

ANTH 460 Medical Anthropology

Spring 2015

Instructor: Maranda A. Kles, Ph.D
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Class Time and Room: Mouton Hall 108
Monday and Wednesday 1:00-2:15 pm

Office Hours and Location: Mouton Hall 109B
Tuesday 9:00-11:00 and 1:00-3:00
Wednesday 2:30-4:00
Or by appointment

Course Description: Medical Anthropology is a subfield of anthropology that draws upon knowledge from a number of fields, including physical anthropology, medicine, cultural anthropology, linguistics, art, history, and sociology to better understand the factors that influence health, the perception and experience of illness, distribution of disease, the prevention and treatment of sickness, and the healing processes. This course will study Western vs. non-Western views on these topics. Students will also examine the impact of the Westernization of medicine in non-Western cultures and the resurgence of traditional medicine in Western countries. We will also learn about the various methods and approaches used by medical anthropologists and the problems that can be addressed by an anthropological approach. These problems will serve as a model for understanding the broader aspects of applied anthropology.

Course Objectives: By the end of this course the student should be able to:

- Describe the scope of medical anthropology
- Discuss the anthropological perspective and contributions to the study of health and disease and apply the anthropological perspective to public health problems.
- Describe and analyze the biocultural factors that shape health.
- Identify and evaluate cultural influences and assumptions about health and healing.
- Understand the advantages and disadvantages to Western and non-Western medicine and the impact of each on the other.
- Understand the basic methods and theories of medical anthropology

Required Textbook: Helman C.G. 1990 Culture, Health, and Illness, 5th edition. Wright Publishing. ISBN: 0-7236-1991-3

Grading policy: There will be 1 plagiarism quiz (15 pts), 1 syllabus quiz (10 pts), 6 reading responses but only 5 will count towards grade (20 pts each), 2 reaction papers (25 pts each), attendance/participation (50pts), and a final paper (200pts) for a total of 425 points. Attendance is taken in the form of reaction papers and participation. Final grades will be:

A	360-425
B	300-359
C	240-299
D	180-239
F	≤238

Exams and quizzes: The plagiarism and syllabus quiz must be completed in the first two weeks of class, both quizzes can (should) be taken repeatedly until the student receives 100% on each. The student must provide a copy of the completed plagiarism quiz to the instructor.

Students are responsible for all of the information provided in the textbook and lecture/discussion. Make-ups for excused absences will be handled on a case-by-case basis depending on the activity missed. Make-ups will not be scheduled unless demonstrated illness, serious emergency, or major scheduling conflict with proof provided to the Instructor.

Final Paper: The final paper will require the student to select a topic and write a 15-20-page research paper on that topic. Students must complete all aspects of the final paper in order to pass the class. The 200 point total for this paper is broken down in the following manner:

- ♦ *Paper topic and outline* (20 pts.): You are required to submit an outline defining your topic of interest. The outline should identify your topic and the key arguments in your paper. Do some preliminary library research to help you appropriately identify and narrow your research question.
- ♦ *Annotated bibliography* (20 pts.): You are required to submit an annotated bibliography with at least 10 key references for your paper, 5 must be annotated. These references should clearly relate to your topic. Your annotations should briefly evaluate the source and identify how it will contribute to your research.
- ♦ *Abstract* (10 pts.): You are required to submit a 250-300 word abstract. This abstract should be a condensed version of your paper. It should clearly identify your thesis statement, provide an overview of the key arguments that you make in the paper, identify the evidence you will use, and identify the conclusion of your research.
- ♦ *In-class presentation* (50 pts): You are required to make an in-class presentation in which you present a 5-7 minute synopsis of your paper, defining your topic, your key arguments, sources, evidence, and conclusions. Your presentation should be organized and practiced. After the presentation, the class will have an opportunity to provide constructive discussion and criticism.
- ♦ *Final paper* (100 pts.): The final paper should be 15-20 pages (excluding title, abstract and references). Figures and tables are not necessary, but if used they should be included at the end of the paper. Papers should be 1.5 spaced in 11-12 pt. Times New Roman font with 1-inch margins. References should be formatted with an appropriate bibliographic style (i.e. Chicago Manual of Style, American Anthropologist style etc.) If you have questions about appropriate bibliographic format, please come see me.

Attendance: Taken in the form of reaction papers (50pts), attendance (25pts), and participation (25pts). Excused absences include illness with a doctor's note, personal situations with supporting documentation, or academic related events with supporting documentation. If you know in advance you will be absent please notify me. If you will be absent for an extended period of time please contact the Office of Student Life and Conduct (Martin Hall; 482-6276).

Participation: Students are expected to attend each class meeting and take an active part in discussion and activities. Active participation requires that you read all assignments and prepare questions and discussion points. I will evaluate your participation on the quality of your contributions, not just the quantity of contributions, participation includes raising insightful questions, discussing articles and movies, and providing critiques of presentations.

At times topics in class may be very sensitive to some participants and we all bring different life experiences, discussion in this class is designed to look at the different aspects of health and disease and not to pass judgment on any culture, society, country, or student in this class. Students should be free to share life experiences or knowledge and discuss views and opinions, but belittlement and prejudice will not be tolerated, if observed the professor will request the student stop, if it occurs again the student will be asked to leave for the day, if a third time the student will be expelled from the class. If a student feels uncomfortable about a particular topic or a discussion that occurred in class they should talk to the professor about their concerns and attempts will be made to address the issue, within reason.

Student behavior, academic honesty, and accommodations: Students must turn off cell phones during class and computers can only be used for note taking. If a student is found to be violating either of these policies they will first be asked to stop the activity, if it continues they will be asked to leave the class room.

Any students caught cheating will be receive an "F" for the course. Cheating includes, but is not limited to: working together on online quizzes, using information/ assignments from previous semesters, or plagiarizing. Students are expected to adhere to the University of Louisiana at Lafayette's Code of Academic Honesty (found in the Academic Catalog).

Students needing academic accommodations for a disability must first be registered with the Office of Disability Services (ODS; 482-5252) to verify the disability and to establish eligibility for accommodations. Students with accommodations should contact Dr. Kles at their earliest convenience, accommodations cannot be applied retroactively. Slides are always available for additional review during office hours.

Course Outline: General topics and reading assignments. Subject matter and readings are subject to change at the discretion of the professor depending on current events and student interests.

Lecture and Exam Schedule

Date		Topic	Assignments	Chapters and readings
January	14	Introduction		
	19	<i>NO CLASS- Martin Luther King Day</i>		
	21	Defining the body, health, and healthcare	Syllabus and plagiarism quiz completed	Helman:1,2 and 4; Inhorn 2007; Sharp 2001;
	26	Doctors, healers, and shaman		Helman: 5 and 9; Thomas 2013; De La Portilla 2013
	28			
February	2	Cultural aspects of illness		Helman: 3; Fadiman 2013
	4	Video: Emotion	Topic/outline due	
	9	Stress and Psychiatry		Helman: 10 and 11; Low 1985
	11	Pain and Medication/Drugs		Helman: 7 and 8
	16	<i>NO CLASS- Mardi Gras and AAFS</i>		
	18			
	23	Gender Video: Motherhood		Helman: 6; Martin 1991
	25	Race and Poverty	Bibliography due	Rouse 2010; Sapolsky 2005; Gravlee 2009
March	2	Western vs. Non-Western health and healing		Foster 1976
	4	Guest Speaker: Jill Laroussini		
	9	Westernization and commodification of healthcare		Rifkin and Walt 1986; Rajan 2005; Oldani 2004
	11	Videos: Donka: Born	Abstract due	
	16	Ethnobotany Guest Speaker: Dr. Brassieur		
	18			
	23		Presentations	
	25			
	30			
April	1			
	6	Spring Break		
	8			
	13		New Frontiers	
	15	Methods		Helman: 15 and 19
	20	Studies in Medical Anthropology- Ebola and other emerging pathogens		Helman: 17; Saez 2014; Coreil et al 1994; McMichael 2004
	22	HIV/AIDS Video: Patents		Helman: 16; Matthews and Mukerjee 2009; Gray 2011
	27	Globalization and health		Helman: 12 and 18
	29		Final Paper due	

Bibliography:

- Coreil, J et al 1994 Social and Psychological costs of preventative child health services in Haiti. *Social science and Medicine* 38(2): 231-238
- De La Portilla, E 2013 *Curanderismo: Healers and Their Clients*. In Moro, P. *Magic, Witchcraft, and Religion: A reader in the Anthropology of Religion*, 9th ed. New York: McGraw Hill.
- Fadiman, A. 2013 *The Spirit Catches you and you fall down*. In Moro, P. *Magic, Witchcraft, and Religion: A reader in the Anthropology of Religion*, 9th ed. New York: McGraw Hill.
- Foster, G. 1976 Disease etiologies in Non-Western Medical Systems. *American Anthropologist* 78(4): 773-781.
- Gravlee, CC 2009 How race becomes biology: Embodiment of social inequality. *AJPA* 139: 47-57.
- Gray, R et al 2011 Multiple independent lineages of HIV-1 persist in breast milk and plasma. *AIDS* 25(2): 143-152.
- Inhorn, M. 2007 Medical Anthropology at the Intersections. *Medical Anthropology Quarterly* 21(3): 249-255
- Low, S 1985 Culturally interpreted symptoms or culture bound syndromes: a cross-cultural review of nerves. *Social science and medicine* 21(2): 187-196.
- Martin, E 1991 The egg and the sperm: how science has constructed a romance based on stereotypical male-female roles. *Signs* 16(3):485-501
- Matthews, L and Mukerjee, J 2009 Strategies for harm reduction among HIV-affected couples who want to conceive. *AIDS Behavior* 13: S5-S11
- McMichael, AJ 2004 Environmental and social influences on emerging infectious diseases: past, present, and future. *Philosophical Transactions of the Royal Society of London* 359:1049-1058.
- Oldani, M 2004 Thick prescriptions: toward an interpretation of pharmaceutical sales practices. *Medical Anthropology Quarterly* 18(3): 325-356.
- Rajan, K 2005 Subjects of speculation: emergent life sciences and market logics in the United States and India. *American Anthropologist* 107 (1): 19-30
- Rifkin, S and Walt, G 1986 Why health improves: defining the issues concerning 'comprehensive primary health care' and 'selective primary health care'. *Social science and medicine* 23(6): 559-566
- Rouse C 2010 Patient and practitioner noncompliance: rationing, therapeutic uncertainty, and the missing conversation. *Anthropology and Medicine* 17(2): 187-200.
- Saez et al 2014 Investigating the zoonotic origin of West African ebola epidemic. *EMBO Molecular Medicine*. Dec 2014
- Sapolsky, R 2005 Sick of poverty. *Scientific American* 293(6):92-99.
- Sharp, L 2001 Commodified kin: death, mourning, and competing claims on the bodies of organ donors in the United States. *American Anthropologist* 103(1): 112-133
- Thomas, F. 2013 *Our families are killing us: HIV/AIDS, witchcraft, and social tension in Nambia*. In Moro, P. *Magic, Witchcraft, and Religion: A reader in the Anthropology of Religion*, 9th ed. New York: McGraw Hill.