Instructor: Megan Graham  
Office: Loeb A713  
Office Hours: By appointment  
Email: megan.graham@cmail.carleton.ca

Course meets: Mondays 2:35-5:25 p.m. in River Building (RB) 3228.

Pre-requisites & Precluded Courses: Third-year standing or permission of the instructor.

Course Description and Objectives:

This course explores the impact of globalization on local experiences of health and illness. The course begins with an ethnography of migrant farmworkers’ experiences of work, injury, and chronic illness which are shaped by national policies on labour, health, and immigration, as well as private corporate practices. The course will also consider the global movement of body parts through complex, gendered, often exploitative processes of organ trafficking, donation, and commercialization. We will look at medical tourism and repro-migration that draw people across borders in pursuit of cheaper, more readily available medical interventions. The latter part of the course will consider the global and local production of pandemics and infectious disease outbreaks, and the on-the-ground realities of knowledge flows, treatment inequalities, and local responses to these illnesses. Further, the flow of biomedical knowledge and regimes of evidence-based medicine will be explored in the context of off-shore clinical trials that raise questions about ethical practice and the authority to produce medical knowledge. The course concludes with a look at the impact of global forces on local experiences of chronic health conditions.

As a seminar course, there will be continuous opportunities for everyone to contribute and guide class discussions. While there will be a prepared structure for each class, this course provides the space for your active participation. The success of the course is dependent upon your individual and collective commitment to complete all the required readings, to engage in critical reflection of the material, to actively contribute to class discussions, and to integrate course insights into your final independent research paper.

Course learning objectives:

1) Understand concepts, terms, principles, and definitions relevant to globalization and health in an anthropological context

2) Use these concepts in relation to health issues in particular sociocultural contexts
3) Demonstrate a working knowledge of anthropological approaches (theoretical and methodological) to health in a global context
4) Demonstrate critical thinking and self-expression to address social difference and health inequalities
5) Critically evaluate epidemiological and biomedical approaches to health from an anthropological perspective

Reading(s)/Textbook(s):

Bronwen Horton, Sarah

This book is available for purchase at Haven Books, 43 Seneca Street, Ottawa, ON, K1S 4X2 (Corner of Sunnyside Ave. and Seneca Street), or from major booksellers such as Amazon.ca.

All other required articles and chapters will be made available through the Carleton Library electronic reserves system (ARES).

Course Requirements & Methods of Evaluation:

<table>
<thead>
<tr>
<th>Assessment Activity</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>10% Ongoing</td>
</tr>
<tr>
<td>Exercise “Representations of Health in a Globalized Context”</td>
<td>5% Original post: Monday, January 28th, 2019 Response post: Monday, February 11th, 2019</td>
</tr>
<tr>
<td>Lead discussant for assigned reading</td>
<td>15% Date of assigned reading in syllabus</td>
</tr>
<tr>
<td>Reading Responses (2)</td>
<td>20% Due before the class upon which your response is based</td>
</tr>
<tr>
<td>Final research paper proposal</td>
<td>5% February 25th, 2019</td>
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<tr>
<td>Final research paper</td>
<td>40% April 1st, 2019</td>
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<tr>
<td>Final research paper presentation</td>
<td>5% April 1st and April 8th, 2019</td>
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Attendance and Participation (10%)
This is a fourth-year seminar class and you are not only expected to complete the assigned readings, but to arrive prepared to contribute meaningful comments and questions to the class discussion. You are also expected to attend and participate for the full scheduled class time. Attendance will be taken at each class. Each undocumented absence will result in a loss of 1 point from the total 10 points available. Notice that there are 12 weeks of classes, so there is some room for emergencies and unforeseeable conflicts.

Exercise: “Representations of Health in a Globalized Context” (5%)
This short writing exercise is intended to encourage you to reflect on both the presentation and the impact of globalization processes on human health. Your reflection will be in the format of a post on the CULearn discussion board.
Your task is to locate a current health problem online and discuss aspects about its presentation and how you think this presentation shapes perceptions of the health problem. Your response may respond to questions such as:

- What is the global health problem?
- Whose voices are included/excluded?
- Are there images included, and if so, who or what is depicted?
- What is the overall message to the audience?
- What processes of globalization are creating or influencing the health problem?

You must make one original post of your own and include a link to an online source that discusses the current health problem (2.5%), respond to one other post from peers (2.5%).

The exercise will take place during the first half of the course. The deadline for your original post is Monday, January 28th, 2019, by 11:59 p.m. and response is Monday, February 11th, 2019, by 11:59 p.m.

**Lead Discussant for an Assigned Reading (15%)**
You will be responsible for leading the class discussion for one assigned reading during the term. The reading can be a chapter from our ethnography or an assigned article. You must prepare a brief handout (1 page) summarizing the key points of the reading and providing a series of discussion questions for the class. You may also flag issues raised in the reading and connect these to other readings in the course to enrich the discussion. There will be a maximum of three presenters per class. Each presentation should be about 20 minutes in length.

*Please e-mail your hand-out to me before class so that I can post it on CULearn for students who wish to access the hand-out electronically.

*Note: One student per reading. Sign-up will take place in the first class of the semester. If you miss this class or register late for the class, you will have the opportunity to sign up to present a remaining chapter or article in the second class.

**Reading Responses 20% (two responses over the semester, each worth 10%)**
You will be required to submit two reading responses during the semester. Each reading response must relate to one week of readings assigned for weeks 2 to 11. The response must demonstrate an understanding of the key themes and issues raised in the readings and relate it to a current health issue affecting the world. Please try to connect and synthesize ideas across the readings. It is not sufficient to summarize the readings. Your response must use at least two chapters or articles from the week’s list. A grading rubric will be provided for more details.

Responses should be between 1,000 to 1,500 words in length, double-spaced, in Times New Roman, 12pt. font. Both responses must be submitted through CULearn. The first reading responses are due by 12:00 p.m. (noon) on the day of the class of the readings that you used in your response. For instance, if you are responding to the readings on February 11th, your response must be submitted by noon that day (February 11th).
Late submissions will not be accepted unless there is a valid, documented reason. Graded reading responses will be returned the following week.

Final Research Paper Proposal (5%)
Submit a brief paper outline by 11:59 p.m. on February 25th, 2019, through CULearn. The proposal should be 2 to 3 pages, double-spaced, in Times New Roman, 12pt. font. Your outline must include your chosen topic, thesis statement, and list of 5 proposed academic references (cited using the Canadian Anthropology Society Citation Style Guide (Revised 2014), link below). Proposals will be returned through CULearn within a week of the due date.

Final Research Paper Presentation (5%)
On the last day of class, we will have an in-class mini-conference presentation of your final papers. Each student will have an opportunity to present their final paper to the class. Presentation should be no more than 5 minutes in length. Speaking notes are allowed. It is recommended that you practice your presentation beforehand in order to ensure you are not over time. The goal of the presentation is to practice presenting your ideas to your peers and to practice responding to questions about your research. Be sure to include (1) why you chose your topic, (2) your research question, (3) your overall argument, and (4) your conclusion and ideas for future research on the topic (your own future work, or work for someone else to do). Marks will be deducted for presentations lasting more than 5 minutes. A brief question and answer period will be included.

Final Research Paper (40%)
The final research paper is worth 40% of the total course grade. The final research paper must be between 15 to 20 pages in length, double-spaced, in Times New Roman, 12pt. font, and must contain at least 15 academic references. You may select a topic of your choosing that relates to the overarching course theme of health and globalization. The final paper is due in hard copy in class on April 1st, 2019. Late papers will be penalized at the rate of 10% per day unless prior arrangements have been made with me. Requests for extensions must be submitted to me in writing in advance of the due date with the reason for the extension. Once the due date has passed, no extensions will be granted. Please leave time to proofread your work, as spelling and grammar will be part of the grading evaluation. Grades will be uploaded to CULearn. Please contact me to collect your graded paper before the end of the Winter 2019 term.

Note: Canadian Anthropology Society Citation Style Guide (Revised 2014) can be found here: https://library.carleton.ca/sites/default/files/help/CASCA%20Style%20Guide.pdf

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<tr>
<td>A</td>
<td>85-89</td>
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<tr>
<td>A-</td>
<td>80-84</td>
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<tr>
<td>B+</td>
<td>77-79</td>
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<tr>
<td>B</td>
<td>73-76</td>
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<tr>
<td>B-</td>
<td>70-72</td>
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<tr>
<td>C+</td>
<td>67-69</td>
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<tr>
<td>C</td>
<td>63-66</td>
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<tr>
<td>C-</td>
<td>60-62</td>
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<tr>
<td>D+</td>
<td>57-59</td>
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<td>D</td>
<td>53-56</td>
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<td>D-</td>
<td>50-52</td>
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<tr>
<td>F</td>
<td>Below 50</td>
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<tr>
<td>WDN</td>
<td>Withdrawn from the course</td>
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In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:
DEF = Deferred (See above)

**Academic Regulations, Accommodations, Plagiarism, Etc.**
University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here: [http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/](http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/)

**Academic Accommodations for Students with Disabilities**
The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your *Letter of Accommodation* at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*).

*The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the Winter 2019 (April) exam period is March 15, 2019.*

**For Religious Obligations:**
Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

**For Pregnancy:**
Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**For Survivors of Sexual Violence**
As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and
to obtain information about sexual violence and/or support, visit: www.carleton.ca/sexual-violence-support

Accommodation for Student Activities
Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf

Plagiarism
Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See https://carleton.ca/registrar/academic-integrity/). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?
A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?
All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Assistance for Students:
Academic and Career Development Services: http://carleton.ca/sacds/
Writing Services: http://www.carleton.ca/csas/writing-services/
Peer Assisted Study Sessions (PASS): https://carleton.ca/csas/group-support/pass/

Important Information:
- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be
subject to revision. No grades are final until they have been approved by the Dean.

- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton’s Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario’s *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](https://students.carleton.ca/) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](https://students.carleton.ca/).
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting [https://students.carleton.ca/](https://students.carleton.ca/)

### Important Dates

**Winter 2019**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 7</td>
<td>Winter term classes begin.</td>
</tr>
<tr>
<td>January 15</td>
<td>Deferred final assignments and/or take-home examinations for Fall Term 0.5 credit courses are due.</td>
</tr>
<tr>
<td>January 18</td>
<td>Last day for registration and course changes in Winter term classes.</td>
</tr>
<tr>
<td>January 18-20, 25-27</td>
<td>Fall term deferred examinations will be written.</td>
</tr>
<tr>
<td>January 31</td>
<td>Last day to withdraw from Winter term and Winter portion of Fall/Winter courses with full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN to appear on the official transcript.</td>
</tr>
<tr>
<td>February 15</td>
<td>April exam schedule available online.</td>
</tr>
<tr>
<td>February 18-22</td>
<td>Winter Break, classes suspended.</td>
</tr>
<tr>
<td>March 26</td>
<td>Last day for summative tests or final examinations, or formative tests or examinations totaling more than 15% of the final grade in Winter term courses before the official examination period.</td>
</tr>
<tr>
<td>April 9</td>
<td>Winter term ends. Last day of Fall/Winter and Winter term classes. Last day for academic withdrawal from Fall/Winter and Winter term courses. Last day for take-home examinations to be assigned (except those that conform to the Academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar). Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for Fall/Winter and Winter term courses</td>
</tr>
<tr>
<td>April 12-27</td>
<td>Final Examinations for Winter and Fall/Winter courses. Exams are normally held all seven days of the week.</td>
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</table>
April 19-21  Statutory Holiday, University closed
April 27  All take-home examinations are due except those that conform to the academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar.

Course Schedule

January 7: Introduction

January 14: Local Experiences and Global Forces

Closser, Svea, and Erin P. Finley

Adams, Vincanne. Burke, Nancy J. and Ian Witmarsh

Freeman, Carla

January 21: Migration and Health: Structural Vulnerability

Horton, Sarah Bronwen
2016. They Leave Their Kidneys in the Fields.
  o Chapters 1 and 2
  o Appendix A: “On Engaged Anthropology and Ethnographic Writing” (pp. 185-190)
  o Appendix B: “Methods” (pp. 191-193)

Quesada, James, Hart, Laurie K., and Philippe Bourgois

Holmes, Seth

January 28: Migration and Health II: Clinical Borderlands

Horton, Sarah Bronwen
2016. They Leave Their Kidneys in the Fields.
  o Chapters 3 and 4
Holmes, Seth

February 4: Migration and Health III: Politicized Borders of Healthcare

Horton, Sarah Bronwen
2016. They Leave Their Kidneys in the Fields.
○ Chapters 5, 6, and Conclusion

Fassin, Didier

February 11: Globalization, Childhoods, Crossing Borders of Care

Malkki, Liisa, and Emily Martin

Horton, Sarah

Wang, Leslie

Robson, Elizabeth

Suggested: Stephens, Sharon

February 18-22: Winter break, no classes

February 25: Global Organ Trafficking and Trade

Scheper-Hughes, Nancy

Moniruzzaman, Monir

Yea, Sallie
2015 Masculinity under the knife: Filipino men, trafficking and the black organ market in Manila, the Philippines. Gender, Place & Culture, 22(1): 123-142.

March 4: Medical Tourism and Repro-migrations

Ackerman, Sara

Song, Pricilla

Whittaker, Andrea, and Speier, Amy

Deomampo, Daisy

Film: Made in India (2014)

March 11: Conceptualizing Pandemics and Infectious Diseases

Farmer, Paul

Lowe, Celia

Schillmeier, Michael

March 18: Pandemics and Infectious Disease: The Case of Ebola

Fairhead, James
Tengbeh, Angus F., et al.
2018 “We are the heroes because we are ready to die for this country”: Participants’ decision-making and grounded ethics in an Ebola vaccine clinical trial. Social Science & Medicine, 203: 35-42.

Minor, Olive

Monson, Sarah

Film: *Ebola: Inside the Deadly Outbreak* (2014) (60 minutes)

**March 25: Pharmaceuticalization, Clinical Trials, and Treatment Inequalities**

Petryna, Adriana

Fairhead, James, Leach, Melissa, and Small, Mary

Biehl, Joao

Hayden, Cori

*Suggested: Biehl, Joao*

*Adams, Vincanne*

Film: *Value of Life: AIDS in Africa Revisited* (2003) (60 minutes)

**April 1: Globalization, Flowing Commodities, and Chronic Illness**

Final papers due
Final paper presentations (first set)

Phillips, Lynne

Manderson, Lenore, and Bhensri Naemiratch

Zaman, Shahaduz, Selim, Nasima, and Taufique Joarder
2013 McDonaldization without a McDonald’s: Globalization and food culture as social determinants of health in urban Bangladesh. Food, Culture & Society, 16(4): 551-568.

Suggested: Yates-Doerr, Emily
2015 The world in a box? food security, edible insects, and “one world, one health” collaboration. Social Science & Medicine, 129: 106-112.

April 8th: Review of course themes
Final paper presentations (second set)