

ANTH 215E Health, Healing and Culture: An Introduction to Medical Anthropology

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Course Information:

Spring 2017

Tuesday & Thursday

12.00-13.20-group A

13.30-14.50- group B

Course description

This course is an introduction to Medical Anthropology and it focuses on the relationship between individual and culture. It has been selected a range of readings that will help to illustrate the different the relationship between culture and the subject's perceptions of health and healing. Particular emphasis will be put on the meanings of our bodies. We will explore topics such as mental health and illness, systems of healing, woman's health and child birth, and practical uses for health care settings. This course will broaden your understanding of the meanings associated to health and healing processes. In addition to this, it will enable you learn theoretical concepts and no less importantly, to become able to use them in cases and examples directly connected to daily life, including examples of actual topics.

Prerequisites

No previous knowledge on Anthropology is needed

Course goals and methodology

This course aims at providing a basic understanding of some of the anthropological approaches and tools that are relevant to the study of health and illness. We will delve into the connections between our conceptions of health and healing processes and sociocultural contexts. This course will introduce Medical Anthropology, which is the subfield of anthropology concerned with how human societies respond to and shape the experiences of health, illness, and recovery. The following sections will be devoted to understand the connections between culture and individuals. As we move on, we will delve into to more specific and complex aspects, such as the meaning and value of healing in particular cultures, different etiological systems, ethno-medical systems, reproductive health, and mental illnesses, among others.

The general objectives that this course addresses will enable you to:

- Demonstrate an analytical understanding of a range of concepts, principles and definitions used in medical anthropology
- Understand how culture influences our experiences of health, of its lack, and of healing as a process.
- Explain how culture influences our perception of health and healing, and become aware of the risk of ethnocentrism.

- Be able to apply what you learn to your daily life and own experiences having to do with health and our bodies and our healing expectations.

Coursework will include lectures, students' presentations, videos, outside readings and short written assignments. Participation is a key factor in this course. Engaging in discussions and presenting the contents that you will actively learn about the theory but also about how to apply it, getting feedback and guidance and assuring proper understanding.

Learning Objectives

By the end of the semester, students who complete all necessary assignments will be able to:

- Know what culture and Medical Anthropology are, and their meaning in different cultures.
- Describe the nuances separating illness from disease.
- Think critically about different perceptions and experiences of health, and of healing processes as a result of acculturation.
- Identify processes related to health and illness as diverse as cultural backgrounds can be identified.
- Discuss with an appropriate vocabulary about cultural influences, healing processes, and medical systems, among other topics, becoming able to properly analyze the different factors characterizing cases of study.

Required Readings:

Boddy, J., & Boddy, J. (2016). The normal and the aberrant in female genital cutting: Shifting paradigms. *HAU: Journal of Ethnographic Theory*, 6 (2), 41–69.

Boseley, S (2016). NHS can fund 'game-changing' PrEP HIV drug, court says. *The Guardian*. August, 2nd

Farmer, P. & Kleinman, A. (1989). AIDS as human suffering. *Daedalus*, 118 (2),135-160

Foster,G. (1976). Disease etiologies in Non-Western medical systems, *American Anthropology*, 78 (4), 773-782

Joralemon, Donald (1999) *Exploring Medical Anthropology*. Needham Heights, MA: Allyn & Bacon

Kaptchuk, T. J., & Eisenberg, D. M. (2001). Varieties of healing. 1: medical pluralism in the United States. *Annals of Internal Medicine*, 135(3), 189–95

Kleinman, A. (2004). Culture and depression. *New England Journal of Medicine*, 351, 951-952.

Kleinman, A. (2008). Catastrophe and caregiving: the failure of medicine as an art. *Lancet (London, England)*, 371(9606), 22–3

Kleinman, A., Abramowitz, S., Kleinman, A., Berger, P., Luckmann, T., Farmer, P., ... Petryna, A. (2010). Four social theories for global health. *Lancet (London, England)*, 375(9725), 1518–9.

Kolata, G (2016) *The Shame of Fat Shaming*. *The Sunday review*. October, 1st

Lévi-Strauss, C., Jacobson, C., & Schoepf, B. G. (1963). *Structural anthropology*. New York: Basic Books.

Lyall, J (2006). The struggle for 'cultural competence'. *The Guardian*. April, 12th

Moerman, D. E. (2000). Cultural variations in the placebo effect: ulcers, anxiety, and blood pressure. *Medical Anthropology Quarterly*, 14(1), 51–72.

Pinching ,A., Higgs, R., Boyd K (2000). The impact of AIDS on medical ethics. *Journal of medical ethics*, vol: 26 (1) pp: 3-8

Pool, R., & Geissler, W. (2005). *Medical anthropology*. Open University Press.

Scheper-Hughes, N., & Lock, M. (1987). The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology. *Medical Anthropology Quarterly*, 1(1), new series, 6-41

Scheper-Hughes, N. (1992). "Two Feet Under." *Death Without Weeping: The Violence of Everyday Life in Brazil*. Berkeley: University of California Press, pp. 268- 339.

Van der Geest, S. (1999). Training shopkeepers and schoolchildren in medicine use: experiments in applied medical anthropology in east Africa. *Medical Anthropology Quarterly*, 13(2), 253–5.

General Course Policies

- * Please keep your cell phones turned off during class.
- * No computers, tablets or phones during the class are allowed. Their use will be considered as a lack of participation and as such, it may affect the final grade of students using those devices.
- * All assignments will be handed in electronically.
- * Appointments with the instructor can be made face to face or via e-mail.
- * Class participation is an important learning method that will be continually used and evaluated.

Course Requirements and Grading

Students will be evaluated on their ability to articulate and critically apply the terms, concepts and theories from class and readings verbally, during class discussions, as well as in writing, on exams and in written assignments. The final grade for the course is comprised of the following:

Participation	15%
Class presentations	15%
Focus Essay	30%
Midterm Exam	20%
Final Exam	20%

Class participation 15%: Students are expected to regularly participate in class discussions. You can illustrate theoretical notions with examples, pose questions or doubts, and in general, you will contribute to class debates with your own points of view based on existing Anthropological knowledge.

To this end, students need to prepare themselves reading the contents due for each session. Contributing to the discussions and to the presentations of readers with your views and your examples will significantly benefit your learning process, as it favors the assimilation of theoretical notions. Active participation will also facilitate the preparations for the exam (as active reading is already learning), and for the work in essays (as there you can apply thoughts stemming from class discussions).

Class presentations (15%): This activity is intended for the students to do research on topics they are interested in and to bring them into the class. Students have to present the most important concepts on the selected topic, using them in the context of particular theories and in relation to a real case (explaining the case referring to the theory, illustrating the theory with your case, etc.). After this you need to organize a debate to discuss your analysis with the class. These presentations will be organized and scheduled ahead, in groups or individually (depending on group size) and you can ask for advice and supervision.

There is a rubric to follow on this. The grading of presentations will be determined by:

- the level of accuracy of concepts
- The adequate use of terms and concepts and how they have been applied to each study case
- Presentation skills (organization of contents, format, originality, accuracy)
- The depth in which questions and debates are posed and directed (fostering discussions that go beyond personal examples and beyond mere posing questions).

Focus Essays (30%): This is a short analytical essay no longer than 2500 words. The assignment will enable students with the opportunity to articulate and apply key terms and concepts from the course, and use them to discuss topics in which they are interested. In this essay you will select theoretical concepts, using them to a study case, an example from real life, or a topic in which you are interested.

Grading:

Essay: 20%

Presentation: 10%

Format: maximum 2 500 words, plus a maximum of extra 500 words for personal reflection. Each essay should contain a *Bibliography* section referring to the academic sources used, using APA style.

Essays will be evaluated according to a rubric available from the very beginning of this course, please make sure you consider this before submitting it.

Submission: The essay must be submitted electronically prior to the start of class on April, 27th

Presentation: during the last classes student will present their essay to the class, explaining their work and briefly discussing it with questions. These presentations will be scheduled in class and we will have a session devoted to getting ready for it.

Midterm (20%) and Final Exams (20 %): Exams will include a mixture of multiple choice, short answer and short essay questions. Students must demonstrate that they have mastered the

theories, concepts and terms from lecture, class discussions, videos and readings. A pre-test exam is scheduled before the mid-term to get familiar with the format.

Midterm Exam: March, 16th

Final Exam: yet to be confirmed: May 15th-19th

Spanish grades and their equivalences:

Spanish grades	10	9,9 - 9,5	9,4 - 9	8,9 - 8,5	8,4 - 8	7,9 - 7,5	7,4 - 7	6,9 - 6,5	6,4 - 6	5,9 - 5,5	5,4 - 5	4,9 - 0
USA	A	A	A-	B+	B	B	B-	C+	C	C	C-	F
ECTS	A	B	B	C	C	C	C	D	D	E	E	F

Attendance and Punctuality

Attendance is mandatory. More than 3 unexcused absences will result in the lowering of the final grade (please mind that these excuses need to be related to medical reasons). Students with more than 2 such absences may not challenge the final grade received. Punctuality is required. If you miss classes due to medical reasons, please do not forget to ask for a certificate to justify your absence.

Missed or Late Work

If you fail to participate in class on regular basis, or if you miss assignments (e.g. essays, class presentations, or exams) your final grade will be affected (as you will not be able to sum up the grades of missed activities).

Assignments handed in later than 24 hours after the dead line will not be evaluated. Assignments handed in within the first 24 hours after the dead line will count half of their maximum value. Similarly, missing any or the oral presentation that the students have to deliver in class will count as zero.

Academic Dishonesty

Academic integrity is a guiding principle for all academic activity at Pablo de Olavide University. Cheating on exams and plagiarism (which includes copying from the internet) are clear violations of academic honesty. A student is guilty of plagiarism when he or she presents another person's intellectual property as his or her own. The penalty for plagiarism and cheating is a failing grade for the assignment/exam and a failing grade for the course. Avoid plagiarism by citing sources properly (using footnotes or endnotes and a bibliography).

Students with Disabilities

If you have a disability that requires special academic accommodation, please speak to your professor within the first three (3) weeks of the semester in order to discuss any adjustments. It is the student's responsibility to provide the International Center with documentation confirming the disability and the accommodations required (if you have provided this to your study abroad organization, they have most likely informed the International Center already but please confirm).

Behavior Policy

Students are expected to show integrity and act in a professional and respectful manner at all times. A student's attitude in class may influence his/her participation grade. The professor has a right to ask a student to leave the classroom if the student is unruly or appears intoxicated. If a student is asked to leave the classroom, that day will count as an absence regardless of how long the student has been in class.

Holidays

Monday, February 27 – “Puente”- no classes will be held

Tuesday, February 28 – Día de Andalucía

April 10-14 – Semana Santa (Holy Week)

Monday, May 1 - Labor Day

May 1-5 – Feria de Abril

Course Schedule

Session	Topic	Readings
1	Course presentation	No readings required
2	Introduction to Medical Anthropology	Kleinman, A. (2010), <i>Four Social Theories for Global Health</i>
3	Doing Anthropology	Chapter 2 in Pool and Geissler (2005) “Anthropological perspectives”, pp 15-27.
4	Medical Pluralism	Kaptchuk T Eisenberg D. <i>Varieties of Healing. 1: Medical Pluralism in the United States</i> (2001)
5	The relationship between anthropology and biomedicine	Moerman D (2000). <i>Cultural Variations in the Placebo Effect: Ulcers, Anxiety, and Blood Pressure</i> , pp: 51-72
6	Culture and the subject	Scheper-Hughes, & Lock, <i>The mindful body</i> , 6-41
7	Evolution and health	Kolata, G (2016) <i>The Shame of Fat Shaming</i>
8	Non-Western disease etiologies	Foster, G (1976) <i>Disease etiologies in Non-Western medical systems</i> , 773-782
9	Ethnomedical systems	Lévi-Strauss, <i>The sorcerer and his magic</i> , 129-137

10	Healers and healing Professions I	Joralemon, Healers and the healing professions, 61-79
11	Healers and healing Professions II	Farmer and Kleinman, <i>AIDS as human suffering</i> , 135-160
12	Sexual health	Boddy J (2016). The normal and the aberrant in female genital cutting: Shifting paradigms
13	Mid-term rehearsal	
14	Mid-term exam	
15	Reproductive health	Scheper-Hughes, Nancy. 1992. "Two Feet Under." <i>Death Without Weeping: The Violence of Everyday Life in Brazil</i> . 268- 339.
16	Culture and health	Kleinman, Culture and depression, 951-952.
17	Communication in clinical settings	Kleinman, 'Catastrophe and Caregiving: The Failure of Medicine as an Art', <i>The Lancet</i> , 371 (2008), 22–23
18	Medical Anthropology Documentary 1	Unnatural Causes: Is Inequality Making Us Sick?
19	Intercultural competence	Lyll, J. The struggle for 'cultural competence'. <i>The Guardian</i> . April, 12 th (2006)
20	Medical Anthropology Documentary 2	Unnatural Causes: Is Inequality Making Us Sick?
21	Citizenship, Governance and Health	Boseley, S (2016). NHS can fund 'game-changing' PrEP HIV drug, court says
22	Interventions	Van der Geest, S. Training shopkeepers and schoolchildren in medicine use: experiments in applied medical anthropology in East Africa, pp 253-255
23	Experimental subjects, ethics	Pinching ,A., Higgs, R., Boyd K (2000). The impact of AIDS on medical ethics
24	Medical Anthropology Focus essays presentations 1 Due today: focus essay	

25 **Medical Anthropology**
Focus essays presentations 2

26 **Medical Anthropology**
Focus essays presentations 3

Deadline focus essay: April, 27th

Presentations (both of readers and focus essay): To be scheduled in class

Midterm Exam: March, 16th

Final Exam, to be scheduled: May 15th-19th

Note: This syllabus is subject to change