

Medical Anthropology

Anthropology 525, Spring 2016

TU,TH 10:35-11:50/College Hall 138

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OFFICE HOURS: TIME/LOCATION



Haitian Voodoo Healing and Caduceus Amulets

COURSE DESCRIPTION:

This course explores contemporary cross-cultural trends in health, illness and curing systems. Lectures and readings survey the subfields of medical anthropology such as ethnomedicine, epidemiology, nutrition, reproduction, and mental health. Environmental, genetic, physiological, psychological and sociocultural forces are examined in relation to health. Special emphasis is placed on application, including the medical anthropologist's role in shaping policy and responses to global health issues.

LEARNING OUTCOMES (keyed to Anthropology's Graduate Student Learning Goals) are spread throughout the semester.

- *Creative and Critical Reasoning* goals are developed throughout, but especially through an independent research project that students work on throughout the semester, including in their paper précis and annotated bibliography, their final paper, and their presentation as a professional panel member (with outside audience members invited) on the last day of the semester.
- *Information and Data Gathering* goals are also reflected in students paper précis and annotated bibliography, their final paper, and, developed through their summarizing skills, lecture note preparation, and close readings of a variety of theoretical and methodological approaches to the topics of the course and discussion of these methods.
- *Communication Skills* goals are developed in class discussion weekly, in their lecture notes each week, and formally in the final presentation.
- *Analytical Reasoning* goals are developed especially during their weekly lecture note preparation in which students summarize, communicate and critique the week's readings in as if they were lecturing on the same readings. Similarly, students discuss, analyzes and critique the scholarship amongst themselves in class.
- *Specialization of Study* goals are shown in the final research project and in the weekly papers and discussion, but are especially developed in the final research project and presentation.

REQUIRED TEXTS (available at the Bookie in the CUB)

Singer, Merrill, and Pamela I. Erickson, eds. *Companion to Medical Anthropology*. Wiley-Blackwell 2011

Brown, Peter, ed. *Understanding and Applying Medical Anthropology*. Mayfield, 1998.

Hewlett, Barry S. and Bonnie L. Hewlett. *Ebola, Culture and Politics: Anthropology of an Emerging Disease*. Wadsworth, 2008.

Jordan, Brigitte. Birth in Four Cultures. Waveland, 1993.

Quinlan, Marsha B. From the Bush: The Front Line of Health Care in a Caribbean Village. Wadsworth, 2004.

RECOMMENDED:

Helman, Cecil, Culture, Health and Illness, 5th edition. Hodder Arnold Publishers (Oxford University Press) 2007. *Especially recommended*.

Sargent, Carolyn and Thomas Johnson. Medical Anthropology: Contemporary Theory and Method, revised edition. Praeger, 1996.

COURSE REQUIREMENTS: Grades will be based on the following:

1) Reading and Discussion in Weekly Seminar Meetings (10% of course grade) – Students read assigned literature and discuss thoughtfully

Learning Goals (LG) and Outcomes of this Assignment:

The content of the readings, and the thoughtful group discussion of them, should support Anthropology's learning goals and stimulate related outcomes of the following general Anthropology Learning Goals: *Creative and Critical Reasoning, Information and Data Gathering, Communication Skills, Analytical Reasoning, and Specialization of Study*. Outcomes of Readings and Discussion in Weekly Seminar Meetings will particularly promote the following in the contentious, attentive graduate student:

LG 1d [ability to] understand and to discuss the relevance of, ethical standards within the profession generally and their area of specialization in particular. We will discuss the ethics of each research article.

LG 1e [ability to] have original ideas about their research topic, and ability to relate these ideas to those of other scholars in the relevant literature. Students will discuss these subjects of the readings in relation to the other readings, and their own research.

LG 2a [ability to] demonstrate expertise in knowledge of the historical background, current trends, and major leaders in the field(s) of research relevant to their area of specialization. Some readings, particularly the books, and the Foster paper in week one, situate medical anthropology and the particular sub-area within historical and theoretical perspectives. Then, each week, one of the assigned readings is a review by a leader in the topic, and other readings are by other leaders in the field.

LG 4c [ability to] discuss the strengths, weaknesses, limitations of their data selection and collection techniques (sample bias) and to gain expertise to effectively consider how subjective and objective aspects of data identification, collection, and analysis may have shaped current thinking and their own interpretations within their area of specialization. Reading and discussing the relationship between articles' theory or problem, the methodology and the resulting data should result in developing students' analytical reasoning.

LG 5e Reading and discussion of article methods may begin to develop in at least one area of methodology within their area of specialization.

LG 5f. Initial development of expertise in the environment, history, traditional and/or contemporary culture(s), and contemporary anthropological issues of a geographic region may emerge via the readings.

LG 5g. Demonstration of competence working with a specific theoretical focus. Through discussing readings and their theories, students will become familiar to theoretical argument construction, essential for LG5g.

2) 3-pg Lecture Notes on Readings in Singer & Erickson (or Brown or on reserve) (25% of course grade)

Learning Goals (LG) and Outcomes of this Assignment: Here, students write up lecture-note style summaries of the review articles, helping them to consider and learn the material, and preparing them for teaching on the topics. This requirement will particularly relate to the development of *Creative and Critical Reasoning* and *Communication Skills*. Outcomes of preparing Lecture Notes on Readings will particularly promote the following in the contentious, attentive graduate student:

LG1c. [ability to] present a professional, peer-to-peer level, written discussion, including reasoned opinions about, non-anthropological and/or non-academic social issues/concerns related to general anthropology as well as their area of specialization.

LG1d. [ability to] understand and to discuss the relevance of, ethical standards within the profession generally and their area of specialization in particular.

LG3a. [ability to] write a clear and concise statement defining research topic, 3b. Write a contextual statement for a topic.

LG3c. [ability to] present a clear statement of research methods, 3d. Write a well-reasoned interpretation of analysis.

LG3e. [ability to] write a unifying conclusion statement.

3) One Research Paper Précis and Annotated Bibliography (10% of course grade)

Learning Goals (LG) and Outcomes of this Assignment: Here, students prepare a précis of their proposed final research paper for the class. They follow the précis with an annotated bibliography, as a head start and direction-check on the final paper. (Advanced graduate students with original data may write a literature review and article drawing on their data, in hopeful preparation for publication. For graduate students without data, the research paper will be a literature review with a thesis, pointing towards needed original research.) Preparing the Précis and Annotated Bibliography will particularly promote the department learning goals of *Creative and Critical Reasoning*, *Information and Data Gathering*, *Communication Skills*, and *Specialization of Study*, and the following specific outcomes:

LG1b. [ability to] present a professional, peer-to-peer level, written discussion of the relevance of their specific research project to the goals of their area of specialization.

LG1c. [ability to] present a professional, peer-to-peer level, written discussion, including reasoned opinions about, non-anthropological and/or non-academic social issues/concerns related to general anthropology as well as their area of specialization.

LG1e. [ability to] have original ideas about their research topic, and are they able to relate these ideas to those of other scholars in the relevant literature.

LG2a. [ability to] demonstrate expertise in knowledge of the historical background, current trends, and major leaders in the field(s) of research relevant to their area of specialization.

LG2b. [ability to] provide a well-reasoned explanation for their selection of data and analytical techniques.

LG2c. [ability to] demonstrate an understanding of the differences between, and appropriate uses of, both qualitative and quantitative data.

LG2d. [ability to] demonstrate the ability to apply systematic techniques in their data collection and analysis.

LG3a. [ability to] write a clear and concise statement defining their research topic.

LG3b. [ability to] write a contextual statement for their topic.

LG3c. [ability to] present a clear statement of their research methods, 3d. Write a well-reasoned interpretation of their analysis.

LG3e. [ability to] write a unifying conclusion statement.

LG3f. [ability to] demonstrate a mastery of their area of specialization's style and citation standards.

LG5b. [ability to] formulate a reasonable question that is compatible with current trends in the field.

LG5d. [ability to] effectively consider how subjective and objective aspects of data identification, collection, and analysis may have shaped current thinking and their own interpretations within their area of specialization.

LG5g. [ability to] demonstrate competence in working with a specific theoretical focus.

4) One Brief Oral Presentation Based on Original Research Paper (5% of course grade)

Learning Goals (LG) and Outcomes of this Assignment: For this assignment, students must present original research, exercising their ability to communicate and interact with a professional audience. Students strengthen their reasoning through communication as they explain and rationalize to listeners. This requirement relates to the cementing of *Communication Skills* and *Analytical Reasoning*, with the following outcomes:

LG3f. [ability to] demonstrate a mastery of their area of specialization's style and citation standards.

LG3g. [ability to] make a clear and concise verbal presentation before a professional audience that includes a statement of their topic, the context of their question, a description of their data and analysis, and a summary of their interpretations.

LG3h. [ability to] respond to questions from a professional audience.

LG4b. [ability to] select appropriate quantitative or qualitative assessment techniques in-line with their research question.

LG4c. [ability to] discuss the strengths, weaknesses, limitations, etc. of their data selection and collection techniques (sample bias).

LG4d. [ability to] make reasonable interpretations from their theoretical perspective and/or analyses.

LG4e. [ability to] discuss reasonable alternative interpretations

5) Midterm and Final Examinations (10% of course grade [5% each])

Learning Goals (LG) and Outcomes of this Assignment: Here, students demonstrate their capabilities and understanding of various topics in their area of specialization. The midterm and final examinations encourage growth relating to *Information and Data Gathering* and *Specialization of Study*, and the following specific outcomes:

LG2a. [ability to] demonstrate expertise in knowledge of the historical background, current trends, and major leaders in the field(s) of research relevant to their area of specialization.

LG5a. [ability to] demonstrate knowledge of the historical development of their topic and the broader academic, and non-academic contexts of their area of specialization.

LG5c. [ability to] demonstrate an understanding of the range of types of data and analytical techniques appropriate to their area of specialization and their research question.

LG5d. [ability to] effectively consider how subjective and objective aspects of data identification, collection, and analysis may have shaped current thinking and their own interpretations within their area of specialization.

LG5e. development of expertise in at least one area of methodology within their area of specialization.

6) One Original Research Paper (40% of course grade)

Learning Goals (LG) and Outcomes of this Assignment: Writing a research paper encompasses all of the general Anthropology Learning Goals, as students improve their abilities to think creatively, collect their own data, communicate and present their research, apply advanced techniques and theory, and demonstrate an understanding of their areas of specialization. By writing a research paper, students expand on their skills related to *Creative and Critical Reasoning*, *Information and Data Gathering*, *Communication Skills*, *Analytical Reasoning*, and *Specialization of Study*, and the following specific outcomes:

LG1a. [ability to] present a professional, peer-to-peer level, written discussion of the role of their area of specialization within the broader historical and contemporary field of general anthropological theory.

LG1b. [ability to] present a professional, peer-to-peer level, written discussion of the relevance of their specific research project to the goals of their area of specialization.

LG1c. [ability to] present a professional, peer-to-peer level, written discussion, including reasoned opinions about, non-anthropological and/or non-academic social issues/concerns related to general anthropology as well as their area of specialization.

LG1d. [ability to] understand and to discuss the relevance of, ethical standards within the profession generally and their area of specialization in particular.

LG1e. [ability to] have original ideas about their research topic, and are they able to relate these ideas to those of other scholars in the relevant literature.

LG2a. [ability to] demonstrate expertise in knowledge of the historical background, current trends, and major leaders in the field(s) of research relevant to their area of specialization.

LG2b. [ability to] provide a well-reasoned explanation for their selection of data and analytical techniques.

LG3c. [ability to] demonstrate an understanding of the differences between, and appropriate uses of, both qualitative and quantitative data.

LG4d. [ability to] demonstrate the ability to apply systematic techniques in their data collection and analysis.

LG5a. [ability to] demonstrate knowledge of the historical development of their topic and the broader academic, and non-academic contexts of their area of specialization.

LG5b. [ability to] formulate a reasonable question that is compatible with current trends in the field.

LG5d. [ability to] effectively consider how subjective and objective aspects of data identification, collection, and analysis may have shaped current thinking and their own interpretations within their area of specialization.

LG5e. [ability to] develop expertise in at least one area of methodology within their area of specialization.

LG5f. [ability to] develop expertise in the environment, history, traditional and/or contemporary culture(s), and contemporary anthropological issues of a geographic region.

LG5g. [ability to] demonstrate competence in working with a specific theoretical focus

Numerical grades will have the following letter grades (and I will round numerical points up or down using 0.5 as the cut point when calculating the final percentage grade for the course): 95-100=A; 90-94=A-; 86-89=B+; 83-85=B; 80-82=B-; 76-79=C+; 73-75=C; 70-72=C-; 67-69=D+; 60-66=D; 1-59=F.

Attendance and Participation Policy: I expect everyone to be present and prepared for *every* class. You should never miss class; but, I will excuse your absence for severe or contagious illness, serious family emergencies, and presentation at professional meetings or a similar professional cause. (Let me know in advance if you will be absent.) Showing up to every class and sitting there attentively will get you a C in for participation. This is a seminar, which means you will be responsible for completing the reading assigned for each meeting *before we meet*. You need engage the material and participate in class discussions thoughtfully, and with respect to fellow students, and of course to me. If you sleep or are otherwise inattentive you will fail, and I will ask you to drop the class.

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations **MUST** be approved through the Access Center.

Academic Integrity: Academic integrity is the cornerstone of the university. Any student who attempts to gain an unfair advantage over other students by cheating, will fail the assignment and be reported to the Office Student Standards and Accountability. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3). <http://conduct.wsu.edu>

Plagiarism: Be scrupulously careful to cite all the sources used in your work for material that is not “common knowledge.” Plagiarism is unacceptable. Suspected plagiarized work, or work with Medical Anthropology, Quinlan

unintentional misuse of sources may be returned ungraded. Intentional plagiarism must be reported to the Office of Student Conduct, and will be grounds for F for the work, or for the class. Consult the WSU Plagiarism Information Site <http://www.wsulibs.wsu.edu/plagiarism/main.html> for a full discussion of definitions and procedures.

Safety: The Campus Safety Plan, which can be found at <http://safetyplan.wsu.edu>, contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. Please visit this web site as well as the University emergence management web site at <http://oem.wsu.edu/Emergencies> to become familiar with the campus safety and emergency information provided.

SCHEDULE of REQUIRED ASSIGNMENTS:

- There will be readings assigned for each class. Do all of the readings before class.
- **Required readings are in bold print** below, and we will discuss them in seminar.
- You must **hand in write-ups for the chapters in bold italics** below. Write-ups should be in a style of lecture notes, as if you would lecture on the topic of the reading.
- Your lecture-note write-ups are due in class though you may always hand them in early. The heading of the notes should include the chapter title, author(s), and the book.

Week 1: COURSE OVERVIEW: THE FIELD OF MEDICAL ANTHROPOLOGY

Reading: Helman Chs 1-2

Week 2: HISTORY, then ETHNOMEDICINE: COMPARATIVE MEDICAL SYSTEMS

Reading: **Brown & Barrett Ch.12** (Foster), *Singer & Erickson Ch 19 by Marsha B. Quinlan, Ethnomedicine (pages 379–403)*, Helman Ch 4., **Quinlan From the Bush (FTB) Chs. 1-3**

Week 3: ETHNOMEDICINE, NUTRITIONAL ANTHROPOLOGY

Reading: Quinlan's From the Bush ch 4-6, **Brown & Barrett Ch 16** (Moerman), *Singer & Erickson Ch 20 by Hans A. Baer, Medical Pluralism: An Evolving and Contested Concept in Medical Anthropology (pages 405–423)*, Helman Ch 3, **Quinlan From the Bush Chs. 4-5.**

Week 4: NUTRITIONAL ANTHROPOLOGY

Required reading: **Quinlan's FTB Ch. 3**, *Singer & Erickson Ch 15 by Himmelgreen, Daza and Noble, Nutrition and Health (pages 305–321)*, Brown & Barrett Ch 4 (Dettwyler), Helman Ch 8, **Quinlan From the Bush Ch. 6**

Week 5: ETHNOPHARMACOLOGY

Reading: **Quinlan's From the Bush Chs. 7-9** in 8 you can skip the write up on the plant remedies [though I recommend reading a few of them to get a feel for ethnopharmacology], **Quinlan & Quinlan "Balancing the System"** (in Angel, Lessons tab), *Singer & Erickson Ch 17 by Gilbert Quintero and Mark Nichter, Generation RX: Anthropological Research on Pharmaceutical Enhancement, Lifestyle Regulation, Self-Medication and Recreational Drug Use (pages 339–355)* Helman Ch 8, Sargent & Johnson Ch 8 (Etkin),

Week 6: ETHNOPSYCHIATRY: CROSS-CULTURAL MENTAL ILLNESS

Reading: **Brown & Barrett Ch 25 (Kleinman)**, Helman Ch 10, **Jordan's Birth in Four Cultures chs 1-3**

Week 7: DRUG STUDIES

Reading: **Sargent & Johnson Ch 12 (Bennett & Cook)**, *Singer & Erickson Ch 18 by J. Bryan Page, Anthropology and the Study of Illicit Drug Use (pages 357–377)*, Jordan's **Birth** chs 4-5

Week 8: Catching up--

MIDTERM EXAMINATION Feb 25

Reading: **Jordan's Birth** chs 6-8

Week 9: SEX, GENDER AND HEALTH

Reading: *Singer & Erickson Ch 13 by Pamela I. Erickson, Sexuality, Medical Anthropology, and Public Health (pages 271–287)*, **Brown & Barrett Ch. 43 (Scheper-Hughes)**, Sargent & Johnson ch 11 (Browner & Sargent), Helman Ch 6, **Hewletts' Ebola** chs 1-3

*** RESEARCH PAPER TOPICS MUST BE APPROVED THIS WEEK**

SPRING BREAK – often falls around here

Week 10: REPRODUCTIVE HEALTH AND BIRTHING SYSTEMS

Singer & Erickson Ch 14 by Carolyn Sargent and Lauren Gulbas, Situating Birth in the Anthropology of Reproduction (pages 289–303), **R. Quinlan** (on Angel site), Helman ch 12, Sargent & Johnson ch 16 (True), **Hewletts' Ebola** chs 4-6

Week 11: INFECTIOUS DISEASE

Reading: *Singer & Erickson Ch 12 by Brown, Armelagos and Maes, Humans in a World of Microbes: The Anthropology of Infectious Disease (pages 251–270)*, **Brown Ch 22 (Rubel)** and Brown ch 11 (Farmer on inequalities & infectious disease), **Hewletts' Ebola**, Chs 7-8

***GRADUATE PRECIS/BIBLIOGRAPHY DUE**

Week 12: STRESS, EVOLUTIONARY MEDICINE

Reading: *Singer & Erickson Ch. 6 by William W. Dressler, Culture and the Stress Process (pages 117–134)*, **Flinn, "Family environment, stress and health during childhood"** (Angel), **Brown & Barrett Ch 3 (Nesse)**, and Ch 2 (Boyd Eaton, Shostak & Konner), **Hewletts' Ebola**, Ch. 9

Week 13: APPLIED MEDICAL ANTHROPOLOGY AND GLOBAL HEALTH

Reading: *Singer & Erickson Ch 3 by Robert T. Trotter, Applied Medical Anthropology: Praxis, Pragmatics, Politics, and Promises (pages 49–68)* *Singer & Erickson Ch 7 by Craig R. Janes and Kitty Corbitt, Global Health (pages 135-158)* [Yes, 2 lectures due]

Week 14: FUTURE MEDICAL ANTHROPOLOGY

Reading: *Singer & Erickson Ch 26 by Merrill Singer and Pamela I. Erickson, As the Future Explodes into the Present: Emergent Issues and the Tomorrow of Medical Anthropology (pages 515–532)*,

Week 15. *RESEARCH PAPERS -- Present them in class, professional meeting session style. Written papers DUE between today and Monday 5/4