sheri Fink, 2009, "The Deadly Choices at Memorial" in <i>The New York Times Magazine</i>
Week 3 September 7 (M) September 9 (W)	III. Global Emergencies in/of Health NO CLASS Charles Rosenberg, 1989, "What Is an Epidemic? AIDS in Historical Perspective," pp. 1-17 "How Pandemics End," 2020, <i>New York Times</i> Film: <i>Sicko</i> (2007, 123 minutes)
Week 4 September 14 (M) September 16 (W)	IV. Race, Racism, and Structural Inequality Claudia Rankine, 2015, <i>Citizen: An American Lyric</i> , part IV David R. Williams, 2016, "How Racism Makes Us Sick," Ted Talk Film: <i>Unnatural Causes: Bad Sugar</i> (2009, 29 minutes) Jonathan Metzl, 2020, <i>Dying of Whiteness</i> - interview Keeanga-Yamahtta Taylor, 2020, "The Black Plague," 2020, <i>The New Yorker</i>

<p>Week 5 September 21 (M)</p> <p>September 23 (W)</p> <p>Week 6 September 28 (M)</p> <p>September 30 (W)</p>	<p>V. The Politics of Reproduction</p> <p><u>FIRST RESPONSE PAPER DUE</u></p> <p>Podcast: ‘The Lasting Effects Of Having — Or Being Denied — An Abortion’ on Fresh Air</p> <p>In-class screening: <i>Jane: An Abortion Service</i> (Kate Kirtz and Nell Lundy, 1996, 58 mins)</p> <p>Michelle L. McGowan, Alison H. Norris, and Danielle Bessett, 2020, “Care Churn – Why Keeping Clinic Doors Open Isn’t Enough to Ensure Access to Abortion,” <i>New England Journal of Medicine</i></p> <p>Faye Ginsburg, 1984, “The Body Politic: The Defense of Sexual Restriction by Anti-Abortion Activists” in <i>Pleasure and Danger</i>, 173-188</p> <p>Dorothy Roberts, “From Norplant to the Contraceptive Vaccine: The New Frontier of Population Control,” pp. 104-149.</p> <p>Charis Thompson, 2005. “Sex, Drugs, and Money: The Public, Privacy, and the Monopoly of Desperation” in <i>Making Parents</i>, pp. 207-243</p>
<p>Week 7</p> <p>October 5 (M)</p> <p>October 7 (W)</p> <p>Weeks 8-9</p> <p>October 12 (M)</p> <p>October 14 (W)</p> <p>October 19 (M)</p>	<p>VI. Global Health Expertise</p> <p>Peter Redfield, 2012, “The Unbearable Lightness of Expats,” pp. 358-382</p> <p>Johanna Crane, 2013, <i>Scrambling for Africa</i> – Introduction + Chapter 1, pp. 1-53</p> <p><i>Scrambling for Africa</i> – Chapter 2 + 3, pp. 54-108</p> <p><i>Scrambling for Africa</i> – Chapter 4, 109-144</p> <p><i>Scrambling for Africa</i> – Chapter 5 + Conclusion, 145-182</p>

<p>Week 9 October 21 (W)</p>	<p>VII. Making Global Health Interventions</p> <p>Emily Martin, 1992, "Menstruation, Work, and Class" in <i>The Woman in the Body</i>, pp. 92-112</p> <p>Marni Sommer et al, 2015 "Comfortably, Safely, and Without Shame: Defining Menstrual Hygiene Management as a Public Health Issue," pp. 1302-1311</p> <p>In-class screening: <i>Period. End of Sentence</i> (2018, 26 minutes)</p>
<p>Week 10 October 26 (M)</p> <p>October 28 (W)</p>	<p>VIII. Disability, Chronicity, and Crip Activism</p> <p>Faye Ginsburg and Rayna Rapp, 2013, "Disability Worlds," pp. 53-68</p> <p>Film: <i>Crip Camp</i> (2020, 108 minutes)</p> <p>Patricia Marx, 2014, "Pets Allowed: Why Are So Many Animals Now in Places Where They Shouldn't Be?," <i>The New Yorker</i>, pp. 1-16</p> <p>Margaret Price, 2017, "What Is a Service Animal? A Careful Rethinking," pp. 1-19</p>
<p>Week 11 November 2 (M)</p>	<p>IX. Addiction and Mental Health</p> <p><u>SECOND RESPONSE PAPER DUE</u></p> <p>Patrick Radden Keefe, 2017, "The Family that Built an Empire of Pain," <i>The New Yorker</i></p> <p>In-class screening: <i>Heroin(e)</i> (2017, 39 minutes)</p>
<p>Weeks 11-12 November 4 (W)</p> <p>November 9 (M)</p> <p>November 11 (W)</p>	<p>X. Ethnography at the Intersections of Health and Rights</p> <p>Kelly Knight, 2015, <i>addicted.pregnant.poor</i> – Introduction, pp. 1-32</p> <p><i>addicted.pregnant.poor</i> – Chapter 1, pp. 33-67</p> <p>NO CLASS – VETERAN'S DAY</p>

<p>Week 13</p> <p>November 16 (M)</p> <p>November 18 (W)</p> <p>Week 14</p> <p>November 23 (M)</p> <p>November 25 (W)</p>	<p><i>addicted.pregnant.poor</i> – Chapters 2 + 3, pp. 68-124</p> <p><i>addicted.pregnant.poor</i> – Chapters 4 + 5, pp. 125-177</p> <p><i>addicted.pregnant.poor</i> – Chapter 6 + Conclusion, 178-239</p> <p>NO CLASS: MEET INDEPENDENTLY WITH ETHNO PROJECT GROUP</p>
<p>Week 15</p> <p>November 30 (M)</p> <p>December 2 (W)</p> <p>December 4 (F)</p> <p>Exam Week</p>	<p>XI. Group Project Presentations</p> <p><u>PEER-REVIEW + PROJECT ASSESSEMENTS DUE WEDNESDAY, DECEMBER 9</u></p>

**COURSE SCHEDULE –
Ethnographic Group Project Schedule**

Week	Focus	Outcomes	Come Prepared →
1	Introduction to Ethnography + Group Project Logistics	Agree upon ethnographic focus and discuss potential project formats/products	<ul style="list-style-type: none"> ◇ Think about some element of illness or the health care system to focus on ethnographically. ◇ Bring a short personal statement of interest and a journalistic article on the topic of your choosing.
2	Literature Review	Agree upon relevant literature and divide among group for review + summary Finalize project format/product	<ul style="list-style-type: none"> ◇ Bring an annotated bibliography with 15 sources: 5 historical, 5 ethnographic, 5 creative or journalistic.
3	Methods – at a Distance	Develop research plan: what’s possible + what’s interesting	<ul style="list-style-type: none"> ◇ Review selections, “ethnography during a pandemic”.
4	Research Plan	Present plan for research to class	<ul style="list-style-type: none"> ◇ Be prepared to discuss how literature review informed your research with the whole class.
5	Research Instruments	Groups develop interview and/or FGD guides and discuss participant observations	<ul style="list-style-type: none"> ◇ Draft questionnaires and observation/photography guides + other research instruments as necessary.
6	Analyses Meetings	Present and discuss findings + research progress	<ul style="list-style-type: none"> ◇ Bring notes, interview responses, etc. ◇ Maintain record of group analyses.
7			
8			
9			
10			
11			
12	Draft Final Product	Assemble literature review, methods description, findings, and analyses into final product	<ul style="list-style-type: none"> ◇ Divide responsibilities among group.
13			
14	Final Group Meeting – schedule independently (Indigenous People’s Day)		
15	Project Presentations and Peer Review		
Exam Week	5 PAGE PAPER DUE WEDNESDAY, DECEMBER 9: <ul style="list-style-type: none"> - 2 pages summarizing your group project and how it relates to the themes of the class - 1 page assessing how your group collaborated over the course of the semester - 2 pages providing critical feedback for four other groups’ projects (1/2 page each) 		