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

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Email: mcabillas@upo.es  
Office Hour: Mondays, 10.50-11.50

Course Information:  
Spring 2014  
Tuesday and Thursday  
ANTH 215 a: 10.30-11.50  
ANTH 215 b: 13.30-14.50

Course description
As an introduction to medical anthropology, this course focuses on the relationship between individual and culture. Readings illustrate the different relationship between culture and the subject’s perceptions of health and healing, and of the meanings of our bodies. We will explore topics such as mental health and illness, systems of healing, 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.

Prerequisites
There are no prerequisites.

Course Goals and Methodology
The main goal of this course is to understand the connections between our conceptions of health and healing processes and sociocultural contexts. The first part will be devoted to a general introduction to Medical Anthropology, i.e. its fields and its core concepts. Complementing this, the following sections will hone in on the connections between culture and individuals. Bearing on these bases we will turn to more specific aspects, such as cultural aspects associated to healing, different etiological systems, ethnomedical systems, reproductive health, and mental illnesses, among others (see sessions planning below).

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

- Explain what Medical Anthropology is  
- Acknowledge and understand how culture influences our experiences of health, of its lack, and of healing as a process.  
- Understand how these influences take place, and become aware of the risk of ethnocentrism.  
- Be able to apply what you learn to your daily life, learning to reflect about what is “normal” in relation to our bodies, our health, and our healing expectations.

Coursework will be comprised of lectures, students’ presentations, videos, outside readings and short written assignments. Participation is a key factor in this course. Engaging in discussions and presenting contents you will actively learn about the theory but also about how to apply it, getting feedback and guidance and assuring proper understanding.
Learning Objectives
After this course you will be able to:

- Know what Medical Anthropology consists of, and to distinguish among the different fields that this approach encompasses.
- Acknowledge the nuances separating illness from disease.
- Think critically about different possibilities concerning perceptions and experiences of health, and of healing processes.
- Acknowledge these processes as diverse in terms of their etiologies, their healing approaches, and their cultural backgrounds.
- 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 Texts


**General Course Policies**
Please do not hesitate to ask about anything that may not be clear to you (concerning learning contents, class organization, dates). You can always ask me in class (after or before), or during office hours, but please try to avoid emails for a more efficient communication.

In order to facilitate communication and make it more efficient, please try to avoid emails. The use of computers and tablets will be strictly limited to learning purposes, and uses of social network will be taken into account.

**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:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>30%</td>
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<tr>
<td>Focus Essays</td>
<td>20%</td>
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<tr>
<td>Midterm Exam</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
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Participation:

To actively engage in discussions, and learn while being in class, you need to prepare yourself 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).

There are two types of grades regarding participation:

**In-class participation (10%)**: This refers to regular participation in class discussions. You can illustrate theoretical notions with examples, pose questions or doubts, and in general, you will elaborate your views contributing to class debates. When discussing, students will be expected to listen attentively to others’ views, respectfully express their own and make meaningful and active contributions to class discussions and lectures.

**Class presentations (20%)**: you can participate by presenting readings to the class (you can use videos, news, publicity, short documentaries, among other possibilities), organizing a debate afterwards. This activity will allow you to learn contents in relation to topics in which you are interested, bringing them to the class. These presentations will be organized and scheduled in class, and you can ask for advice and supervision when preparing them.

**Focus Essays (20%)**: Three short analytical essays provide 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 each 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. The objective here is to “use” theory to understand reality, and to deepen into those theoretical notions that you find interesting. Complementing this, there will be a space for you to reflect about how learning about these concepts has affected your perceptions, and experiences (mind that this part is not part of the grade).

**Format**: Focus Essays will be 3 pages in length (plus a maximum of 1 page for personal reflection), 1.5 spaced, with 12pt Garamond font. Each essay should contain a Bibliography of academic source materials, using APA style.

**Keep in mind**: Essays will be evaluated by the student’s ability to critically apply terms and concepts from the course, and also by the tenets and principles of formal academic writing.

**Presentation**: during the last classes each student will present one of the three essays (you can choose which), explaining their work to the class and briefly discussing it with them. These presentations will allow us to wrap up our course with sessions in which we will revise theoretical contents connected to the different topics explored in the essays. These presentations will be scheduled in class.

**Submissions and grades**: Each essay must be submitted electronically prior to the start of class on the day that it is due.
Each essay will grant you a maximum of 5%, and the presentation counts up to 5%. The deadlines are important, please keep in mind the following dates:
February, 18th: deadline focus essay 1
March, 4th: deadline focus essay 2
April, 8th: deadline focus essay 3
Presentation: to be scheduled

Midterm and Final Exams (25 % each): 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, 11th
Final period (without classes): Monday, May 19 – Friday, May 23

Spanish grades and their equivalences:

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Attendance and Punctuality
Attendance is mandatory. More than 3 unexcused absences will result in the lowering of the final grade. Students with more than 2 such absences may not challenge the final grade received. Punctuality is required.
If you need to skip 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). Please keep this in mind.

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.

**Class Schedule**

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<tr>
<th>Session</th>
<th>Topic</th>
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<tr>
<td>1 January, 30th</td>
<td>Course presentation</td>
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<tr>
<td>2 February, 4th</td>
<td>Introduction to Medical Anthropology</td>
<td>Brown, Barret, &amp; Padilla, Medical Anthropology: An introduction to the fields, 10-19&lt;br&gt;Kleinman, A. (1988), The illness narratives, 3-10</td>
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<tr>
<td>3 February, 6th</td>
<td>Medical Anthropology: Historical development</td>
<td>Joralemon, What’s So Cultural about Disease, Pp. 1-15.&lt;br&gt;Kleinman, A. (1988), The illness narratives</td>
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<td>4 February, 11th</td>
<td>Culture and the subject I</td>
<td>Rogoff, B. (2003). The cultural nature of human development, 3-35</td>
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<td>5 February, 13th</td>
<td>Culture and the subject II</td>
<td>Schepner-Hughes, &amp; Lock, The mindful body, 6-41&lt;br&gt;Further reading (optional)&lt;br&gt;Pool, &amp; Geissler, (2005). Cultures, persons, bodies, 117-140</td>
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<td>6 February, 18th</td>
<td>Culture and the subject III&lt;br&gt;<em>Due today: Focus Essay 1</em></td>
<td>Thomas Balmès (2010): Film Babies</td>
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<td>7 February, 20th</td>
<td>Evolution and health</td>
<td>Brown, Culture and the evolution of obesity, 31-57&lt;br&gt;Further reading (optional)&lt;br&gt;Eaton, Shostak and Konner, Stone agers in the fast lane, 739-749</td>
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<td>8 February,</td>
<td>Non-Western disease etiologies</td>
<td>Foster, Disease etiologies in Non-Western medical systems, 773-782</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading/Notes</td>
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<td>9 February, 27th</td>
<td>Ethnomedical systems</td>
<td>Kaja, Sacred healing and biomedicine compared, 187-197</td>
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<td>Lévi-Strauss, The sorcerer and his magic, 129-137</td>
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<td>Further reading (optional), in Brown: Brown, Dark Side of the Shaman, 170-173</td>
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<tr>
<td>10 March, 4th</td>
<td>Ethnomedical systems</td>
<td>Good and DelVecchi Good: “Learning Medicine”: The constructing of medical knowledge at Harvard Medical school, 81-107</td>
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<td>Miner, Body ritual among the Nacirema, 503-507</td>
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<td>11 March, 6th</td>
<td>Pre-test and self-evaluation</td>
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<td>12 March, 11th</td>
<td>Mid-term exam</td>
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<td>13 March, 13th</td>
<td>Healers and healing Professions</td>
<td>Fadiman, The spirit catches you and you fall down</td>
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<td>Joralemon, Healers and the healing professions, 61-79</td>
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<td>14 March, 18th</td>
<td>Healers and healing Professions</td>
<td>Farmer and Kleinman, AIDS as human suffering, 135-160</td>
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<td>15 March, 20th</td>
<td>Reproductive health</td>
<td>Spangler (2011), To open oneself is a poor woman's trouble, 479-498</td>
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<td>16 March, 25th</td>
<td>Reproductive health</td>
<td>Visual material to discuss in class</td>
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<td>Fadiman, The spirit catches you and you fall down</td>
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<td>18 April, 1st</td>
<td>Culture, illness and mental health</td>
<td>Visual material to discuss in class</td>
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<td>19 April, 3rd</td>
<td>Communication in clinical settings</td>
<td>Bruner, Meaning and self in cultural perspective, 141-151</td>
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<td>20 April, 8th</td>
<td>Communication in clinical settings</td>
<td>Berlin &amp; Fowkes, A teaching framework for Cross-Cultural Health Care, 934-938</td>
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**CALENDER:**
Deadline focus essay 1: February, 18th
Deadline focus essay 2: March, 4th
Deadline focus essay 3: April, 8th
Midterm Exam: March, 11th
Presentations (readers and focus essay): to be scheduled in class
Final Exam: (between May 19-23)

**Holidays:**
April 13-19: Holy Week
May 5-10: Seville’s April Fair

This syllabus is subject to change