

Anthropology R5B: Anthropology of Global Health: Governing Logics, Evidence, and Humanitarianism

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Course Time and Location:
Tuesday and Thursday
3:30 - 5:00 PM
115 Kroeber Hall
Fall 2015

Course description: Through a critical approach to the history of global health, this course will introduce students to the craft of reading carefully and writing well-structured essays. As we look at the colonial legacies and the larger political and economic contexts of global health projects in the Global South, we will analyze the ways that different iterations of international health have interfaced with various local understandings of well-being and illness. We will complicate the simplified images that are presented of “vulnerable populations” that are the proposed beneficiaries of international health aid and analyze the larger ramifications of the global infrastructures that are constructed around health initiatives. The discipline of anthropology provides a unique set of tools to connect multiple scales of human experience with the scholarly study of the institutions that shape our lives. With the attention that anthropology provides us, we will attempt to re-view understandings of health and humanitarianism.

Course goals: The primary goal of UC Berkeley’s required Reading and Comprehension (R&C) courses is to develop your abilities to write clearly, effectively, and accurately about subjects of intellectual complexity. In order to *write* critically, you must practice how to *read* critically. With these goals in mind, we will practice reading, rereading, writing, and rewriting in order to help you gain clarity over intellectual concepts and produce robust, well-supported arguments.

This course fulfills the second part of the R&C requirement, and we will build off of skills you gained in the first part. Here, you will be writing much longer and more complex papers – the final paper will be 10-12 pages and will require you to do outside research.

As we go through this class together, my focus will also be on helping you develop skills in critical thinking and writing which should serve you well beyond this particular class. We will work together through difficult material in order to make abstract ideas concrete, and connect abstract ideas to our own lives and the world we live in today.

Required texts:

- Anderson, W. 2008. *The Collectors of Lost Souls: Turning Kuru Scientists into Whitemen*. Baltimore, MD: Johns Hopkins University Press.
- Livingston, J. 2012. *Improvising Medicine: An African Oncology Ward in an Emerging Cancer Epidemic*. Durham, NC: Duke University Press.
- Strunk, W. and E.B. White. 2000. *The Elements of Style*. 4th ed. Boston: Pearson Education.

These three books will be available for purchase at the Cal Student Store, as well as online. The rest of the required texts will be available for download as PDFs on the course’s bCourses website.

Expectations

Grade evaluation and important due dates for the course:

Class Participation and Peer Review:	25%
First Draft Assessments and Reading Responses:	25%
Final Writing Portfolio:	50%
- Close Reading Essay (3-4 pages)(10%)	
- Book Review (5-6 pages) (15%)	
- Research Paper (10-12 pages)(25%)	

Feb 17th – Close Reading Essay Draft #1 Due; Mar 3rd – Close Reading Essay Draft #2 Due; Mar 31st – Book Review Draft #1 Due; April 7th – Final Research Paper Topic Due; April 9th – Book Review Draft #2 Due; April 16th – Annotated Bibliography for Final Research Paper Due; April 30th – Detailed Outline of Final Research Paper Due; May 12th – Final Research Paper Due (as a part of Final Writing Portfolio)

Written assignments: You will have two kinds of written assignments: reading responses and essays that will eventually form your writing portfolio.

Over the course of the semester, you will write **five Critical Reading Responses** (worth 3% of your total grade each). The purpose of these short assignments is to develop your critical reading and analytical writing skills, and it will help you better prepare for discussion. All other reading responses and notes are a part of your class participation grade, and they are described in the course overview. Critical Reading Response Format: In 2 pages, answer the following questions:

1. What is the author's argument? In other words, what is the larger point s/he is trying to make?
2. What evidence does the author use to support that argument?
3. Put this author in conversation with other authors: how do the concepts discussed here build off of other things we have read?
4. What is your opinion about the author's argument? Do you agree or disagree? How much does it challenge your views?

Your writing portfolio: Because the main goal of this course is to teach you how to write well-argued essays, you will be practicing brainstorming, outlining, peer reviewing, and rewriting throughout the semester. There are three essays that will make up your writing portfolio: the Close Reading Essay, the Book Report, and the Final Research Paper. The first two essays will rely primarily on course material, but the final paper will require that you identify a specific global health initiative or program that you will contextualize historically and anthropologically with library research done outside of the course's resources.

For the first two essays, you must turn in two copies of each, one of which will be used for organized peer review. I will grade the first draft, but you will have a chance to rewrite and incorporate both my comments and your peers' comments in your final drafts, which will be included in your final writing portfolio. Throughout the semester, you should keep all of your brainstorm and close reading notes (for relevant texts), peer review comments, and drafts for your final writing portfolio in a **separate folder** – when you submit the final portfolio, please include all of these notes and drafts along with the final drafts. All written assignments are to be printed, double-spaced in 12 pt. Times New Roman with standard one-inch margins, unless indicated otherwise.

Attendance policy: Attendance is mandatory. You are allowed *one* unexcused absence. Each additional absence will negatively affect your grade. Please arrive on time – if you are repeatedly more than ten minutes late, it will reflect negatively in your grade. For more information concerning the attendance requirement and dealing with scheduling conflicts, see the UC Academic Senate’s website: http://academic-senate.berkeley.edu/pdf/Guidelines_AcadSchedConflicts_July2006.pdf

Participation: To get full credit for attendance, you must *participate* in class. Participation does include things like active listening, critical engagement with the texts in your written responses, and active note taking in class, but you must also be an active member of discussion. If there is sufficient interest, I can also set up discussion forums on the bCourses website for you, where you can also share links, Youtube videos, or anything else pertinent to this class that may be helpful in illustrating anthropological concepts. On occasion, we will also do small group work activities.

Note on difficult topics and mutual respect: Throughout the course of the semester, we will be addressing issues on which people may hold strong and diverse opinions. It is critical that we respect one another’s thoughts and address comments to the idea and not the person. This course is not a forum for demeaning or threatening language.

Reading and class preparation: You *must* come to section prepared to discuss the assigned readings. Your grade will be impacted negatively if you come unprepared.

Academic honesty: Anthropology R5B is a course designed to provoke critical thinking. While I encourage study groups and working together to understand theory and concepts, all written work must be your own. Please do not use other students’ papers or exercises for your assignments. If you cite an author or use his/her ideas, please cite properly. Plagiarized assignments will receive an F. For more information on what constitutes academic dishonesty, see the following link: <http://gsi.berkeley.edu/resources/honesty/introduction.html>

Communication

Office hours: Everyone must come to my office hours at least once during the semester (this is part of your participation grade). These meetings can help clarify topics from class discussions and readings, or they can help you with your writing. Coming to office hours is a great way to get additional feedback on your work, particularly if you are struggling with certain aspects of the course. If you cannot make the scheduled office hours, we can meet at a mutually arranged time.

Email: The best way to get in touch with me is via email at marleegsi@gmail.com. In general, I write back quickly, but give me at least 24 hours to respond to your inquiry. I highly discourage waiting until the last minute to get in touch with me regarding written assignments. I may not respond in time to that panicky email sent to me at 2 am! Please plan accordingly.

Accommodation: If you are having problems that affect your ability to attend, participate, or keep up with the workload, please do not wait until right before writing assignments are due to ask for help, and please do not just disappear. I may be able to help or direct you to someone else who can.

Course Schedule

Week 1: Reading critically

Tuesday, January 20th

- **In class:** Introductions, course overview, and practicing critical reading
- **To read:** (1) Raffles, “Chernobyl” from *Insectopedia*; (2) Orwell, “Why I Write” (take copious notes, highlight, mark in the margins, etc.); and (3) Wallace, “Authority and American Usage” (bCourses)
- **To write:** Two questions or comments you would like to pose to the class about the readings

Thursday, January 22nd

- **In class:** Practice and discuss reading critically in class, Part II
- **To read:** (1) Miner, “Body Ritual of the Nacirema”; and (2) Bourgois, “Introduction” from *In Search of Respect* (bCourses)
- **To write:** Diagnostic writing: A 2-page typed response to Miner: What is his main argument? How does he support that argument?

Week 2: Thinking anthropologically, writing compellingly

Tuesday, January 27th

- **In class:** Discuss essay structure
- **To read:** (1) Favret-Saada, “Unbewitching as Therapy” (bCourses); and (2) pages ix-38 of Strunk and White’s *The Elements of Style*

Thursday, January 29th

- **In class:** Return and discuss diagnostic writings, practice writing with Strunk and White
- **To read:** (1) Sack, Fink, Belluck, and Nossiter, “How Ebola Roared Back”; (2) Biruk, “Ebola and emergency anthropology: The view from the ‘global health slot’” (bCourses); and (3) pages 39-85 of Strunk and White’s *The Elements of Style*

Week 3: Introducing medical anthropology and current global health issues

Tuesday, February 3rd

- **In class:** Viewing “Donka: X-Ray of an African Hospital” – *We will meet at the Media Resource Center’s Group Viewing Room B, in the Moffitt Library basement.*
- **To read:** (1) Scheper-Hughes, “Mindful Body” and (2) Brown, Cueto and Fee, “The World Health Organization and the Transition from ‘International’ to ‘Global’ Public Health” (bCourses)
- **To write:** Critical reading response #1 to Scheper-Hughes

Thursday, February 5th

- **To read:** (1) Levi-Strauss, “The Sorcerer and His Magic”; (2) pages 1-32 of Evans-Pritchard’s *Witchcraft, Oracles, and Magic among the Azande*; (3) Lock and Nguyen, “The Normal Body” (bCourses)

Week 4: More medical anthropology: historicizing and situating biomedicine

Tuesday, February 10th

- **In class:** Discuss thesis statements and topic sentences, in-class brainstorm for Close Reading Essay
- **To read:** (1) Foucault, “Preface” of *The Birth of the Clinic* and (2) Illich, “Medicalization of Life” (bCourses)
- **To write:** Thesis statement and outline of Close Reading Essay

Thursday, February 12th

- **In class:** Peer review of thesis statements and outlines
- **To read:** (1) Cooper, "Introduction" of *International Development and the Social Sciences* and (2) Harvey, "Freedom's Just Another Word..." from *A Brief History of Neoliberalism* (bCourses)
- **To write:** Close Reading Essay

Week 5: Development discourses and economic theory

Tuesday, February 17th

- **In class:** **DUE** – Close Reading Essay (turn in **two** copies)
- **To read:** (1) Ferguson, "The Anti-Politics Machine" and (2) Comaroffs, "Millennial Capitalism: First Thoughts on a Second Coming" (bCourses)

Thursday, February 19th

- **To read:** (1) Farmer, "An Anthropology of Structural Violence" and Comments; and (2) Kleinman, Das and Lock, "Introduction" from *Social Suffering* (bCourses)
- **To write:** Critical Reading Response #2 to Farmer

Week 6: Structural violence and social suffering

Tuesday, February 24th

- **In class:** Peer review of Close Reading Essays
- **To read:** (1) Rabinow, "Artificiality and enlightenment: From sociobiology to biosociality" and (2) Fullwiley, "Biosocial Suffering: Order and Illness in Urban West Africa" (bCourses)
- **To write:** Work on Draft #2 of Close Reading Essay

Thursday, February 26th

- **To read:** (1) Michael and Weiss, "Humanitarianism: A Brief History of the Present"; and (2) Arendt, "The Decline of the Nation-State and the End of the Rights of Man" in *The Origins of Totalitarianism* (bCourses)
- **To write:** Draft #2 of Close Reading Essay

Week 7: Humanitarianism, the nation-state, and human rights

Tuesday, March 3rd

- **In class:** **DUE** – Draft #2 of Close Reading Essay
- **To read:** (1) Chandler, "The Road to Military Humanitarianism: How the Human Rights NGOs Shaped a New Humanitarian Agenda"; and (2) Malkki, "Speechless Emissaries: Refugees, Humanitarianism, and Dehistoricization" (bCourses)

Thursday, March 5th

- **To read:** (1) Foucault, "Right of Death and Power over Life" from *The History of Sexuality* and (2) Ticktin, "Where ethics and politics meet: The violence of humanitarianism in France" (bCourses)
- **To write:** Critical Reading Response #3 to Ticktin

Week 8: Medical humanitarianism

Tuesday, March 10th

- **To read:** (1) Redfield, "Doctors, Borders, and Life in Crisis"; (2) Fassin, "Humanitarianism as a Politics of Life"; and (3) Lakoff, "Two Regimes of Global Health" (bCourses)

Thursday, March 12th

- **In class:** Librarian visit!

- **To read:** (1) Tilley, “Africa as a Living Laboratory: Introduction” in *Africa as Living Laboratory: Infections Diseases, Ecological Methods, and Modernization* (bCourses); and (2) pages 1-58 of Anderson’s *The Collectors of Lost Souls*
- **To write:** Critical Reading Response #4 to Tilley

Week 9: Science and the Global South

Tuesday, March 17th

- **In class:** In-class brainstorm for Final Research Paper topics
- **To read:** Pages 59-132 of Anderson’s *The Collectors of Lost Souls*
- **To write:** Close Reading Notes on Anderson

Thursday, March 19th

- **To read:** (1) Pages 133-230 of Anderson’s *The Collectors of Lost Souls*; and (2) Petryna, “The Human Subjects Research Industry” (bCourses)
- **To write:** Book Review

Week 10: Spring Recess

Week 11: Pharmaceutical interventions

Tuesday, March 31st

- **In class: DUE** – Book Review on *The Collectors of Lost Souls* (turn in **two** copies); Film screening: *The Constant Gardener*
- **To read:** (1) Sturke, “Nigeria sues Pfizer for \$7bn over drug tests”; and (2) Peterson, “Benefit Sharing for All?: Bioprospecting NGOs, Intellectual Property Rights, New Governmentalities” (bCourses)
- **To write:** Critical Reading Response #4 to Peterson

Thursday, April 2nd

- **In class:** Film screening part II: *The Constant Gardener*
- **To read:** (1) Adams, “Evidence-Based Global Public Health: Subjects, Profits, Erasures”; (2) McNamara, “The Nairobi Speech: Address to the Board of Governors”; and (3) Jamison et al., “Global health 2035: a world converging within a generation” (bCourses)
- **To write:** Work on Final Research Paper Topic

Week 12: Global health: evidence and emergency

Tuesday, April 7th

- **In class: DUE** – Final Research Paper Topic; Peer Review of Book Review; Discuss the structure of the Annotated Bibliography
- **To read:** (1) de Waal, “Militarizing Global Health”; (2) Calhoun, “The Idea of Emergency: Humanitarian Action and Global (Dis)Order” (bCourses)
- **To write:** Draft #2 of Book Report

Thursday, April 9th

- **In class: DUE** – Draft #2 of Book Review; Peer Review of Final Research Paper Topics
- **To read:** (1) Feierman, “When Physicians Meet: Local Knowledge and Global Public Goods” (bCourses); and (2) pages 1-51 of Livingstone’s *Improvising Medicine*
- **To write:** Work on Annotated bibliography for Final Research Paper

Week 13: Chronicity and the normal emergency

Tuesday, April 14th

- **In class:** Discuss necessary components of a successful Research Paper
- **To read:** Pages 52-118 of Livingstone’s *Improvising Medicine*

- **To write:** Annotated bibliography for Final Research Paper

Thursday, April 16th

- **In class: DUE** – Annotated bibliography for Final Research Paper
- **To read:** (1) Pages 119-181 of Livingstone’s *Improvising Medicine*; and (2) Crane, “Conclusion” to *Scrambling for Africa* (bCourses)
- **To write:** Critical Reading Response #5 to Livingston

Week 14: Making meaning at the biomedical encounter

Tuesday, April 21st

- **In class:** Peer Review of Annotated bibliographies
- **To read:** Langwick, “Devils, Parasites, and Fierce Needles” (bCourses)
- **To write:** Work on Detailed outline for Final Research Paper

Thursday, April 23rd

- **To read:** (1) Erikson, “Global Health Business”; and (2) Fisher, “Doing Good? The Politics and Antipolitics of NGO Practices” (bCourses)
- **To write:** Work on Detailed outline for Final Research Paper

Week 15: Global health: markets, public-private partnerships, and futures

Tuesday, April 28th

- **To read:** (1) Buffett, “The Charitable-Industrial Complex”; and (2) Bill and Melinda Gates Foundation, “Annual Letter 2015”
- **To write:** Detailed outline of Final Research Paper

Thursday, April 30th

- **In class: DUE** – Detailed outline of Final Research Paper; Peer Review Outlines
- **To write:** Final Research Paper!

Week 16 (RR week):

No class, work on your research paper. I will be available for extended office hours to help you work through roadblocks, talk through your argument, or look over drafts of your final paper.

Final Portfolios are due by noon on May 12th