**Medical Anthropology: SOCI 337M**

**Prof. Ellen Block**

**Spring 2018**

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Location: T/TH 12:45-2:05, Simons 360

Professor: Ellen Block—you may call me Ellen or Dr. Block

Email: eblock@csbsju.edu

Office: 118 Simmons Hall

Office Hours: T/TH 11-12:30 and by appointment

**I. COURSE AIMS AND OUTCOMES:**

***Course Overview***

Medical anthropology seeks to understand human health and wellbeing, the experience and distribution of illness, and methods of healing across cultures. While illness and health are universal concepts, the specific conditions that lead to illness and health, and the understanding of what these various states do to one’s body and one’s spirit, vary greatly. In our biomedically oriented society, we often take for granted the various ways that culture, political economy, social structures, religion, and environment impact health. In this course, we explore the cultural variations that exist in the ways people experience, diagnose, and treat illnesses. We will cover a variety of topics from childhood disease and stress to medical travel and pharmaceutical marketing. The course readings will be rooted in ethnographic inquiry – that is, we will read about the lived experiences of people seeking health and healing, the methods anthropologists use to collect such data, and the theories that help us explain them. Course readings include a graphic novel about medical promise, an ethnography about Malawian medical students, and numerous case studies from all over the world that will bring us closer to understanding the various and complex ways people experience health, illness, and healing.

***Specific Learning Outcomes***

By the end of this course, students will:

• Understand and be able to identify and articulate the specific ways that anthropologists approach various issues of health, illness and healing across cultures

⚫ Analyze human problems across space and time

⚫ Conduct ethnographic research and data analysis on people’s experiences of health, illness and healing.

***Fostering Learning***

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, political views and culture. Your suggestions are encouraged and appreciated. If something is said by me or by another student in the class that is troubling or distressing to you, please discuss it with me (if you feel comfortable) or notify me through a trusted source (a friend, advisor or mentor you trust).

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live is urged to contact the Dean of Students (CSB: 320- 363-5601; SJU: 320-363-3512) for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.

**II. COURSE READINGS:**

1. Manderson, Lenore, Anita Hardon, and Elizabeth Cartwright. "Medical Anthropology in the Twenty-first Century." *The Routledge Handbook of Medical Anthropology* (2016): 368.

\*For one-semester access, the book is $26.98 or lifetime access is $53.95. You can purchase the book through the bookstore website, and will be sent an email on how to access the book through the ebook partner RedShelf. If you purchase it in the store, you will receive a code to redeem on the RedShelf website. You can print chapters if you prefer to read a hard copy. If you strongly prefer the hard copy ($200+) you can either order it online or through the bookstore.

2. Hamdy, Sherine, and Coleman Nye. *Lissa: A Story about Medical Promise, Friendship, and Revolution*. Vol. 1. University of Toronto Press, 2017.

3. Livingston, Julie. *Improvising medicine: an African oncology ward in an emerging cancer epidemic*. Duke University Press, 2012.

4. Supplementary Articles: Links provided under readings section of Canvas schedule

**III: EVALUATION**

***Graded Components*** (see Canvas schedule for dates)

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Attendance and Engagement: 20%

Discussion Board Posts: 10%

Quizzes x 4: 5% each = 20%

Group Discussion Project (Wendland): 10%

Mini-Ethnographic Project: (40% Total)

Topic Proposal and Plan: 5%

Annotated Bibliography: 2%

Interview Transcripts and Notes (raw data): 3%

Coded Transcripts: 8%

Research Report: 15%

Presentation: 5%

Peer and Self-Evaluations: 2%

**Grade Scale**

|  |  |  |
| --- | --- | --- |
| Letter  | %  | GPA |
| A  | 92-100  | 4 |
| AB  | 87-91  | 3.5 |
| B  | 81-86  | 3 |
| BC  | 76-80  | 2.5 |
| C  | 71-75  | 2 |
| CD  | 66-70  | 1.5 |
| D  | 61-65  | 1 |
| F  | 0-60  | 0 |

**IV: ASSIGNMENT DESCRIPTIONS:**

***Class Attendance and Engagement*** (20%): This course emphasizes meaningful engagement. Each person should come prepared to discuss the readings and participate in class activities. Your attendance is essential to your success in this course and absences are strongly discouraged and should be avoided if possible. Participation and in-class assignments consist of 20% of your grade. If you miss more than three classes, the attendance portion of your grade will drop by 1% each time. In the case of an emergency or known special circumstances please contact me as early as possible.

***Discussion Board Posts*** (10%): For many class periods where reading is due, you are expected to write a short paragraph about the assigned reading(s). Sometimes there will be a prompt, which you should respond to. If there is no prompt, your response can take the form of good in depth questions (at least 3 sentences), interesting quotes, opinions or thoughts on the readings etc. This should be posted to Canvas by 11am on the morning of class. These will form the basis of many class discussions. Please see the links for Discussion Board Posts under Work Due on the schedule in Canvas.

***Quizzes*** (5% each): You will take four quizzes throughout the semester, which will be based on the readings. Each quiz should take approximately 20 minutes. Lists of the topics possibly covered on each quiz will be provided beforehand.

***Group Discussion Project*** (10%): Students will work in small groups to discuss and analyze the book, *A Heart for the Work* (Wendland 2010). Small groups will report back to the class and lead

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a 10 minute discussion. A full description of the assignment will be provided. Your peers will evaluate your contribution to this group work, which will count as part of your grade.

***Mini Ethnographic Project:*** (40% total, see breakdown above): The major assignment of this course is structured around a mini-ethnographic group research project. You will be divided into groups of 4 students. With your group, you will choose a topic of interest to you relating to people’s experiences of health, illness and healing. You will conduct interviews, analyze your data, write a research report on your findings, and present your findings to the class. Details to follow. \*Note: If interested, students can opt to work on publishing or presenting research from this project. If you might want to do this, please ask me for more details.\*

**V: COURSE POLICIES**

***Canvas:*** The up-to-date information about due dates, reading assignments, discussion board posts, etc., are kept on the Canvas Schedule. You are responsible for checking that regularly to keep up with course requirements. You are also responsible for reading all announcements and messages sent through Canvas. You will be not be given extensions because you have missed an announcement. Please be sure to change your notifications accordingly so you receive important information about this course.

***Classroom Technology*:** In order to facilitate class discussion, laptops, cell phones, tablets, and other mobile devices are **NOT** allowed during class time, unless directed by me. You need to power off (or mute) these devices and put them away before class starts. Violating this policy will lower your engagement score and you will be asked to put your device away. If you have an accommodation that necessitates laptop use, please let me know.

***Late work policy****:* Please submit all assignments by the start of class on the date that it is due, unless informed otherwise. Students will be deducted one half letter grade per day that a paper is late. For example, if your paper is good enough to earn an A/B, but you turn it in two days late, you will receive a B/C.

***S/U Policy****:* Intent to take this class for an S/U grade should by declared by the first day of C mod.

***Writing Assignments Formatting****:* All writing assignments must be double-spaced and formatted with 12pt Times New Roman font, and using 1” margins on all sides. Be sure to include your name and the date the paper was handed in.

***Academic Integrity:*** Academic integrity is taken very seriously. Academic dishonesty is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty. All assignments turned in for this class must be your own original, independent work. Do not turn in work with your name on it that was completed by someone else. All students must adhere to the expectations of academic integrity outlined by the University’s Academic Policies and Regulations. Plagiarism and any other act of academic dishonesty will result in an automatic zero on the assignment in addition to further academic consequences. Any words or ideas that come from another source (a

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book, website, or another person) need to be cited in a bibliographic note. If you have questions or are unsure about how to properly cite, please ask!

***Accommodations:*** CSB/SJU is dedicated to removing barriers and creating a more accessible environment for individuals with disabilities. Any student with a documented disability (or who suspects they may have a disability) is encouraged to contact the Student Accessibility Services Office (320.363.5245 or email sas@csbsju.edu) to discuss possible accommodations.

***Statement on Sexual Misconduct and Human Rights:***

CSB and SJU will investigate and promptly seek the equitable resolution of allegations of conduct that violate our policies on Sexual Misconduct (such as, but not limited to: sexual assault, sexual violence, sexual harassment, stalking) and Human Rights (such as, but not limited to: discrimination on the basis of race, religion, national origin, sexual orientation, disability, or other legally protected category). Information about both of these policies, and those to contact in case your rights have been violated, can be found on the website. Links provided on the Canvas homepage.

**Course Schedule: Medical Anthropology**

\*RHMA = Routledge Handbook of Medical Anthropology

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| --- | --- | --- | --- |
| **Date**  | **Theme**  | **Work Due**  | **Readings** |
| 1/16  | Introductions |  |  |
| 1/18  | Introduction to Medical Anthropology  | Discussion Board Post  | RHMA Introduction Pages 2-6 Lissa Part 1 |
| 1/23  | The Power of Culture  | Discussion Board Post  | Aviv Lissa Part 2 |
| 1/25  | Introduction to Anthropological Methods Topics Brainstorm Group Formation | Quiz 1  | QRM Ch. 1 Overview Lissa Part 3 |
| 1/30  | Embodiment Mini-Ethnography Group Work |  | Krieger QRM Ch. 2 and 3 |
| 2/1  | Bodily Resistances  | Discussion Board Post  | RHMA 6 |
| 2/6  | Topic Roundtable  | Topic Proposal Due |  |

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|  | Film and Discussion: Unnatural Causes Pt 2, When the Bough Breaks |  |  |
| 2/8  | Changing Childhoods  | Discussion Board Post  | RHMA 2 |
| 2/13  | Ethnographic Research Skills Workshop | Annotated Bibliography Due |  |
| 2/15  | Sexuality and Technology  | Quiz 2  | RMHA 3 |
| 2/20  | The Socialites of HIV  | Discussion Board Post  | RMHA 4 |
| 2/22  | Stress in Everyday Life  | Discussion Board Post  | RMHA 5 |
| 2/27  | Ways of Caring  | Quiz 3  | RMHA 8 |
| 3/1  | Morality and Medicine (Wendland) | Discussion Board Post  | Livingston |
| SPRING BREAK: MARCH 5-9 |
| 3/13  | Medical Training in Malawi (Wendland) | Discussion Board Post  | Livingston |
| 3/15  | Meet with small groups to prepare facilitated discussion |  | Livingston |
| 3/20  | A Heart for the Work (Wendland) | Group Facilitated Discussion  | Livingston |
| 3/22  | Film (TBD) |  |  |
| 3/27  | End of Life  | Discussion Board Post  | RMHA 9 |
| 3/29  | The Anthropocene  | Discussion Board Post  | RMHA 11 |
| 4/3  | Lab Day – Group Work in class |  |  |
| 4/5  | NO CLASS – Prof. at Academic Conference | Interview Transcripts and Field Notes Due |  |
| 4/10  | Global Quests for Care Unnatural Causes: Becoming American  |  | RMHA 12 |
| 4/12  | Genes, Kinship and Risk  | Discussion Board Post  | RMHA 14 |
| 4/17  | Lab Day – Group Work in Class | Coded Transcripts Due |  |
| 4/19  | War and Violence  | Quiz 4  | RMHA 13 |
| 4/24  | Lab Day – Group Work in Class |  |  |
| 4/26  | S&C Day - Film Showing  | Attend Transnational Anthro Films – Details TBA |  |
| 5/1  | Presentations  | Peer and Self Evals Due  |  |
| 5/3  | Presentations  | Mini-Ethnography Final Report Due |  |

**Bibliography**:

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Aviv, Rachel. "The trauma of facing deportation." *The New Yorker* 3 (2017).

Hamdy, Sherine, and Coleman Nye. *Lissa: A Story about Medical Promise, Friendship, and Revolution*. Vol. 1. University of Toronto Press, 2017.

Krieger, Nancy. "Embodiment: a conceptual glossary for epidemiology." *Journal of Epidemiology & Community Health*59, no. 5 (2005): 350-355.

Mack, Natasha et al. "Qualitative research methods: A data collector’s field guide." USAID. (2005).

Manderson, Lenore, Elizabeth Cartwright, and Anita Hardon. *The Routledge Handbook of Medical Anthropology*. Routledge, 2016.

Wendland, Claire L. *A Heart for the Work: journeys through an African medical school*. University of Chicago Press, 2010.

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