

University of Northern Colorado

ANT 355-001: Medical Anthropology

Spring 2017

Tuesdays & Thursdays 12:30-1:45pm

Professor Whitney L. Duncan

whitney.duncan@unco.edu; 970-351-2260

Office: Candelaria 2263

Office Hours: 9:30-11:00am and 2-3:30pm Tues/Thurs and by appointment

Description

Medical anthropology is the study of health, illness, and healing across sociocultural contexts. Drawing on contemporary theory and ethnography from a number of settings, we will investigate problems such as the following: how culture affects experience, treatment, and outcome of illness and disease; how individuals and communities navigate different medical systems; the personal, social, and cultural meanings of illness; experiences of distress; how social forces (e.g. inequality, gender, violence, immigration) contribute to illness; how historic, economic, and political trends impact global health and distribution of disease; and the globalization of biomedicine. We will also be conducting an engaged research project in the local community so students get hands-on experience with research and community engagement.

Course Objectives

By the end of the semester, students should be able to demonstrate a strong grasp of:

- The main theoretical currents in contemporary medical anthropology & how to apply theory to substantive cases;
- How culture influences conceptions, experiences, and outcomes of illness and healing;
- The social determinants of illness and distress;
- Health inequities and their relation to economic inequality, ethnicity, gender, and nationality;
- Variation in global health systems;
- The impacts of globalizing Euroamerican medical ideologies, concepts, and technologies;
- Anthropological approaches to culture and cultural processes;
- Methods commonly used by cultural anthropologists: participant observation, interviewing, ethnographic description, comparison;
- How to critically analyze and synthesize arguments and solve problems through research/scholarship in anthropology.
- The basics of anthropological fieldwork, analysis, and presentation of data and results.

Readings

Course readings will consist of articles and chapters provided on Canvas, via printout, and the following books, which you are required to purchase or check out from a library:

- 1) Fadiman, Anne (1997). *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus and Giroux.
- 2) Horton, Sarah (2016). *They Leave Their Kidneys in the Fields: Illness, Injury, and Illegality among U.S. Farmworkers*. Berkeley: University of California Press.

Assignments & Grading

Grades will be a function of attendance and participation (15%), in-class exercises and quizzes (25%), community engagement course project (45%), and a final exam (15%). The course project and final exam must be completed to pass the course.

- A. Attendance and participation (15%). You are expected to attend each class session (always bring assigned readings) and participate regularly in class discussion. Attendance will be taken at random and your participation grade will be lowered 5 points for each unexcused absence. Excused absences are those which have been approved by the instructor ahead of time (except in cases of emergency) and are accompanied by appropriate documentation (e.g. a doctor's note).
- B. In-class exercises (25%). To make sure you keep up with and understand the readings, there will be frequent in-class writing exercises. An example of an in-class writing exercise is to write a paragraph on the main ideas of a particular reading (due that day) and reflect on how it connects to another class reading. Some exercises may be completed in groups; others are individual. If you are not present for an in-class exercise and your absence is not excused (see above), you receive a "0" on the exercise—no exceptions. If you are not present for an in-class exercise and your absence is excused with appropriate documentation only, you may work with the professor to make up what you missed. Your lowest in-class exercise score will be dropped at the end of the semester.
- C. Community Engagement Fieldwork: Project HealthViews Colorado Course Project (45%). As a class, we will be conducting an engaged research project called "Project HealthViews Colorado." In groups, you will conduct interviews with patients at Salud Family Health Centers. Most of these interviews will take place during Weeks 5-11 of the course, and will explore how Coloradans understand and make decisions about their health and medical treatment seeking. During the data collection phase, you will visit the fieldsites several times and keep fieldnotes about your experiences. Groups will enter the interview data into a database, analyze it, and produce two final products: (1) a research report which will be posted online and provided to Salud Family Health Centers, and (2) a presentation that will be given in class and/or at the UNC Research Day in April. Groups will decide on their own how to divide the labor equally. Please see the description of the assignment (provided separately) for details on the requirements and research process.
- D. Final Exam (15%) The take-home final exam will cover lectures, films, and assigned readings. It will consist of short answers and essay questions. It's due during exam week.

Grading Scale:

| | | |
|--------|----|-------|
| 93-100 | A | 4.000 |
| 90-92 | A- | 3.667 |
| 88-89 | B+ | 3.334 |
| 83-87 | B | 3.000 |
| 80-82 | B- | 2.667 |
| 78-79 | C+ | 2.334 |
| 73-77 | C | 2.000 |
| 70-72 | C- | 1.667 |
| 68-69 | D+ | 1.334 |
| 63-67 | D | 1.000 |
| 60-62 | D- | 0.667 |
| 0-59 | F | 0.000 |

Expectations & Policies

- Complete all readings prior to class
- No unexcused absences
- Arriving late/leaving early will result in lowered participation grade
- Active participation, involvement in discussion
- Respect for others
- Cell phones off! No checking email, Facebook, texting

Administration

Academic Dishonesty (source: *CSU-Pueblo Catalog*): Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Any academic dishonesty is grounds for dismissal. Any student judged to be engaged in cheating or plagiarizing may receive a failing grade for the course, or any other penalty which the instructor finds appropriate. Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to UNC disciplinary process.

Acts of Dishonesty include:

1. Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
2. Fabrication—intentional and unauthorized falsification or invention of information or citation in an academic exercise.
3. Facilitating Academic Dishonesty—intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.
4. Plagiarism—the deliberate adoption or reproduction of ideas, words, or statements of another person as one's own without acknowledgement.
5. Unauthorized Collaboration—intentionally sharing information or working together in an academic exercise when such actions are not approved by the course instructor.

In short, any research or work you do must be yours, and that means proper credit must be given to the work and scholarship of those whom you use in your assignments. I will accept any recognized form of citation (eg, Chicago, MLA, etc.).

ADA Statement:

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

COURSE OUTLINE

Assignments and reading schedule are subject to change.

****All readings for the week must be completed by class on Thursday at the latest****

Week 1 (1/10-1/12)

Foundations of Medical Anthropology

- Readings

- CANVAS:
 - McElroy, A. 1996. "Medical Anthropology," from *Encyclopedia of Cultural Anthropology*.
 - Kleinman, Arthur; Leon Eisenberg; and Byron Good. 1978. "Culture, Illness, and Care: Clinical Lessons from Anthropologic and Cross-Cultural Research." *Annals of Internal Medicine* 88: 251-258.
 - Chapter 2 of Reimagining Global Health: "Unpacking Global Health: Theory and Critique"

Week 2 (1/17-1/19)

Ethnomedicine & Biomedicine

- **Readings**
 - First ½ of *The Spirit Catches You* (pgs. 1-153)
 - CANVAS: Hampshire, Kate R. and Samuel Asiedu Owusu (2013). "Grandfathers, Google, and Dreams: Medical Pluralism, Globalization, and New Healing Encounters in Ghana." *Medical Anthropology* 32(3): 247-265
- In-class exercise: Explanatory Models + Getting started with Project HealthViews

Week 3 (1/24-1/26)

Cultural Clashes

- **Readings**
 - Finish *The Spirit Catches You* (pgs. 154-288)
- In-class film: *The Split Horn*
- In-class exercise: Project HealthViews group meetings + interviewing practice

Week 4 (1/31-2/2)

Medicalization & its Exceptions

- CANVAS
 - Behrouzen, Orkideh (2015). "Medicalization as a Way of Life: The Iran-Iraq War and Considerations for Psychiatry and Anthropology." *Medicine Anthropology Theory* 2(3):40-60.
 - Yates-Doerr, Emily and Megan Carney (2015). "Demedicalizing Health: The Kitchen as a Site of Care." *Medical Anthropology* 35(4): 305-321

Week 5 (2/7-2/9)

Cultural Competency in Medical Practice

- **Readings**
 - CANVAS (note: they're all quite short):
 - Hunt, Linda M. and Katherine B. de Voogd. 2005. "Clinical Myths of the Cultural 'Other'": Implications for Latino Patient Care. *Academic Medicine* 80(10): 918-924.
 - Kleinman, Arthur and Peter Benson. 2006. "Anthropology in the Clinic: The Problem of Cultural Competency and How to Fix it." *PLoS Medicine* 3(10): 1673-1676.
 - Chen, Daphne, "Voodoo Death and How the Mind Harms the Body," by Daphne Chen, *Atlantic Monthly*
 - Voden-Vencil, Kristian, "In the Hospital, A Bad Translation Can Destroy A Life," *NPR News*

Week 6 (2/14-2/16)

Subjectivity, Morality, & Governmentality

- Readings
 - CANVAS
 - Gideonse, Theodore (2015). "Pride, Shame, and the Trouble with Trying to be Normal." *Ethos* 43(4): 332-352.
 - Tran, Allen (2015). "Rich Sentiments and the Cultural Politics of Emotion in Postreform Ho Chi Minh City, Vietnam." *American Ethnologist* 117(3): 480-492.
- Get ahead on *They Leave Their Kidneys*

Week 7 (2/21-2/23):

Migrant Health & Political Economy

- Readings:
 - *They Leave Their Kidneys in the Fields* pgs. 1-95
- Tentative in-class film: Unnatural Causes

Week 8 (2/28-3/2)

Migrant Health

- Readings
 - *They Leave Their Kidneys in the Fields* pgs. 96-200
- **2/28 Sarah Horton Guest Speaker (via Skype) to discuss her book**

Week 9 (3/7-3/9)

The Politics of Humanitarianism

- Readings
 - CANVAS:
 - James, Eric (2011). "Haiti, Insecurity, and the Politics of Asylum." *Medical Anthropology Quarterly* 25(3): 357-376

Week 10 SPRING BREAK – Enjoy!

Week 11 (3/21-3/23):

Culture, Mental Health, & Ethnopsychiatry

- Readings
 - CANVAS: Benedict, Ruth. 1934. "Anthropology and the Abnormal." *Journal of General Psychology* 10: 59-82.
 - CANVAS: "A Mad World," by Joseph Pierre, Aeon Magazine
- Tentative: Group visits to Salud Family Health Centers
- **Due Tuesday, 3/21: Data Entry**

Week 12 (3/28-3/30)

No reading; Work on Preliminary Findings Report and Presentations!

Week 13 (4/4-4/6) (Research Day on Thurs, 4/6)

No reading; Work on Preliminary Analysis & Research Day Presentations!

Tuesday class will meet as normal; in groups, you'll work on your presentations. Thursday, if our panels are accepted, you'll be presenting at UNC Research Day! (details to come)

- ****Due Tuesday, 4/4: Analysis and Preliminary Findings Report + presentation draft****
- ****Due Thursday, 4/6: Group Presentations @ Research Day!****

Week 14 (4/11-4/13)

Culture, Mental Health, & Ethnopsychiatry Continued

- **Readings**
 - CANVAS: Obeyesekere, Gananath. 1985. "Depression, Buddhism, and the Work of Culture in Sri Lanka." In *Culture and depression: Studies in the anthropology and cross-cultural psychiatry of affect and disorder*. Kleinman, Arthur and Byron J. Good, eds. Berkeley: University of California Press. Pp: 134-152.
 - CANVAS: "Brain Gain," by Margaret Talbot, *The New Yorker Magazine*
 - Two short media articles:
 - CANVAS: "Suicides Spread Through a Brazilian Tribe," by Charles Lyons, *New York Times*
 - CANVAS: Luhrmann, Tanya (2014). "Is the World More Depressed?" *New York Times*
- In-class video: Hidden Pictures: A Personal Journey into Global Mental Health and/or Vikram Patel on Mental Health for All

Week 15 (4/18-4/20)

Reproduction

- **Readings**
 - CANVAS
 - Leinaweiver, Jessaca B. "The Medicalization of Adoption in and from Peru." In *International Adoption: Global Inequalities and the Circulation of Children*.
 - Roberts, Elizabeth F.S. (2006). "God's Laboratory: Religious Rationalities and Modernity in Ecuadorian In Vitro Fertilization." *Culture, Medicine and Psychiatry* 30: 507-536.
 - Listen to Radiolab episode: Birthstory (see link in Canvas).

Mandatory in-class group meetings and analysis; Research Reports due next week!

Week 16 (4/25-4/27):

- ****Due Tuesday, 4/25: Research Reports & Fieldnote Journals****

Week 17 FINAL EXAM WEEK

Take-home exam due Thursday, 5/4 – come by my office, hour to be determined