

# Global Health and Cultural Diversity

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ANSC/GLBH 148 | Fall Quarter 2022  
Tuesdays & Thursdays | 2:00pm–3:20pm  
CENTR 214

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**Instructor: Brenda K. Wilson, PhD**

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Office: Social Science Building (SSB) 108

Office hours: Tuesday 3:45pm-4:45pm (click [here](#) to schedule); alternatively, you can email me to schedule a remote meeting (Zoom room): <https://ucsd.zoom.us/j/7952324669>

**Teaching Assistants:**

Lauren Medina

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**Course Description:** This course examines culture, medicine (including public health and global health), and healing as dynamic concepts that interact in unpredictable ways and are critical to health outcomes and disparities. Drawing from the disciplines of anthropology, sociology, and medical humanities, students will explore how cultural values and social structures (and their intersection) are, in fact, matters of life and death for people all over the world. By reading accounts called ethnographies, we will see how conceptions of the body, the causes and meanings of illness, and encounters with health institutions vary and shift over time and across different contexts.

When addressing health problems, conventional medical approaches look to personal responsibility, techno-fixes, “free” markets, and siloed clinical thinking. This class instead considers the roles of collective responsibility, social and political movements, mutual aid, and multi-disciplinary thinking. By foregrounding questions of power and inequality, this course shows how it is possible – indeed, imperative – to understand health, illness, and medicine not only by looking inside individual bodies or individual cultures but by situating individual lives within broader social, historical, and political contexts. In so doing, we question the conventional idea that biology or culture is determinative of differences in health status. Toward that extent, we examine the impact of social structures on individual agency and health outcomes by exploring the relationship of power to social categories such as class, race, ethnicity, nationality, and gender – all of which situate experiential lives within the frameworks of social inequality and structural violence. Additionally, although a focus on “culture” and “cultural competency” for addressing health disparities have become an unquestioned and ubiquitous aspect in biomedicine, in this class we turn these focal points on its head for an examination of the culture of biomedicine, for a consideration of the ways that *all* medical systems are enculturated.

For students interested in careers in global health, medicine, or public health, this course offers an interpretive and contextual approach to both expert and patient perspectives of medicine and healing, as well as nuanced understandings of the relationship between “culture” and “health.”

This syllabus may be modified during the quarter. Any changes will be posted to Canvas.

**Readings:** All readings will be provided as PDFs on Canvas. Some of the key texts that this course draws on are listed here:

- Brown, Peter J., and Svea Closser (Eds.). *Foundations of Global Health: An Interdisciplinary Reader*. New York, NY: Oxford University Press, 2019.
- Singer, Merrill, and Pamela I. Erickson. *Global Health: An Anthropological Perspective*. Long Grove, IL: Waveland Press, 2013.

**Course Assignments:** The goal of all class assignments is to have you demonstrate your understanding of course concepts and your ability to apply them to analyze new scenarios.

Assignment	Points	Date due
Attendance & Participation	10	-
Case Study 1: Representation of Biomedicine in the Media	20	Fri 10/14 at 5pm
Case Study 2: Influences of Social Structures on Health Decision-Making	20	Fri 11/4 at 5pm
Midterm Exam	25	Tues 11/15 (in class)
Final Exam	25	Thurs 12/8 at 3-6pm (in class)
<b>Points Possible</b>	<b>100</b>	
<i>Extra credit opportunity:</i>		
CAPE Evaluation Credit	[1]	8am first day of finals week

### **Attendance and Participation**

Your regular attendance is key to your overall successfulness in this course. Attendance is highly encouraged at every lecture, as the exams will include materials covered in lecture that are not explicitly mentioned in the readings. This class is designed to be taken in person and synchronously. There will not be an option to attend remotely. If you must miss class for any reason, you will be expected to watch the podcast. Slides will be posted before class when available, but both slides and recordings may take 24-48 hours to be posted.

Please complete all readings before class and bring all readings with you to lecture. I suggest that you highlight and/or take notes on all your readings. Annotations will help prepare you for lecture, discussion, and assessments. Classes will be divided into lectures and group activities. Completing those activities (ideally in groups, or on your own if needed) will be key to doing well on exams and case studies.

- The TAs will record attendance each day. If you come to class late (after 15 minutes), you will be marked absent.
- You are permitted up to 3 absences. I do not distinguish between excused or unexcused absences, but I do appreciate advance notice via email (please cc the TA!).
- After your 3<sup>rd</sup> absence, your attendance points will begin to drop by 3 points. After your 4<sup>th</sup> absence, your attendance points will drop by an additional 3 points (and, after your 5<sup>th</sup>, an additional 3 points). After your 6<sup>th</sup> absence, your attendance points will drop to zero.
- After your 7<sup>th</sup> absence, your overall grade for the course will begin to drop by 3 points.

Beyond your physical attendance, you will also be expected to participate via active learning. Although we are in a large lecture space, this course will consist of a combination of lectures, in-class discussions, and other activities. I regularly call on students, including those who do not raise their hands. I also ask students to participate in pairs or small group

discussions and other work or activities. In this course, you will be required to ask questions, synthesize readings, and offer critical analyses. Simply memorizing facts and definitions will not be sufficient to pass this course. You should expect to actively engage course content by processing materials creatively.

In fulfillment of participation, by the end of the quarter, you will be expected to submit a **total of 5 memes**, which you will create using a meme-making app (e.g. Mematic, Canva). Your meme should reflect a creative representation of the assigned readings for that week. A rubric will be provided in Week 2. These should be submitted on the Discussion board on Canvas **before 10am** on class days. The professor will select 3-4 of the top ones to discuss in class.

### **Case Studies**

Case studies ask you to apply key course concepts to phenomena and experiences from your daily lives. They also ask you to practice methods used in medical anthropology and other social sciences, including media and document analysis, observation, and interviews. The two case studies focus on:

- (1) Representation of biomedicine in the media
- (2) Influence of social structures on health decision-making

Case studies are completed individually and will be submitted on Canvas by Friday at 5pm (see Course Schedule below for due dates). Case study instructions will be provided in-class and posted on Canvas. Each case study is worth 20% of your grade.

### **Midterm & Final Exams**

The midterm exams will test you on your ability to explain and apply key concepts covered in the course. The exams will include a combination of multiple choice and short response questions. Exams will be given over Canvas and will be completed in class – please bring your laptop/tablet. Exams will close at the end of the class period. You should not consult with your peers, the internet, course slides, readings, or your notes while taking these exams. If you are not able to attend class in person, you must contact the Professor and TA at least 24 hours in advance so that we can make arrangements for you to take the exam remotely. Exams are cumulative, and I will provide study guides for each exam. Both midterm exams worth 25% each (or, a total of 50%).

### **Grading scheme:**

A+	101%	to 97%
A	96%	to 94%
A-	93%	to 90%
B+	89%	to 87%
B	86%	to 84%
B-	83%	to 80%
C+	79%	to 77%
C	76%	to 74%
C-	73%	to 70%
D	69%	to 60%
F	59%	to 0%

**Note:** Students taking the class pass/not pass option need to achieve a **C-** for a Pass.

### **Policies:**

**Classroom conduct:** Computer use in the lecture hall should be strictly limited to consultation of course materials and composition of class notes. I encourage you to take handwritten notes in lecture because these have been shown to improve learning and retention. Please put away your cell phones when class begins. Anyone disrupting others' learning by texting, browsing the internet, or talking on the phone while class is in session will be asked to leave. You are invited to create an environment of mutual respect and intellectual productivity by listening and speaking with an open mind. Be open to hearing various points of view that may be contentious or conflict with others, but *do not expect to feel comfortable at all times*. Expect to be challenged mentally and emotionally. You should feel free to approach me if you feel anyone's participation in the course, including your own, is being impeded. *Hostility toward other students will not be tolerated*. Free speech does not permit harassment, intimidation, threats, or other behaviors that impede the learning of other students or the work of faculty and staff. As a reminder, please review the UCSD Principles of Community: <https://ucsd.edu/about/principles.html>.

**Assignment submissions:** All assignments are to be submitted on Canvas. Please attach assignment files as Word documents (not as PDFs or as text in the comments box). If you are having difficulty accessing Canvas or upload your assignment under the wrong assignment link, email your assignment to me so that it is time stamped. **Late assignments are docked 10% per 24-hour period after they are due based on the time of submission on Canvas or via email. Assignments will not be accepted if overdue by more than three days.**

**Communication:** The best way to communicate with us is via email, with ANSC/GLBH 148 in the subject line. However, before you email, please check the syllabus and assignment instructions on Canvas to make sure that the answer to your question cannot be found there. I will respond to emails within 24-48 hours. Email is also the best way to set up an appointment if you have a scheduling conflict during office hours.

**Public Health Expectations and Best Practices:** Public health is a collective effort. Keeping the UC San Diego community healthy takes all of us following campus safety requirements to help prevent infection. You are also expected to follow university public health requirements and pursue personal protection practices to protect yourself and the others around you. These include (Source: Academic Personnel Services):

- Participating in the university's daily screening process.
  - Everyone must complete a Daily Symptom Screener.
- Participating in the university's testing program.
  - All students are required to participate in the COVID-19 Testing program as required by their vaccination status.
- Wear a well-fitting mask that covers your nose and mouth at all times.
  - Everyone is required to wear masks indoors regardless of vaccination status. If you see someone not wearing a mask, or wearing it incorrectly, kindly ask them to mask up.
- Monitor potential exposures and comply with contact tracing efforts.
  - Look out for the daily updates and potential exposure list that the university sends out with building information and the dates of exposure.
- Stay home if you're feeling ill.
  - If you're not feeling well, complete the symptom screener and if needed, get tested for COVID-19. Do not come to campus unless given the all-clear.

**Accommodations:** Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter (paper or electronic) issued by the Office for Students with Disabilities (<https://osd.ucsd.edu/>). Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department in advance of any exams or assignments. (Source: Office for Students with Disabilities).

**Academic Conduct:** Plagiarism is the use of someone else's work or ideas as one's own, such as quoting or paraphrasing a source without citing it. UCSD expects that both faculty and students will honor academic integrity to protect the validity of our intellectual work and ensure learning. For you, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. It is also against university policy to submit the same paper for credit in more than one course. Instructors, for our part, will exercise care in planning and supervising academic work and grading, to promote fairness, transparency, and honesty. All suspected instances of plagiarism will be reported. *If you are unsure what constitutes plagiarism, feel free to talk to me.* Additional information is available at <http://academicintegrity.ucsd.edu/>.

**Title IX Compliance:** Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. You have the right to an educational environment that is free from harassment and discrimination. *Sexual harassment or misconduct, whether physical or psychological, will not be tolerated. As a faculty member, I am required to report the matter to the Title IX Coordinator.* Should you want to speak to a confidential source, you may contact the Counseling Center. The Office for the Prevention of Harassment & Discrimination (OPHD <http://ophd.ucsd.edu>) provides information and assistance to students, faculty, and staff regarding reports of bias, discrimination, harassment, sexual harassment, and sexual violence. You may receive confidential assistance at CARE at the Sexual Assault Resource Center at ([sarc@ucsd.edu](mailto:sarc@ucsd.edu) or <http://care.ucsd.edu>) or Counseling and Psychological Services (CAPS <http://caps.ucsd.edu>).

**Campus resources:** I encourage you to access campus support services.

- Writing and other academic support at the Teaching + Learning Commons: <https://commons.ucsd.edu/students/academic%20support.html>
- Language arts tutorial services (LATS) and other student support at OASIS (<https://oasis.ucsd.edu/academic-services/lats-folder/index.html>)
- Counseling and Psychological Services (CAPS): <https://caps.ucsd.edu/>
- Student Health Services: <https://studenthealth.ucsd.edu/>
- CARE at the Sexual Assault Resource Center: <https://care.ucsd.edu/>
- The Hub Basic Needs Center: <https://basicneeds.ucsd.edu/>

### **Course Schedule:**

The following schedule is tentative and subject to change throughout the quarter. The required readings or other assignments may change; any changes made will be posted as "Announcements" in Canvas. You are responsible for reading all announcements on Canvas so please set your notifications on Canvas accordingly.

## UNIT 1: CULTURE

### Introductory Week. Defining Culture and Global Health

Date	Topic	Readings Due
9/22	What is Global Health? What is Culture?	<ul style="list-style-type: none"> <li>- Brown &amp; Closser, <i>Foundations</i>, "What is Global Health?"</li> <li>- Singer &amp; Erikson, Ch 1, "Global Health and the Anthropological Paradigm" (p. 1-2, 10-19)</li> <li>- Singer &amp; Erikson, Ch 2, "The Importance of Culture in Health" (p. 21-25)</li> </ul>

### Week 1. Explanatory Models of Illness, Part 1: Cultural Competency \ Humility

Date	Topic	Readings Due
9/27	Explanatory Models	<ul style="list-style-type: none"> <li>- Kleinman, <i>Illness Narratives</i>, Ch 1 "The Meaning of Symptom and Disorders" &amp; Ch 7 "Conflicting Explanatory Models in the Care of the Chronically Ill"</li> <li>- Farmer, "Sending sickness: sorcery, politics, and changing concepts of AIDS in rural Haiti"</li> </ul>
9/29	Cultural Competency/Humility Model	<ul style="list-style-type: none"> <li>- Fadiman, <i>The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures</i>. Selections: "Birth" (p. 3-11), "Fish Soup" (p. 12-19), "The Spirit Catches You and You Fall Down" (p. 20-31), "Do Doctors Eat Brains?" (p. 34-37), "Take as Directed" (p. 38-59)</li> <li>- Tervalon, Melanie, and Jann Murray-Garcia. "Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education."</li> </ul>

### Week 2. Culture of Biomedicine I: Rituals and Reductionism

Date	Topic	Readings Due
10/4	Biomedicine <u>as</u> Ethnomedicine	<ul style="list-style-type: none"> <li>- Ehrenreich, <i>Natural Causes</i> Ch 2 "Rituals of Humiliation" &amp; Ch 3 "Veneer of Science"</li> </ul>
10/6	Medical Gaze  (Meet via Zoom!)	<ul style="list-style-type: none"> <li>- TBD</li> <li>- Lange and Lu "What do Foucault and the French Revolution Have to Do with Modern Medicine?," <a href="https://in-training.org/medical-gaze-4170">https://in-training.org/medical-gaze-4170</a></li> </ul>

### Week 3. Beyond Cultures and Biologies? The *Social* Determinants of Health & Illness

Date	Topic	Readings Due
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10/11	Social Determinants of Health	<ul style="list-style-type: none"> <li>Watch film (57 min): <i>In Sickness and in Wealth</i> <a href="https://www.kanopy.com/en/ucsd/watch/video/62769">https://www.kanopy.com/en/ucsd/watch/video/62769</a> (Must be on campus network or VPN to view)</li> </ul> <p><b>NO CLASS! For attendance &amp; participation credit, submit assignment to Canvas by 5pm today.</b></p>
10/13	Con't.	<ul style="list-style-type: none"> <li>Marmot et al., "Closing the Gap in a Generation: Health Equity Through Action on the Social Determinants of Health," <i>Lancet</i> 2008</li> </ul> <p><b>Case Study 1: Representation of Biomedicine in the Media (due by 5pm on Friday 10/14)</b></p>

## UNIT 2: STRUCTURES

### Week 4. Culture of Biomedicine II: Neoliberalism and Healthcare

Date	Topic	Readings Due
10/18	Political-Economic Health Structures	<ul style="list-style-type: none"> <li>McGregor "Neoliberalism and Health"</li> <li><b>TBD: COVID and Rugged Individualism</b></li> </ul>
10/20	Naturalizing Inequality	<ul style="list-style-type: none"> <li>Holmes, Seth M. "Oaxacans like to work bent over": The naturalization of social suffering among berry farm workers."</li> <li>Last Week Tonight, "Bias in Medicine" (23 min): <a href="https://m.youtube.com/watch?v=TATSAHJKRd8">https://m.youtube.com/watch?v=TATSAHJKRd8</a></li> </ul>

### Week 5. Explanatory Models of Illness, Part 2: Structural Competency

Date	Topic	Readings Due
10/25	Structural Violence	<ul style="list-style-type: none"> <li>Taylor, "Explaining Difference: 'Culture,' 'Structural Violence,' and Med Anthro"</li> <li>Farmer, Foundations, "Structural Violence and Clinical Medicine"</li> </ul>
10/27	Structural Competency Model	<ul style="list-style-type: none"> <li>Viruell-Fuentes EA, Miranda PY, Abdulrahim S. "More than culture: Structural racism, intersectionality theory, and immigrant health."</li> <li>Metzl, Jonathan M., and Helena Hansen. "Structural competency: Theorizing a new medical engagement with stigma and inequality."</li> </ul>

### Week 6. Troubling Culture: Race/ethnicity and Health

Date	Topic	Readings Due
11/1	Fear and Blame in Africa	<ul style="list-style-type: none"> <li>Muller, "Carnistic Colonialism: A Rhetorical Dissection of 'Bushmeat' in the 2014 Ebola Outbreak," <i>Frontiers in Communication</i>, 2021</li> <li>Olszewski, "Dear Fears: Vaccines and Ebiribiri"</li> </ul>
11/3	Immigrant Health	<ul style="list-style-type: none"> <li><b>TBD: Articles on COVID in meatpacking plants</b></li> <li>Hunt, L. M., Schneider, S., &amp; Comer, B. "Should 'acculturation' be a variable in health research?: A critical review of research on US Hispanics."</li> </ul>

		Case Study 2: Influences of Social Structures on Health Decision-Making (due by 5pm on Friday 11/4)
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### Week 7. Colonial Roots of Global Health/Medicine and Legacies

Date	Topic	Readings Due
11/8	Shifting Paradigms: Tropical, International, & Global Health	- Singer & Erikson, Ch 1, "Global Health and the Anthropological Paradigm" (p. 3-10) - TBD
11/10	Defining Problems & Solutions	- Vincanne Adams "Metrics of the Global Sovereign" - Oni-Orisan, <i>Foundations</i> , "Counting is Complicated"

### Week 8. NGOization of Global Health

Date	Topic	Readings Due
11/15		<b>Midterm Exam</b>
11/17	NGOs and Humanitarian Aid	- Pfeiffer, <i>Foundations</i> , "Are NGOs Undermining Health Systems in Mozambique?" - Hobbs, <i>Foundations</i> , "Stop Trying to Save the World" - Hickel, Jason. <i>The Guardian</i> , "Aid in Reverse: How Poor Countries Develop Rich Countries"

## UNIT 3: FUTURES

### Week 9. Climate Change and Health

Date	Topic	Readings Due
11/22	Climate Change	- Luber & Widerynski, <i>Foundations</i> , The Health Consequences of Global Climate Change - TBD (Pakistan and Mississippi)
11/24		<b>Thanksgiving / No Class</b>

### Week 10. Reimagining Global Health

Date	Topic	Readings Due
11/29	Decolonizing Global Health	- Ong'era F Mogaka, Jenell Stewart, Elizabeth Bukusi. "Why and for whom we are decolonizing global health?" - Czyzewski, K. "Colonialism as a Broader Social Determinant of Health" - Optional: Eve Tuck, "Suspending Damage: A Letter to Communities."
12/1	Social Medicine and Global Health Futures	- Holmes et al., "Locating Global Health in Social Medicine," <i>Global Public Health</i> , 2014 - Closer & Brown, <i>Foundations</i> , "Global Health: Your Life, Your Decisions"

**Final Exam (Thursday 12/8/2022 3-6pm)**