

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

Course description

As an introduction to medical anthropology, this course focuses on the relationship between individual and culture. Readings illustrate the different the 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

Berlin, E. & Fowkes, W. (1983). A teaching framework for Cross-Cultural Health Care: Application in family practice. *Cross Cultural Medicine West. J. Med.* 139, 934-938

-Brown, Peter J. (1989). Understanding and Applying Medical Anthropology. California: Mayfield

-Brown, P. (1991). Culture and the evolution of obesity. *Human Nature*, 2 (1), 31-57

-Bruner, J.S. (1995). Meaning and self in Cultural Perspective. In D. Bakhurst & Ch. Sydnor (Eds.), *The Social Self*. London: Sage Publications (p.18-29).

-Fadiman, A. (2012). The Spirit Catches you and you Fall Down. A Hmong child, her American doctors, and the collision of two cultures. New York: Farrar, Strauss and Giroux

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

-Finkler, K. (1994). Sacred healing and biomedicine compared. *Medical Anthropology Quarterly*, 8 (2), 187-197

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

-Good, Byron J. and Mary-Jo DelVecchio Good (1993). "Learning Medicine": The constructing of medical knowledge at Harvard Medical School. In Knowledge, Power and Practice: The anthropology of medicine and everyday life. Lindenbaum, Shirley and Margaret Lock (Eds.). Pp. 81-107. Berkeley, CA: University of California Press

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

-Kirmayer, L.J. (1989). Cultural variations in the response to psychiatric disorders and emotional distress. *Social Sciences & Medicine*, 29 (3),327-339

-Kleinman, A. (1998). The illness narratives. *Suffering, Healing and the Human Condition*. (pp. 7-30). New York: Basic Books

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

-Miner, H. (1956). Body ritual among the Nacirema. *American Anthropologist*, 58 (3), 503-507

-Pool, R. & Geissler, W. (2005). Medical Anthropology. Maidenhead: Open University Press

-Rogoff, B. (2003). *The Cultural Nature of Human Development*. New York: Oxford University Press

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

-Spangler, S.A. (2011). To open oneself is a poor woman's trouble: Embodied inequality and childbirth in South-Central Tanzania. *Medical Anthropology Quarterly*, 25 (4), 479-498

-Taylor, Janelle S. (2003). The story catches you and you fall down: Tragedy, ethnography and "cultural competence". *Medical Anthropology Quarterly* 17(2):159-181

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:

Participation	30%
Focus Essays	20%
Midterm Exam	25%
Final Exam	25%

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.

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.

Spanish grades and their equivalences:

Spanish grades	10	9,9 -	9,4 -	8,9 -	8,4 -	7,9 -	7,4 -	6,9 -	6,4 -	5,9 -	5,4 -	4,9 -
		9,5	9	8,5	8	7,5	7	6,5	6	5,5	5	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. 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

Session	Topic	Readings
1	Course presentation	
2	Introduction to Medical Anthropology	Brown, Barret, & Padilla, <i>Medical Anthropology: An introduction to the fields</i> , 10-19 Kleinman, A. (1988), The illness narratives, 3-10
3	Medical Anthropology: Historical development	Joralemon, <i>What's So Cultural about Disease</i> , Pp. 1-15. Kleinman, A. (1988), The illness narratives
4	Culture and the subject I	Rogoff, B. (2003). <i>The cultural nature of human development</i> , 3-35
5	Culture and the subject II	Scheper-Hughes, & Lock, <i>The mindful body</i> , 6-41 Further reading (optional) Pool, & Geissler, (2005). Cultures, persons, bodies, 117-140
6	Culture and the subject III Due today: Focus Essay 1	Thomas Balmès (2010): Film <i>Babies</i>
7	Evolution and health	Brown, Culture and the evolution of obesity, 31-57 Further reading (optional) Eaton, Shostak and Konner, <i>Stone agers in the fast lane</i> , 739-749
8	Non-Western disease etiologies	Foster, <i>Disease etiologies in Non-Western medical systems</i> , 773-782

9	Ethnomedical systems	<i>Kaja, Sacred healing and biomedicine compared, 187-197</i> Lévi-Strauss, <i>The sorcerer and his magic</i> , 129-137 Further reading (optional), in Brown: Brown, <i>Dark Side of the Shaman</i> , 170-173
10	Ethnomedical systems Due today: Focus Essay 2	<u>Good and DelVecchi Good</u> : “ <i>Learning Medicine</i> ”: <i>The constructing of medical knowledge at Harvard Medical school</i> , 81-107 <u>Miner</u> , <i>Body ritual among the Nacirema</i> , 503-507
11	Pre-test and self-evaluation	
12	Mid-term exam	
13	Healers and healing Professions	Fadiman, <i>The spirit catches you and you fall down</i> Joralemon, <i>Healers and the healing professions</i> , 61-79
14	Healers and healing Professions	Farmer and Kleinman, <i>AIDS as human suffering</i> , 135-160
15	Reproductive health	Spangler (2011), <i>To open oneself is a poor woman's trouble</i> , 479-498
16	Reproductive health	Visual material to discuss in class Fadiman, <i>The spirit catches you and you fall down</i>
17	Culture, illness and mental health	Kirmayer, L.J. (1989). Cultural variations in the response to psychiatric disorders and emotional distress, 327-339 Kleinman, A. (2010). Culture and depression, 951-952
18	Culture, illness and mental health	Visual material to discuss in class
19	Communication in clinical settings	<u>Bruner</u> , <i>Meaning and self in cultural perspective</i> , 141-151
20	Communication in clinical settings Due today : Focus Essay 3	Berlin & Fowkes, <i>A teaching framework for Cross-Cultural Health Care</i> , 934-938 Fadiman, <i>The spirit catches you and you fall down</i>

21	Cultural competence	Fadiman, <i>The spirit catches you and you fall down</i> Taylor, <i>The story catches you and you fall down</i> , 159-181
22	Medical Anthropology Focus essays presentations 1	
23	Medical Anthropology Focus essays presentations 2	
24	Medical Anthropology Focus essays presentations 3	
25	Medical Anthropology Focus essays presentations 4	
26	Medical Anthropology Focus essays presentations 5	
	Finals Week	

CALENDER:

Deadline focus essay 1

Deadline focus essay 2

Deadline focus essay 3

Midterm Exam

Presentations (readers and focus essay): to be scheduled in class

Final Exam:

Holidays:

Holy Week

Seville's April Fair

This syllabus is subject to change