Washington State University
MAJOR CURRICULAR CHANGE FORM - - NEW/RESTORE COURSE

☐ Please attach rationale for your request, a complete syllabus, and explain how this impacts other units in Pullman and other campuses (if applicable).
☐ Obtain all required signatures with dates.
☐ Provide original stapled packet of signed form/rationale statement/syllabus PLUS 10 stapled copies of complete packet to the Registrar's Office, campus mail code 1035.
☐ Submit one electronic copy of complete packet to wsu.curriculum@wsu.edu.

Requested Future Effective Date: Summer 2016 (term/year) Course Typically Offered: Spring, alternate years (S17, S19).
DEADLINES: For fall term effective date: October 1st; for spring or summer term effective date: February 1st. See instructions.
NOTE: Items received after deadlines may be put to the back of the line or forwarded to the following year. Please submit on time.

☐ New Course      ☐ Temporary Course      ☐ Restore Course

ANTH 525  Medical Anthropology

course subject/crosslist course no. title
3  (3 0) none

Credit hrs lecture hrs lab or studio prerequisite
per week hrs per week

Description for catalog: Examination of the interactions between culture and well-being, including illness concepts, distributions, prevention and treatments in global perspective.

Additional Attributes: Check all that apply.
☐ Crosslisting (between WSU departments)*
☐ Conjoint listing (400/500):
☐ Variable credit:______________
☐ Repeat credit (cum. max. hrs):________
Special Grading: ☐ S, F; ☐ A, S, F (PEACT only); ☐ S, M, F (VET MED only); ☐ H, S, F (PHARMACY, PHARDSCI only)
☐ Cooperative with UI
☐ Other (please list request):

The following items require prior submission to other committees/depts. (SEE INSTRUCTIONS.)
☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval.)
☐ Request to meet UCORE in ____________________ (Must have UCORE Committee Approval > > See instructions.)
☐ Special Course Fee ____________________ (Must submit request to University Receivables.)

Contact: Marsha Quinlan
Phone number: 335-5405
Campus mail code: 4910
Email: mquinlan@wsu.edu
Instructor, if different:

Chair/date  Dean/date
Chair (if crosslisted/interdisciplinary)*  Dean (if crosslisted/interdisciplinary)*

UCORE Committee Approval Date

Catalog Subcommittee Approval Date  GSC or AAC Approval Date  Faculty Senate Approval Date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
Tentative catalog number: ANTH 525

Proposed Title: Medical Anthropology

Proposed Description:
Examination of the interactions between culture and well-being, including illness concepts, distributions, prevention and treatments in global perspective.

Rationale for new course:
This course has been offered numerous time by Dr. Quinlan (e.g., S09, S11, S13, S15) using a rotating topics course number for anthropology (Anth 591). The course is a critical component for our graduate degree curriculum in cultural anthropology and highlights the research specialty of Dr. Quinlan. Medical Anthropology is also among the areas within anthropology with the highest graduate student interest and post-graduation potential, and assigning this regular offering a permanent number will be useful in advertising this strength to prospective graduate students.
Medical Anthropology
Anthropology 525, Spring 2016
TIME/LOCATION
Professor: Dr. Marsha Quinlan
CONTACT INFORMATION: 374 College Hall,
335-5405, mquinlan@wsu.edu
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:


RECOMMENDED:


COURSE REQUIREMENTS: Grades will be based on the following:

1) Discussion and preparation in weekly seminar meetings (10% of course grade)
   Learning Goals: 1d. Understand and to discuss the relevance of, ethical standards within the profession generally and their area of specialization in particular, 1e. Have original ideas about their research topic, and are they able to relate these ideas to those of other scholars in the relevant literature, 2a. 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, 4c. Discuss the strengths, weaknesses, limitations, etc. of their data selection and collection techniques (sample bias), 5d. 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, 5e. Develop expertise in at least one area of methodology within their area of specialization, 5f. Develop expertise in the environment, history, traditional and/or contemporary culture(s), and contemporary anthropological issues of a geographic region 5g. Demonstrate competence in working with a specific theoretical focus.

2) 3-pg Lecture Notes on Readings in Singer & Erickson (or Brown or on reserve) (25% of course grade)
   Learning Goals: 1c. 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; 1d. Understand and to discuss the relevance of, ethical standards within the profession generally and their area of specialization in particular; 3a. Write a clear and concise statement defining research topic, 3b. Write a contextual statement for a topic, 3c. Present a clear statement of research methods, 3d. Write a well-reasoned interpretation of analysis, 3e. Write a unifying conclusion statement.

3) One Research Paper Précis and Annotated Bibliography (10% of course grade)
   Learning Goals: 1b. 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, 1c. 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, e. Have original ideas about their research topic, and are they able to relate these ideas to those of other scholars in the relevant literature, 2a. 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, 2b. Provide a well-reasoned explanation for their selection of data and
analytical techniques, 2c. Demonstrate an understanding of the differences between, and appropriate uses of, both qualitative and quantitative data, 2d. Demonstrate the ability to apply systematic techniques in their data collection and analysis, 3a. Write a clear and concise statement defining their research topic, 3b. Write a contextual statement for their topic, 3c. Present a clear statement of their research methods, 3d. Write a well-reasoned interpretation of their analysis, 3e. Write a unifying conclusion statement, 3f. Demonstrate a mastery of their area of specialization’s style and citation standards, 5b. Formulate a reasonable question that is compatible with current trends in the field, 5d. 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, 5g. 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: 3f. Demonstrate a mastery of their area of specialization’s style and citation standards, 3g. 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, 3h. Respond to questions from a professional audience, 4b. Select appropriate quantitative or qualitative assessment techniques in-line with their research question, 4c. Discuss the strengths, weaknesses, limitations, etc. of their data selection and collection techniques (sample bias), 4d. Make reasonable interpretations from their theoretical perspective and/or analyses, 4e. Discuss reasonable alternative interpretations.

5) Midterm and Final Examinations (5% of course grade each)
Learning Goals: 2a. 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, 5a. Demonstrate knowledge of the historical development of their topic and the broader academic, and non-academic contexts of their area of specialization, 5c. Demonstrate an understanding of the range of types of data and analytical techniques appropriate to their area of specialization and their research question, 5d. 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, 5e. Develop expertise in at least one area of methodology within their area of specialization.

6) One Original Research Paper (40% of course grade)
Learning Goals: 1a. 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, 1b. 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, 1c. 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, 1d. Understand and to discuss the relevance of, ethical standards within the profession generally and their area of specialization in particular, 1e. Have original ideas about their research topic, and are they able to relate these ideas to those of other scholars in the relevant literature, 2a. 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, 2b. Provide a well-reasoned explanation for their selection of data and analytical techniques, 3c. Demonstrate an understanding of the differences between, and appropriate uses of, both
qualitative and quantitative data. 4d. Demonstrate the ability to apply systematic
techniques in their data collection and analysis. 5a. Demonstrate knowledge of the
historical development of their topic and the broader academic, and non-academic contexts
of their area of specialization. 5b. Formulate a reasonable question that is compatible with
current trends in the field. 5d. 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. 5e. Develop expertise in at least one
area of methodology within their area of specialization. 5f. Develop expertise in the
environment, history, traditional and/or contemporary culture(s), and contemporary
anthropological issues of a geographic region. 5g. Demonstrate competence in working
with a specific theoretical focus

Numerical grades will have the following letter grades (all values are rounded to the nearest
whole percent): 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 to engage with 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 Conduct. 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
unintentional misuse of sources may be returned ungraded. Intentional plagiarism must be
reported to the Office of Student Conduct, and will be grounds for an 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 AND 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 (Meerman), 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 (Sheper-Hughes), Sargent & Johnson ch 11 (Browner & Sargent), Helman Ch 6, Hewlets' 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), Hewlets' 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), Hewlets' 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), Hewlets' Ebola, Ch. 9

Week 13: CULTURAL COMPETENCY, STATUS & HEALTH  
Reading: Singer & Erickson Ch 22 by Coe, Barker and Palmer, Social Interaction and Technology: Cultural Competency and the Universality of Good Manners (pages 443–458), Singer & Erickson Ch 3 by Robert T. Trotter, Applied Medical Anthropology: Praxis, Pragmatics, Politics, and Promises (pages 49–68) [Yes, 2 lectures due]

Week 14: APPLIED MEDICAL ANTHROPOLOGY AND GLOBAL HEALTH  
Reading: Singer & Erickson Ch 7 by Craig R. Janes and Kitty Corbitt, Global Health (pages 135-158) and 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), Brown & Barrett Ch 7 (Kendall et al.), Helman Ch 13

Week 15: 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 16. *RESEARCH PAPERS — Present them in class, professional meeting session style. Written papers DUE between today and Monday 5/4