Instructor: Dr. Megan Graham

Online Office Hours: Thursdays 2 – 3 p.m. on Zoom

Email: megan.graham@carleton.ca

Course Dates and Times: Tuesdays and Thursdays, 11:35 a.m. – 1:05 p.m. on Zoom

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

Course Description and Objectives:

This course will explore the impact of globalization on local experiences of health and illness. We will look at the effects of the COVID-19 pandemic by exploring the global and local production of pandemics and infectious disease outbreaks, flows of knowledge, gendered experiences of the pandemic, and the biopolitics of care since the pandemic’s onset. These discussions will place us at the edge of emergent research about how people are living, dying, and suffering during the pandemic. The course will provide essential theoretical tools for unpacking events we are witnessing, both near and far.

The course will also touch upon important health issues that have been affected by the forces of globalization. These topics include the global circulation of infectious diseases and pandemics, focusing on issues of media framing, stigma, global health governance and securitization; Big Pharma and the globalization of clinical trials; labour migration and structural vulnerability; medical tourism and repro-migration; the global organ trade; and matters of the environment and health, specifically the problem of e-waste as a global health hazard.

As an online seminar course, there will be continuous opportunities for everyone to contribute to class discussions and engage deeply with our most pressing and urgent health concerns.

Course Learning Objectives:

1) Explain course concepts and theories to relevant issues in health and globalization in an anthropological context;
2) Apply course concepts and theories to analyze and interpret health problems related to forces of globalization;
3) Synthesize and critique course readings in written forums and in peer discussion;
4) Unpack complex health and globalization problems in local and global contexts; and
5) Develop creative and critical thinking skills in both oral and written communication forums

**Reading (s)/Textbook (s):**

Required ethnography: This text can be accessed for free through Carleton Library as an e-copy, or purchased online through a book retailer.

Horton, Sarah

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

Additional readings and videos will be electronically linked to the CULearn course page.

**Important Information about this Online Course**

1. **How to Engage with the Virtual Classroom**

**Pre-recorded lectures:** There will be one or more pre-recorded lecture videos posted on CULearn for every class. The lectures for each week will be posted on the day of the class in advance of the live discussion (synchronous) part of the class (discussed further below). These pre-recorded lectures will serve as an introduction to the class topic, covering key concepts and content that will build upon the readings for that class. You should complete the readings for the class and watch the pre-recorded lecture before the live discussion.

**Live discussion on Zoom:** As a seminar course, discussion with the instructor and with your peers is an important part of the learning process. It is through discussion that we can clarify our ideas, ask questions, and engage in debate about challenging problems. The live (or synchronous) part of this course will take place weekly on Zoom from 11:35 a.m. to 1:05 p.m. on Tuesdays and Thursdays. A meeting ID and password will be provided to you on the CULearn course page. Ideally, live discussions will begin with an open discussion with the whole class, and at times we will also divide into smaller Zoom “break-out rooms” of about 5 students, then gathering back as a large group to share insights and key points. In the break-out rooms, you will have an assigned set of questions to discuss and each group will share some of their discussion with the larger
class. If our class is too large to support this model, we may need to divide the class into two discussion groups that take place one after the other, each for a shorter duration. The discussion will stay within the scheduled hours of the course.

During large group discussions, everyone except the speaker will be muted to reduce background audio noise. You can indicate that you want to speak by virtually raising your hand Zoom (instructions will be posted under “Technical Issues” on the CULearn forum). In the Zoom break-out rooms, participants may wish to mute themselves to reduce background noise. I will circulate through the break-out rooms to chat with you and help facilitate your discussion.

You may use the chat box on Zoom to write questions during the large group and break-out room discussions. I will do my best to keep up with the questions.

Your video webcam does not need to be turned on for the Zoom discussions; however, if bandwidth allows (i.e., no lagging), it would be nice to see everyone.

The Zoom discussions will not be recorded.

At all times, I expect students to be respectful and collegial in their communication with both me and their peers. This is a positive and inclusive class environment and rudeness or hostility will not be tolerated. I will remove any student who is not demonstrating these behaviours from the Zoom discussion.

**Forum posts:** In addition to the Zoom live discussion, we will have a weekly discussion board. This will be a place to continue or initiate discussion about the weekly topic. Forum participation is graded. Some students may be unable to attend all of the live discussions or have extenuating circumstances that prevents participation, thus the forum is a space for engaging with your peers about classroom material. Please see the section on forum posts in the Evaluation section below.

2. **How to Communicate with the Instructor**

**Forum Topic for your Questions and Answers:** In the welcome section at the top of the CULearn course page, there is a topic designated for student questions about the course, entitled, “Forum: Course Questions.” This is where you should post first before emailing me (unless it is a personal matter). By using the forum, other students will be able to see your question and my answer. This is the fastest way to find an answer to your question. You may also find that another student has already asked a question you have.

**Email:** You are welcome to email me. I will respond to emails within 24-48 hours.

**Virtual Office Hours:** I will hold virtual office hours on Zoom, Thursdays from 2-3 p.m. The waiting room feature will be enabled and I will let students in one at a time, much like a regular line up system outside a physical office. If you have a particularly sensitive
personal matter to discuss, please email me in advance, as Zoom may not be the best forum for talking about this.

**Assignments and Evaluation:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forum Post Assignments</td>
<td>30% Monday night by 11:59 p.m., before the new Tuesday-Thursday week begins.</td>
</tr>
<tr>
<td>Reading Response 1</td>
<td>10% Monday, July 20th, 2020, by 11:59 p.m.</td>
</tr>
<tr>
<td>Reading Response 2</td>
<td>10% Monday, August 3rd, 2020, by 11:59 p.m.</td>
</tr>
<tr>
<td>Reading Response 3</td>
<td>10% Monday, August 12th, 2020, by 11:59 p.m.</td>
</tr>
<tr>
<td>Term paper proposal</td>
<td>10% Monday, July 20th, 2020, by 11:59 p.m.</td>
</tr>
<tr>
<td>Term paper</td>
<td>30% August 13th, 2020, by 11:59 p.m.</td>
</tr>
</tbody>
</table>

**Participation in Live Discussion (Recommended, no marks)**

This is a fourth-year seminar class and you are not only expected to complete the assigned readings, but also to arrive prepared to contribute meaningful comments and questions to the live virtual class discussion on Zoom. Given all the possible technical challenges associated with synchronous participation, there are no marks assigned to this section; however, it is recommended that you participate in the live discussion. During the live discussion, we will unpack concepts and material from the readings which will help you elevate your analytic skills that you will need for your final term paper. Additionally, this is a place to make connections both with your peers and with me, the instructor. If for example, you will need a reference letter in the future, it is in your best interest to make your presence known. At times there will be guest speakers joining our discussion and this will enhance your engagement with the material.

**Forum Post Assignments (30%)**

For each week, you will be required to create an original forum post and reply to at least one forum post. Your post should raise a question, insight, or point of interest based on at least one of the readings, video clips, or guest lectures from that week. There is no right or wrong content to post, but the best posts will use course concepts and refer to course readings and materials. This will allow you and your peers to practice mobilizing theoretical tools for analysis and interpretation of health problems.

You will also be required to respond to at least one other student’s post.
For the Forum Post Assignment submission, you must copy and paste both your original post and your reply (only your reply) onto a Word document (.doc or .docx) and submit it through the CULearn Forum Post Assignment portal.

The assignments are due Mondays by 11:59 p.m. before the new week begins. Due dates are indicated on the Forum Post Assignment submission portal on CULearn.

Reading Responses 30% (three responses, each worth 10%)

Three times during the course, you are required to submit a reading response based on the assigned readings for one of the classes. You must submit one reading response for classes 2, 3, 4, or 5; a second reading response for classes 6, 7, 8, or 9; and a third reading response for readings in classes 10, 11, or 12. Each reading response is worth 10% of your grade. The response should balance summary of the readings with critical comment on an aspect of the readings for that class. You must discuss at least 2 articles in the response. Beyond this, you may reflect upon or compare the articles, relate them to your own experience, a video from class, or content from another course. You may also comment on how the articles relate to theoretical concepts from class. The response can be free-form and reflect your interests and inspiration. It is most efficient to synthesize the readings, drawing out common themes or concepts rather than treating each article separately. You do not need a formal introduction or conclusion. No references are required. I do expect the responses to be proofread for grammar, typos, and clarity.

Responses should be approximately 3 pages, double-spaced, in Times New Roman, 12-point font. Responses must be submitted through CULearn. There is a section to submit your assignments on CULearn.

Reading response 1 is due by 11:59 p.m. on Monday, July 20th, 2020
Reading response 2 is due by 11:59 p.m. on Monday, August 3rd, 2020
Reading response 3 is due by 11:59 p.m. on Monday, August 12th, 2020

A grading rubric will be provided on CULearn for your reference.

Note: The reading responses must be submitted as Word documents (.doc or .docx files). Files in .pdf or other formats will not be accepted because it is very difficult to provide substantive feedback on these file types.

Late submissions will be penalized 5% per day. Graded reading responses will be returned the following week.

Term Paper Proposal (10%)

The term paper proposal should outline your intended term paper topic. 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, an outline of paper sections, and list of
5 proposed academic references. The outline of the paper sections does not have to be overly specific, but should show that you have done enough research to know which dimensions of your topic your paper will discuss. Given the short timeline of this course, it is very important to use the proposal as an opportunity to make good progress on your paper topic. Read papers carefully, make notes for yourself, and keep the final term paper in mind.

The proposals are due on **Monday, July 20th, 2020, by 11:59 p.m.** Late proposals will be penalized 5% per day late.

**Term Paper (30%)**
The final research paper is worth 30% of the total course grade. The final research paper must be between 12 to 15 pages in length (double-spaced, in Times New Roman, 12-point font), excluding title page and bibliography. The paper must contain 12-15 academic references. You may select a topic of your choosing that relates to health and globalization. The final paper must be submitted through CULearn on **Thursday, August 13th, 2020, by 11:55 p.m.** LATE PAPERS CANNOT BE ACCEPTED AFTER August 14th, 2020, THE LAST DAY OF CLASSES, WITHOUT A FORMAL DEFERRAL FROM THE REGISTRAR’S OFFICE (this is a university-wide regulation). Graded papers will be returned through CULearn.

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

- A+ = 90-100  
- A  = 85-89  
- A - = 80-84  
- F  = Below 50
- B+ = 77-79  
- B  = 73-76  
- B - = 70-72  
- WDN = Withdrawn from the course
- C+ = 67-69  
- C  = 63-66  
- C - = 60-62  
- DEF = Deferred
- D+ = 57-59  
- D  = 53-56  
- D - = 50-52

**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: [https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/](https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/)

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**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** 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 **Early Summer 2020** exam period is **May 29, 2020**. The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the **Late Summer and Full Summer 2020** exam period is **July 24, 2020**.

**For Religious Obligations:**
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. For more details, visit the Equity Services website:


**For Pregnancy:**
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. For more details, visit the Equity Services website:


**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 where 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](http://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](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/](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: https://carleton.ca/career/
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 through Carleton Central. Once you have activated your MyCarletonOne account, log into the MyCarleton Portal.
- 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...
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/)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 25</td>
<td>Late Summer term course outlines should be posted.</td>
</tr>
<tr>
<td>July 1</td>
<td>Statutory holiday - University closed.</td>
</tr>
<tr>
<td>July 2</td>
<td>Late Summer term courses begin. Full Summer term courses resume.</td>
</tr>
<tr>
<td>July 9</td>
<td>Last day for registration and course changes (including auditing) for late Summer term courses.</td>
</tr>
<tr>
<td>July 15</td>
<td>Suggested deadline for early feedback for all late Summer term courses.</td>
</tr>
<tr>
<td>July 17</td>
<td>Last day to withdraw from late Summer term courses with a full fee adjustment.</td>
</tr>
<tr>
<td>July 17-19</td>
<td>Deferred examinations for early Summer term are held.</td>
</tr>
<tr>
<td>July 19</td>
<td>Deferred take-home exams for early Summer term courses due.</td>
</tr>
<tr>
<td>August 3</td>
<td>Civic holiday, University closed.</td>
</tr>
<tr>
<td>August 7</td>
<td>August 7 Last day before the final examination period for summative tests or final examinations, or formative tests or examinations totaling more than 15% of the final grade for Late or Full Summer term courses.</td>
</tr>
<tr>
<td>August 14</td>
<td>Classes follow a Monday schedule. Last day of classes for late Summer and full Summer 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 courses. Last day for academic withdrawal from late Summer and full Summer term courses.</td>
</tr>
<tr>
<td>August 17-23</td>
<td>Final examinations in full Summer and late Summer term courses.</td>
</tr>
<tr>
<td>August 23</td>
<td>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.</td>
</tr>
<tr>
<td>September 18-20</td>
<td>Deferred examinations for Late and Full Summer term courses are held.</td>
</tr>
<tr>
<td>September 20</td>
<td>Deferred take-home exams for Full and Late Summer term courses due.</td>
</tr>
</tbody>
</table>
Course Schedule

Class 1:  Introduction: Local Experiences and Global Forces
July 2

Closser, Svea, and Erin P. Finley

MacDonald, Margaret

Appadurai, Arjun

Class 2:  Pandemics and Infectious Disease – Stigma, Blame, and Vulnerabilities
July 7

*Guest speaker: Dr. Xiaobei Chen*

Eichelberger, Laura

Monson, Sarah

Briggs, Charles L, and Mark Nichter

*Suggested:*

Ali, Inayat, and Inayat Ali

Manderson, Lenore, and Susan Levine

Budhwani, Henna, and Ruoyan Sun

**Class 3:** Pandemics and Infectious Disease II – COVID-19 Health Securitization and Governance

Hannah, Matthew, Hutta, Jan S., and Schemann, Christoph

Thoi, Pham Thanh

Lazuadi, Elan

Zhang, Jun

Glass, Jessica Leigh

De Oliveira, Lucas A., and Rafael de Aguiar A.
**Class 4:** Big Pharma and Globalized Clinical Trials  
**July 14**

Petryna, Adriana

Kamat, Vinay R.

Rajan, Kaushik Sunder.

*Suggested:*

Petryna, Adriana

**Class 5:** Big Pharma and Globalized Vaccine Trials  
**July 16**

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

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.

Bollyky, Thomas J., Gostin Lawrence O., Hamburg Margaret A.

**Class 6:** Labour Migration and Health  
**July 21**

Horton, Sarah
Chapters: 1 to 4
Suggested:

Holmes, Seth

Class 7: Labour Migration and Health II
July 23

Horton, Sarah
Chapters: 5 and 6

Class 8: Medical Tourism
July 28

Ackerman, Sara

Petersen, Alan, Seear, Kate, and Megan Munshi

Smith, Kristen

Class 9: Repro-Migration
July 30

Whittaker, Andrea, and Speier, Amy

Deomampo, Daisy

Film: *Made in India* (2014). Available on ARES.
Class 10: Global Organ Trafficking and Trade
August 4

Scheper-Hughes, Nancy

Moniruzzaman, Monir

Moniruzzaman, Monir

Class 11: Global Organ Trafficking and Trade II
August 6

Lundin, Susanne

Scheper-Hughes, Nancy.

Marshall, Patricia, and Barbara Koenig

Class 12: Environment and Health
August 11

Perkins, Devin M. et al.

Little, Peter C., and Cristina Lucier.

Rifat Mohammad R., Prottoy, Hassan, and Syed Ahmed
Class 13: Review of Course Themes
August 13

No Readings

*Term papers due