



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

Professor: Elena González Rojo

Email: egonroj@upo.es

Office Hours: By appointment (please allow at least 48 hours for your instructor to respond to your emails)

Classroom: Edificio 13 (Aula 1)

Course Information:

Spring 2019

Monday & Wednesday

16.00-17.20-group A

17.30-18.50- group B

Course description

This course is an introduction to Medical Anthropology and it focuses on the relationship between individual and culture. The student will have available a range of readings that will help to illustrate the different relationship between culture and the subject's perceptions of health and healing.

This introductory course aims to provide students with a basic understanding of some of the anthropological approaches and tools that are relevant to the study of the health and illness and to the improvement of the impact and sustainability of health work. It is aimed at those new to anthropology and can thus be used as an introduction to the subdiscipline for health novice social scientist. It will introduce students to the topics, theories, and methods of the discipline, applied to the scientific study of the social and cultural determinants of health.

We will explore topics such as mental health and illness, systems of healing, woman's health, ethics, intercultural competence and practical uses for health care settings. 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. Conducted in English.

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.

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.

Classes will consist of lectures and class discussions. Students are encouraged to use a Blackboard site, where the professor will post slides, journal articles, assignment instructions and additional resources such as audiovisual material.

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.
- Demonstrate awareness of cultural competence in health care, enabling effective work across racial, ethnic, and cultural lines.
- Be able to explain the role of the main social and cultural determinants of health.
- 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.

There is no textbook required for this course. Therefore, students are not expected to purchase any material. The instructor will post the class material on Blackboard, which is accessible both on campus and off campus. To log in, you need to sign in on <https://campusvirtual.upo.es> using the username and password you received in your orientation folder.

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.

Students will be expected to come prepared to class, reading the daily assignment. In class, the instructor will use audiovisual materials to supplement the information presented in the readings. Every session will be structured around class discussion, focusing on the readings assigned and the audiovisual material presented.

Learning Objectives

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

- Be able to define and explain 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.
- Demonstrate the ability to translate knowledge into practice using examples and cases.

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

Marmot, M (2005). The social determinants of health inequalities. *The Lancet*.

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.

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:

Focus Essay	25%
Class presentations	10%
Participation	15%
Midterm Exam	25%
Final Exam	25%

Focus Essays (25%): Students are required to write an essay of 1500 words (plus a maximum of 500 extra words for a personal reflection) on a subject chosen from the range of questions below, which are based on topics and readings that are covered in the course. Students can also write an essay about a topic of their interest related to the course.

Students are required to type their essay in a Word processing programme using Times New Roman font in size 12, double spaced. On a cover page, students should indicate the essay question they are answering and provide a word count of the essay. To prepare for their essay, students should build on reading material from the course, other literature sought from sources external to the course, examples used in class and their own experiences. All references to literature and ideas given by others should be cited throughout the essay in 'Author, Date' format, for example (Davis, 1995), and should be listed in full at the end of the document.

Essay Questions:

1. Medical pluralism and ethnomedical systems.
2. Female Genital Mutilation and Female Genital Cosmetic Surgery.
3. Healing processes in different cultures.
4. Ethics in anthropology.

5. Intercultural Competence
6. Racism
7. Free topic

Class presentations (10%): This activity is intended for the students to do research (non participant observation in a supermarket). After this exercise students will organize a debate to discuss the analysis with the class. These presentations will be organized and scheduled ahead.

Class participation 15%: Students are expected to regularly participate in class discussions. Class participation will therefore be graded according to the students' previous work and reflections about the provided material. Active participation means not only attendance (being there ≠ participation) but discussion with relevant basis (text-based and not just random personal experience and background), asking and answering questions in class, engaging in class discussions and conversations with class mates, questioning information presented and discussed.

This course is based on the assumption that students take part not as *passive* consumers of knowledge but as *active* participants in the exchange, production, and critique of ideas—their own ideas and the ideas of others.

To this end, **students need to prepare themselves reading the contents due for each session.** While students may be regularly keeping up with the required readings and assignments it also important that they come prepared to *show* that they are keeping up with those readings/assignments through active class participation.

Participation points will be assigned based on the following criteria:

	Exemplary (9-10)	Proficient (8-9)	Developing (7-8)	Unacceptable (0-7)
Frequency of participation in class	Student initiates contributions more than once in each class.	Student initiates contribution once in each class.	Student initiates contribution at least in half of the classes.	Student does not initiate contribution & needs instructor to solicit input
Quality of comments	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.

Listening skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder from T.A of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.
------------------	---	--	--	--

Source: Eberly Center for Teaching Excellence. Carnegie Mellon.

Midterm (25%) and Final Exams (25 %): 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.

Final Grade Expectations: The instructor will use the Spanish 10-point grading scale. The grades that will appear on your final transcript are also Spanish grades.

Grade A/A- (9-10) — Outstanding performance showing a thorough knowledge and understanding of the topics of the course. The best possible grade.

Grade B+/B (8-9) — Remarkable performance with general knowledge and understanding of the topics. Next highest.

Grade B/B- (7-8) — Good performance with general knowledge and understanding of the topics. Indicates high average performance.

Grade C+/C (6-7) — Fairly good performance showing an understanding of the course on a basic level. Indicates low average performance.

Grade C/C- (5-6) — Passable performance showing a general and superficial understanding of the course's topics. Lowest passing grade

Grade F (0-5) — Unsatisfactory performance in all assessed criteria. Failing grade.

Final essay Submission: Students should hand in a hard copy of the essay to Elena González by 29th April 2019.

Midterm Exam: March, 13th

Final Focus essay: April, 29th

Final Exam: TBC (section A: 16-17:30/section B: 18-19:30)

General Course policies

Communicating with instructor

Please allow at least 48 hours for your instructor to respond to your emails. The weekend is not included in this timeframe. If you have an urgent request or question for your professor, be sure to send it during the week.

Attendance and Punctuality

Attendance is mandatory at all classes. As we understand that you might fall ill or be unable to come to class (e.g. due to a religious holiday, a flight delay, a family wedding/ reunion, a graduation, a job interview, etc.) at some point during the semester, you are allowed up to 4 absences. You will be responsible for the material covered and any work missed. You will not need to justify your absences (up to 4) in any way unless you miss an exam, a presentation, a quiz, etc. In this case, you must present a doctor's note (signed, stamped and dated) to be able to reschedule the exam, etc. It will still count as an absence but you will be allowed to retake the exam, etc. We don't encourage you to use all 4 days unless you really need them as your participation grade may suffer if you are not in class. If used unwisely and you get sick late in the semester, the following penalties will apply:

On your 5th absence, 1 point will be taken off of your final Spanish grade

On your 6th absence, 3 points will be taken off of your final Spanish grade

On your 7th absence, 5 points will be taken off of your final Spanish grade

Punctuality is required. Arriving late to class is disruptive to both the professor and your classmates.

Please be punctual, as your professor may count your late arrival as a full absence. 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 and a bibliography, and not cutting and pasting information from various websites when writing assignments.

Learning Accommodations

If you require special accommodations, you must stop by the International Center to speak to Rubén (the Faculty coordinator) to either turn in your documentation or to confirm that our office has received it. The deadline is February 22nd. Rubén will explain the options available to you.

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

Thursday, February 28- Día de Andalucía

Semana Santa (Holy Week) - Sunday, April 14 – Sunday, April 21

5/1 Labor Day

Feria de Abril (Seville's April Fair) - Saturday, May 4 - Saturday, May 11

Course Schedule

Session	Topic	Readings
1	Course presentation	No readings required
2	Introduction to Medical Anthropology	Kleinman, A. (2010), Four Social Theories for Global Health
3	Doing Anthropology	Chapter 2 in Pool and Geissler (2005) "Anthropological perspectives", pp 15-27.
4	Medical Pluralism	Tilburg, Jon C and G. Miller, <i>Franklin</i> . Responding to Medical Pluralism in Practice: A Principled Ethical Approach
5	The relationship between anthropology and biomedicine	Moerman D (2000). Cultural Variations in the Placebo Effect: Ulcers, Anxiety, and Blood Pressure, pp: 51-72
6	Culture and the subject	Scheper-Hughes, & Lock, <i>The mindful body</i> , 6-41
7	Body Conceptions Eating disorders and anthropology	Kolata, G (2016) The Shame of Fat Shaming
8	Non-Western disease etiologies	<i>Foster, G (1976) Disease etiologies in Non-Western medical systems, 773-782</i>
9	Sexual health	Boddy J (2016). The normal and the aberrant in female genital cutting: Shifting paradigms

10	Social Determinants of health Documentary “Unnatural Causes: Is Inequality Making Us Sick?”	Marmot, M (2005). Social determinants of health inequalities
11	Tabboos and invisibilisation The role of medical anthropology	Ramien, Brodie. Anthropology speaks to medicine: the case HIV/AIDS in Africa
12	Social determinants of health and Mid-term preparation	
13	Mid-term exam (March, 13th) Lectures 1-12	
14	Reproductive Health	Scheper-Hughes, Nancy. 1992. “Two Feet Under.” Death Without Weeping: The Violence of Everyday Life in Brazil. 268- 339.
15	Culture and health. Mental health in different culture	Kleinman, Culture and depression, 951-952.
16	Vaccine doubts	Paul R. Ward , Katie Attwell, Samantha B. Meyer, Philippa Rokkas, Julie Leask. Understanding the perceived logic of care by vaccine-hesitant and vaccine-refusing parents
17	Communication in clinical settings	Lyll, J. The struggle for 'cultural competence'. The Guardian. April, 12 th (2006)
18	Healing in different cultures	No readings required

- | | | |
|----|---|---|
| 19 | Intercultural competence | Kleinman, 'Catastrophe and Caregiving: The Failure of Medicine as an Art', The Lancet, 371 |
| 20 | Citizenship , governance and health. The case of HIV and AID | Boseley, S (2016). NHS can fund 'game-changing' PrEP HIV drug, court says |
| 21 | Interventions | Van der Geest, S. Training shopkeepers and schoolchildren in medicine use: experiments in applied medical anthropology in East Africa, pp 253-255 |
| 22 | Experimental subjects, ethics I (House: episode 8 "informant consent") | No readings required |
| 23 | Experimental subjects, ethics II Reproductive and sexual health ethical dilemmas | Pinching ,A., Higgs, R., Boyd K (2000). The impact of AIDS on medical ethics |
| 24 | Medical Anthropology
Presentations 1 (non participant observation)
(Final focus essay deadline) | |
| 25 | Medical Anthropology
Presentations 2 (non participant observation) | |
| 26 | Medical Anthropology
Presentations 3 (non participant observation) | |

Note: This syllabus is subject to change.