



University of South Florida
College of Public Health

PHC 7935: Public Health & The State

Fall 2022

01 | 3 Credit Hours

COURSE SYLLABUS

Course Description	<i>This seminar-style course is a theoretical investigation of the historical and political conditions of health inequities, healthcare, and health research. This course is reading and writing intensive.</i>		
Pre-requisites	None.	Co-requisites	None.
Course Website	http://my.usf.edu (Canvas)	Delivery Method	Campus
Location	CPH 2024	Day(s)/Time(s)	Wednesdays, 12:30 – 3:15 PM

Instructor Information	Dick Powis, PhD	Office location: Teams
	richardpowis@usf.edu	Office hours: By appointment, https://bit.ly/DP-Office-Hours
	None.	Preferred method of contact: Email
	Reply Policy: Weekdays, 9:00 – 7:00 PM	

Course Requirements

Required Materials	<p><i>Adler-Bolton, Beatrice and Artie Vierkant. 2022. Health Communism: A Surplus Manifesto. New York: Verso Books. (ISBN: 9781839765162)</i></p> <p><i>Dawes, Daniel E. 2020. The Political Determinants of Health. Baltimore: Johns Hopkins University Press. (ISBN: 9781421437897)</i></p> <p><i>Spade, Dean. 2020. Mutual Aid: Building Solidarity during This Crisis (and the Next). New York: Verso Books. (ISBN: 9781839762123)</i></p> <p><i>Additional readings on Canvas.</i></p> <p>Bookstore https://www.bkstr.com/usftampastore/home.</p>
Recommended Materials	None.

Technology Information

Technology Requirements	<p>Students in all public health courses are expected to meet the basic technology requirements to successfully participate in their courses. Failure to meet these requirements may cause problems accessing the course materials.</p> <p>It is the student's responsibility to ensure all requirements are met prior to the start of the semester. http://health.usf.edu/publichealth/eta/students_tech_requirements</p> <p>Pre-requisite technology skills:</p> <p><i>Basic understanding of navigating Canvas (as a student)</i></p> <p>Special Technology Requirements for this course (if applicable):</p> <p><i>None.</i></p>
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Course Schedule

Week	Topic	Assignment
1. (8/24)	Getting Started <ul style="list-style-type: none"> - Introductions - Syllabus review - Course expectations - How to read (a lot) Practice Theory: Structure and Agency	Read 36pp: <ul style="list-style-type: none"> - De Certeau (Walking in the City, 19pp) - Fairchild et al (The Exodus of Public Health: What History can Tell Us about the Future, 10pp) - Kline and Quiroga (Organizing for Black Lives and Funding COVID-19 Relief: Community Responses to Systemic Racism and Imagining Public Health 4.0, 3pp) - Schrecker (What is critical about Critical Public Health?, 4pp)
2. (8/31)	Critique of Positivism (Pt 1)	Read 61pp: <ul style="list-style-type: none"> - Argüello (Fetishizing the Health Sciences: Queer Theory as an Intervention, 13pp) - Horton (Georges Canguilhem: Philosopher of Disease, 4pp) - Fanon (The Lived Experience of the Black Man, 30pp) - Good (How Medicine Constructs its Objects, 14pp)

Week	Topic	Assignment
3. (9/7)	Critique of Positivism (Pt 2)	Read 49pp: <ul style="list-style-type: none"> - Avilés (Epidemiology as Discourse + Responses, 11pp) - Bowleg (Toward a Critical Health Equity Research Stance: Why Epistemology and Methodology Matter More than Qualitative Research, 6pp) - Todd (An Indigenous Feminist's Perspective on the Ontological Turn, 19pp) - Westbrook and Harvey (Framing Health, Behavior, and Society: A Critical Content Analysis of Public Health Social and Behavioral Science Textbooks, 13pp)
4. (9/14)	Political Economy of Health	Read 50pp: <ul style="list-style-type: none"> - Gamlin (Centering a Critical Medical Anthropology of COVID-19, 5pp) - Harvey (Political Economy of Health, 6pp) - Turshen (Politics of Public Health – Chapters 1: A New Vocabulary, 24pp) - Waitzkin (A Marxist View of Medical Care, 11pp) - Waitzkin (Moving Beyond Capitalism for Our Health, 4pp)
5. (9/21)	Political Determinants of Health (Pt1)	Read 80pp: <ul style="list-style-type: none"> - Book: Dawes (Political Determinants of Health – Foreword and Chapters 1–3) Optional <ul style="list-style-type: none"> - Fleming et al (Policing is a Public Health Issue, 6pp)
6. (9/28)	Political Determinants of Health (Pt2)	Read 90pp: <ul style="list-style-type: none"> - Book: Dawes (Political Determinants of Health – Chapters 4–7) First Draft Due In-class: Peer Review
7. (10/5)	The State and Health	Read 65pp: <ul style="list-style-type: none"> - Jessop (The State: Past, Present, Future, 14pp) - Foucault (Society Must Be Defended, 20pp) - Mbembe (Necropolitics, 31pp) - Fleming et al (The Public Health Funding Paradox, 3pp)
8. (10/12)	Neoliberalism and Responsibilization	Read 60pp: <ul style="list-style-type: none"> - Bourdieu (The Essence of Neoliberalism, 6pp) - Dillon (Possessed by Death: The Neoliberal-Carceral State, Black Feminism, and the Afterlife of Slavery, 14pp) - Navarro (The Consequences of Neoliberalism in the Current Pandemic, 5pp) - Singer et al (Why Does Juan Garcia Have a Drinking Problem?, 35pp)

Week	Topic	Assignment
9. (10/19)	Family Health and the State	Read 65pp: <ul style="list-style-type: none"> - Brettell and Sargent (Gender, Property, and the State, 8pp) - Federici (Wages against Housework, 14pp) - Lewis (International Solidarity in Reproductive Justice: Surrogacy and Gender-inclusive Polymaternalism, 22pp) - Weeks (Abolition of the Family: The Most Infamous Feminist Proposal, 21pp) Optional: <ul style="list-style-type: none"> - Murray and Millat (Pandemics, Privatization, and the Family, 37pp)
10. (10/26)	Black Feminist Perspectives	Read 75pp: <ul style="list-style-type: none"> - Carter (Health Disparities and Health Omissions: Pushing Medical Anthropology forward in the United States, 9pp) - Davis (Obstetric Racism: The Racial Politics of Pregnancy, Labor, and Birthing, 15pp) - Nash (Birthing Black Mothers: Birth Work and the Making of Black Maternal Political Subjects, 22pp) - Ross (Reproductive Justice as Intersectional Feminist Activism, 30pp)
11. (11/2)	Stigma and Social Control	Read 45pp: <ul style="list-style-type: none"> - Brewis et al (Obesity stigma as a globalizing health challenge, 6pp) - Ceresto and Waitzkin (Capitalism, Socialism, and the Physical Quality of Life, 18pp) - Oliver (The Social Model of Disability: Thirty Years On, 4pp) - Scambler (Heaping Blame on Shame: Weaponizing Stigma for Neoliberal Times, 17pp) <p>Second Draft Due</p> <p>In-class: Peer Review</p>
12. (11/9)*	Environmental Relationalities w/ Bobby Ortiz Stahl, MPH (UC-Berkeley)	Read 42pp: <ul style="list-style-type: none"> - Dubal et al (Beyond Border Health: Infrastructural Violence and the Health of Border Abolition, 7pp) - Hatala et al (Land and nature as sources of health and resilience among Indigenous youth in an urban Canadian context, 14pp) - Todd (Refracting the State through Human-Fish Relations, 21pp)

Week	Topic	Assignment
13. (11/16)	Critical Futures: Research w/ Chelsey Carter, PhD, MPH (Yale University)	Read 59pp: <ul style="list-style-type: none"> - Hayes and Gomez (Alignment of Abolition Medicine with Reproductive Justice, 6pp) - Obasogie (Toward Abolitionist Approaches in Medicine, 2pp) - Richmond and Grubbs (How Abolition of Race-based Medicine is Necessary to American Health Justice, 7pp) - Book: Spade (Mutual Aid – Introduction and Part 1, 44pp)
14. (11/23)	Critical Futures: Interventions w/ Nolan Kline, PhD, MPH (University of North Texas)	Read 103pp: <ul style="list-style-type: none"> - Book: Spade (Mutual Aid – Part 2 and Conclusion, 103pp)
15. (11/30)	Critical Futures: Policy Course Wrap-up	Read Selections (tbd): <ul style="list-style-type: none"> - Book: Adler-Bolton and Vierkant (Health Communism)
16. (12/4)	Final Exam Week	<i>Final Essay Due (Sunday, December 4)</i>

Grading Policies and Procedures

Grading Scale

Letter Grade	Percentage (%)
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	0 - 59

Incomplete ("I") Grade: Students who are unable to complete all requirements of the course for circumstances beyond their control may request to receive an "I" grade to allow for completion of the remaining coursework the next semester(s).

Undergraduate: <https://catalog.usf.edu/content.php?catoid=13&navoid=1578#i-grade-policy>

Graduate: <https://catalog.usf.edu/content.php?catoid=12&navoid=1375#academic-standards-and-grades>

Grading Criteria

Assessment	Percent of Final Grade
Participation	25%
First Draft	15%
Peer Review 1	10%
Second Draft	15%
Peer Review 2	10%
Final Draft	25%

Assessment	Percent of Final Grade
TOTAL	100%

Assessment Description

Participation (25%): Participation consists of online and in-class activities and homework assignments. It is difficult to participate in class if you are not prepared.

- (1) Students are required to post a short response to the assigned readings on Canvas by **12:00PM ET (noon)** each [day] **before** class. I want to know what you think about the readings and how (or if) you can relate them to previous discussions. Please include a question you would like to ask or discuss in class.
- (2) At the beginning of each class, you will be asked to “check in,” which means you will take less than two minutes to talk about what you thought or didn’t understand about the readings and one thing you would like to talk about during that class meeting. You can “pass” twice (not share your two minutes overview/reflection/question at the beginning of class) before your Participation grade becomes impacted.
- (3) Class sessions, in part, contain some level of discussion and interaction based on assigned readings and other material for the corresponding class date. Students are expected to demonstrate thoughtful engagement with the materials in class during discussions and group activities.

The Essay (75%): In this class, you will write an essay that takes a structural-level view of your dissertation research. Using themes from the course readings and discussions, or other sources, you will explain how your research topic is impacted by (1) the conventions of public health research and (2) the State’s relationship to health, healthcare, or health research, and (3) what new and creative ways you might address the health issues of your research topic with this structural-level understanding. Your essay will be submitted in drafts which we will all peer review together.

First Draft, due 9/28 (15%): Your first draft is a minimum one-page outline with a rough overall argument and bullet-points for each of the three structural-level categories listed above. You may include questions and ideas of things that you may want to learn more about as the semester goes on.

First Draft Peer-Review (10%): We will work together to brainstorm ideas, check for internal consistency of the argumentation, and offer new ideas and directions leading into the Second Draft. During the peer review process, you will develop and action plan for what you will do to improve in the Second Draft.

Second Draft, due 11/2 (15%): Your second draft should be minimum five-pages of double-spaced text that make a clearer argument and connect ideas to each other. Again, you may include questions for your colleagues and ideas of things that you may want help articulating, or of subject you want to learn more about.

Second Draft Peer-Review (10%): Again, we will work together to brainstorm ideas, check for internal consistency of the argumentation, and offer new ideas and directions leading into the Final Draft. During the peer review process, you will develop and action plan for what you will do to improve in the Final Draft.

Final Paper, due 12/4 (25%): Your final draft will be minimum ten pages, excluding title page and citations. Please include at least ten citations. The formatting is standard: 12pt Times New Roman, double-spaced, 1” margins, page numbers, citation style your choice (e.g., APA, Chicago, etc.) as long as it is consistent. A grading rubric will be available on Canvas. Your submission is due **12/4**.

Grading Policies

Late Assignments: A penalty of 5 points per day will be applied to all late assignments. Failure to complete any assignment will not constitute an excuse for being assigned an "I" grade in the course. Exceptions to this policy will be made only in the case of severe illness, documented family emergency, or similar problem.

Extra Credit: There is no extra credit in this class.

Final Grades: All final grades will be posted on Canvas.

Academic Integrity: The College of Public Health considers academic integrity to be a critical component of higher education. It can be useful for students to collaborate when studying and learning course material. And, in some cases, certain social media platforms can be used to help facilitate learning. However, the use of technology (such as GroupMe, CourseHero, SnapChat, StuDocu, etc.) to cheat is in violation of the academic integrity policy at USF. This includes sharing exam questions, taking exams together, posting previous assignments, downloading assignments/course content from unapproved sources, directly copying content from outside sources (plagiarism), purchasing or soliciting content, or participating in discussions related to cheating.

Students who witness cheating, such as in an online chat, even if they are not actively participating, are required to report the activity. Awareness of cheating without reporting it is called complicity. Complicity also bears penalty according to the USF academic integrity policy.

The College of Public Health will impose sanctions for plagiarism, cheating, and complicity that are in direct violation of USF's academic integrity policy. This may include a zero on an assignment/exam, failure of a course, assignment of an FF course grade, which indicates academic dishonesty on the student's USF record, or dismissal from the University. See the [Institutional Policies](#) for more details.

Course Competencies and Objectives

Alignment Matrix				
CONCENTRATION COMPETENCIES (CC):	COURSE OBJECTIVES: <i>PHC 7935 PUBLIC HEALTH AND THE STATE</i>	MEETS CC	ASSESSMENTS*	SESSION #
<u>Scientific Knowledge and Theory (PhD):</u> S1. Critically evaluate and use scientific theories and frameworks relevant to public health S2. Synthesize knowledge from a broad range of disciplines in public health <u>Research (PhD):</u> R1. Critically analyze research literature R3. Design and carry out original research that contributes to the knowledge base in public health R7. Prepare scholarly publications and deliver oral presentations	1. To examine the role of biomedicine in public health education, research, and practice	S1, S2, R1	Class Participation; First, Second, and Final Drafts	1-4, 8-11
	2. To examine the biopolitical relationship between the State (as an institution in defense of private property, free markets, and free trade) and population health	S1, S2, R1	Class Participation; First, Second, and Final Drafts	1, 4-12
	3. To develop innovative solutions to community and family health issues and problems in light of better understanding the relationships between biomedicine, the State, and public health	S2, R3	Class Participation; First, Second, and Final Drafts	13-16
	4. To learn and practice advanced argumentation skills through long-form writing and peer review	S2, R3, R7	First, Second, and Final Drafts; First and Second Peer Review Sessions	1-16

* **Assessment Types:** Quiz, Web quest, Journal/Blog, Discussion Board, Written Assignment, Exam (including essays), Poster, Individual Project, Group Project, Group Presentation, Case Study, Research Paper, Demonstration/Simulation and Other

Additional Course Information

Reference List

See Canvas for required and supplemental readings and other information/material throughout the semester.

Other Information

This seminar-style course is a theoretical investigation of the historical and political conditions of health inequities, healthcare, and health research. Students will learn and discuss critical theoretical perspectives of labor, race, gender, disability, and other markers at the root of health inequities. The course is entirely focused on structural analyses of health, drawing on Political Determinants of Health, Critical Medical Anthropology, Gender Studies, Black Studies, and more. This course is reading and writing intensive. Three broad themes of the course are:

- 1) What is the role of biomedicine in public health education, research, and practice? How are the possibilities of public health limited by its commitments to essentialist positivism? (Weeks 1-6)
- 2) What is the State's relationship to health? How does the State maintain or neglect the health of its population? How does the State define health, healthcare, and health research? (Weeks 7-12)
- 3) With a clearer understanding of public health science and the role of the State, how might we move forward in creating new, innovative solutions to community and family health problems? (Weeks 13-16)

Course Policies

Class Participation

Everyone will have an opportunity to participate each week, please be respectful of other's rights to be heard. Class participation is expected, please be mindful and do not monopolize the conversation. See Class Participation Grading Rubric for more details on unexcused or excessive absences, not being prepared to discuss or work with the group, and not actively participating in class discussion.

Instructor Expectations

This is a graduate level exploration of many sensitive and timely topics that can be controversial and require maturity and thought. The expectations for this class are that we treat each other respect and kindness.

There will be a substantial amount of material on Canvas in the form of reading material and other media. You are expected to have read and viewed these lectures **before** the class in which they will be discussed. While much of the information presented in these lectures will not be directly discussed in-class, it is essential that you know it beforehand to adequately participate in class discussion.

Institutional Policies and Resources

Institutional Policies

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of

your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

Policies about disability access, religious observances, academic grievances, academic misconduct, and several other topics are governed by a central set of policies, which apply to all classes at USF. These policies may be accessed at: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

Title IX provides federal protections for discrimination based on sex, including pregnancy and sexual harassment, sexual violence, stalking, and relationship violence. In effort to provide support and equal access, USF has designated all faculty (TA, Adjunct, etc) as Responsible Employees, **who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking**. The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. *If you are unsure what to do, please contact Victim Advocacy –a confidential resource that can review all your options at 813-974-5756 or va@admin.usf.edu.*

Other Institutional Policies and Resources

Download at: <https://usfhealth.box.com/s/3nxazd87ucg5ixlzf5wxkii009rte8z6>