

ANT 4462 Culture and Medicine
Tuesday 5:10-6:00 pm
Thursday 5:10-7:05 pm
Computer Sciences/Engineering (CSE) E222

Dr. Alyson Young
Office: Grinter 433
Office Hours: Wednesday 12:00-2:00 pm and by appt.
Office Phone: 392-1896
Email: agyoung@ufl.edu

Course Description

This course offers a broad examination of health and disease in a cross-cultural context. As part of this course, we explore the relationship of anthropology to the art and science of medicine through cross-cultural comparisons and specific ethnographic examples. Given the time constraints of this class, we are not able to examine everything related to medical anthropology. Instead we use literature, film, and discussion to examine the cultural construction and organization of diverse health systems, world economic development/political economy of health, and the role of the anthropologist in transformations of contemporary Western health systems.

By the end of the course you should be able to: 1) describe the scope of medical anthropology and give examples of the key theoretical and empirical areas; 2) Analyze the biocultural factors that shape the distribution of health; 3) Evaluate cultural influences and assumptions about healing practices; 4) Apply an anthropological perspective to public health problems both in the U.S. and internationally.

This course is also designed to develop your learning skills, including: 1) Analytical thinking and research abilities (including information acquisition and critical reading and writing skills); 2) Holistic learning skills and the ability to integrate ideas from many different perspectives

Course Format

This course consists of lectures, class discussion and group activities. The purpose of lectures will be to review the concepts associated with each topic and integrate the material in the readings. The PowerPoint slides associated with weekly lecture material will be available before each class on E-Learning. Advance preparation is important for this class because we will cover a wide array of material. All readings for the week should be completed by the first (Tuesday) class session and it is expected that you will come to each class prepared for discussion.

Course Materials

There are four books required for this class:

- Wiley, A.S. and J.S. Allen. 2009. *Medical Anthropology: A Biocultural Approach*. New York: Oxford University Press.
- Dettwyler, K.A. 1994. *Dancing Skeletons: Life and Death in West Africa*. Prospect Heights, IL: Waveland.
- Farmer, P. 1999. *Infections and Inequalities: The Modern Plagues*. Berkeley: University of California Press.
- Fadiman, A. 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.

The course schedule also provides supplementary readings for each topic. These articles and chapters will be available on the class E-Learning website.

Course Requirements and Grading

Final grades are based on a total of 400 points. Point totals are calculated based on three components:

Class participation (50 pts.): Although this class is large, students are expected to attend each class 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. Occasionally, there will be short in-class writing exercises in which you will be asked to summarize assigned readings, suggest questions, or introduce topics for discussion. These exercises are designed to help me assess your comprehension of the material and help you hone your ability to quickly summarize class material. In-class writings will be graded on a pass/fail basis as part of your participation grade.

Exams (200 pts.) There are two exams during this course. Each exam is worth 100 points and is administered on E-Learning. The exams are designed to test your comprehension of the concepts and readings introduced during the course. The first of these exams is on **October 9** and the second is on **December 18** (during exam week). These exams will include a combination of short answer and essay questions.

Research paper (150 pts.): The research paper will be comprised of several components to help you develop your research and analytical skills. The basic information on the paper is presented here, additional material will be provided in class.

- ♦ **Paper proposal** (50 pts total): You are required to submit a paper proposal consisting of an abstract, an outline, and 10 key references for your topic **by the beginning of class on October 23rd**. Do some preliminary library research to help you appropriately identify and narrow your research question--Feel free to ask questions beforehand. **Do not wait until the last minute to do your proposal**. You will need to have completed your literature review for the paper in order to complete this assignment.

There are three components to the proposal:

- **Abstract** (20 pts.): A 250-300 word abstract needs to be included with the proposal. The abstract should be a condensed version of your paper that clearly identifies your thesis statement, provides an overview of the key arguments that you make in the paper, identifies the evidence you will use, and identifies the conclusion of your research.
 - **Outline** (20 pts.): The outline is a roadmap of your research. Therefore, it should identify the key arguments in your paper as well as the material you are using to substantiate your argument. The outline should be at least a page long and include the details of everything from your introductory paragraphs to your concluding statements. Incomplete outlines will be given a zero.
 - **References** (10 pts): You need to include at least 10 key academic references for your final paper. These references should clearly relate to your topic and may not include text-book references or web-pages.
- ♦ **Final paper** (100 pts.): The final paper should be 10 pages (excluding references). Figures and tables are not necessary, but if used they should be included at the end of the paper. Papers should be double spaced in 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. **The final paper must be submitted to Turnitin.com (Through the E Learning link) by 5 pm on December 7th.**

Grades: Final grades will be based on the following scale: A (90-100), A- (87-89), B+ (84-86), B (80-83), B- (77-79), C+(74-76), C (70-76), C-(67-69), D+(67-69), D (60-63), D-(57-59), E (<57). Grading rubrics will be provided for each aspect of the final paper.

Policy on Late Assignments

You are required to complete all assignments by the stated due dates. Late assignments will lose one half-letter grade for each day past the deadline. There are no make-up opportunities for any assignment. I will not assign grades of “incomplete” except in the most unusual, extreme circumstances (i.e. alien abduction). You must provide documentation of such circumstances from an appropriate authority.

Academic Honor Code

Unless it is specifically connected to assigned collaborative work, all work should be individual. Evidence of collusion (working with someone not connected to the class or assignment), plagiarism (use of someone else’s published or unpublished words or design without acknowledgment) will lead to the Department’s and the University’s procedures for dealing with academic dishonesty. All students are expected to honor their commitment to the university’s Honor Code (available online at: www.registrar.ufl.edu/catalog/policies/students.html).

Accommodation for Students with Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. ***Please make any requests by the second week of class.***

UF Counseling Services

Resources are available on-campus for students that feel like they are struggling in their personal or academic life. These resources include:

- University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling
- Student Mental Health, Student Health Care Center, 392-1171, personal counseling
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling
- Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

Course Schedule and Readings

This is a preliminary schedule of topics and readings. The syllabus is a guide for the course and may be subject to change with advance notice.

Week 1: Introduction (Aug 24-Aug 28)

- Wiley and Allen: Chapter 1
- Inhorn, M.C. (2007) Medical Anthropology at the Intersections. *Medical Anthropology Quarterly*, 21(3): 249-255.
- Dunavan, C.P. (2007) Awakening to global health. *Health Affairs*, 26(4): 1135-1140.
- Sobo, E.J. (2004) “Theoretical and Applied Issues in Cross-Cultural Health Research.” In, *Encyclopedia of Medical Anthropology: Health and Illness in the World’s Cultures*. (Volume I) Edited by Ember C.R. and M. Ember. New York: Springer. Pp. 3-11.

Week 2: Anthropological Perspectives on Health and Disease (Aug 31-Sept 4)

- Wiley and Allen: Chapter 2
- Nesse, R.M. and Williams, G.C. (1998) Evolution and the origins of disease. *Scientific American*, 279(5): 86-93.
- Leatherman, T. (2005) A space of vulnerability in poverty and health: political ecology and biocultural analysis. *Ethos*, 33(1): 46-70.
- Singer, M. (2004) "Critical Medical Anthropology" In, *Encyclopedia of Medical Anthropology: Health and Illness in the World's Cultures*. (Volume I) Edited by Ember C.R. and M. Ember. New York: Springer. Pp. 23-30.

Week 3: Perceptions of Illness (Sept 7-11)

- Garro, L. (2000). Cultural meaning, explanations of illness, and the development of comparative frameworks. *Ethnology*, 39(4): 305-334.
- Nichter, M. (2008) "Why is Research on Local Illness Categories Important?" In, *Global Health: Why Cultural Perceptions, Social Representations, and Biopolitics Matter*. Tucson: UA Press. Pp. 69-83.
- Kleinman, A. (1988) "The Meaning of Symptoms and Disorders" In, *The Illness Narratives: Suffering, Healing, and the Human Condition*. New York: Basic Books. Pp. 3-30.
- Scheper-Hughes, N. and M. Lock (1987) The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology. *Medical Anthropology Quarterly*, 1(1): 6-41.

Week 4: Healers and Healing (Sept 14-18)

- Wiley and Allen: Chapter 3
- Fadiman: Chapters 1-9
- Nichter, M. (2008) Coming to Our Senses: Appreciating the Sensorial in Medical Anthropology. *Transcultural Psychiatry*, 45(2): 163-197.

Week 5: Healing cont. (Sept 21-25)

- Fadiman: Chapters 10-19
- Kleinman, A. and P. Benson (2006) Anthropology in the Clinic: The Problem of Cultural Competency and How to Fix It. *PLoS Medicine*, 3(10): e294.
***SMA meetings: No class Sept. 25th**

Week 6: Diet and Nutrition (Sept 28-Oct 2)

- Wiley and Allen: Chapter 4
- Dettwyler: Chapter 1-7
- Crooks, D. (2003) Trading Nutrition for Education: Nutritional Status and the sale of snack foods in an Eastern Kentucky School. *Medical Anthropology Quarterly* 17(2): 182-199.

Week 7: Growth and Development (Oct 5-9)

- Wiley and Allen: Chapter 5
- Dettwyler: Chapter 8-14

- Crooks, D., Cliggett, L., and S. Cole (2007) Child growth as a measure of livelihood security: The case of the Gwembe Tonga. *American Journal of Human Biology*, 19(5): 669-675.
***Midterm October 8th.**

Week 8: Reproductive Health (Oct 12-16)

- Wiley and Allen: Chapter 6
- Browner, C.H. and C.F. Sargent (1994) "Anthropology and Studies of Human Reproduction." In, *Handbook of Medical Anthropology: Contemporary Theory and Method*. Edited by C.F. Sargent and T.M. Johnson. Westport: Praeger. Pp. 219-234.
- Dudgeon M.R. and M.C. Inhorn (2004) Men's Influences on Women's Reproductive Health: Medical Anthropological Perspectives. *Social Science and Medicine*, 59: 1379-1395.
- Das Gupta, M. (1995) Life Course Perspectives on Women's Autonomy and Health Outcomes. *American Anthropologist*, 97(3): 481-491.
- Inhorn, M.C. and D. Birenbaum-Carmeli (2008) Assisted Reproductive Technologies and Culture Change. *Annual Review of Anthropology*, 37: 177-196.

Week 9: Aging (Oct 19-23)

- Wiley and Allen: Chapter 7
- Hennessy, C.H. (2004) "Chronic Diseases of Aging." In, *Encyclopedia of Medical Anthropology: Health and Illness in the World's Cultures*. (Volume I) Edited by Ember C.R. and M. Ember. New York: Springer. Pp. 311-318.
- Lock, M., Freeman, J., Chilibeck, G., Beveridge, B., and M. Padolsky (2007) Susceptibility Genes and the Question of Embodied Identity. *Medical Anthropology Quarterly*, 21(3): 256-276.
- Kaufman, SR., Shim, JK., and AJ Russ. (2004) Revisiting the Biomedicalization of Aging: Clinical Trends and Ethical Challenges. *The Gerontologist*, 44(6): 731-738.
- Markides, K.S. and S.A. Black (1996) "Race, Ethnicity, and Aging: The Impact of Inequality," in *Handbook of Aging and the Social Sciences*, 4th edition. Edited by Binstock, R.H. and L.K. George. San Diego: Academic Press. Pp. 153-170.
***Paper proposals due in class on October 23rd.**

Week 10: Infectious Disease (Oct 26-30)

- Wiley and Allen: Chapter 8
- Farmer: Chapter 1-3
- Singer, M.C., Erickson, P.I., Badiane, L., Diaz, R., Ortiz, D., Abraham, T., and A.M. Nicolaysen (2007) Syndemics, sex and the city: Understanding sexually transmitted diseases in social and cultural context. *Social Science and Medicine*, 63(8): 2010-2021.

Week 11: Infectious Disease cont. (Nov 2-6)

- Wiley and Allen: Chapter 9
- Farmer: Chapter 4-7
- Rosenberg, C.E. (2008) Siting Epidemic Disease: 3 Centuries of American History. *The Journal of Infectious Disease*, 197 (Suppl 1): S4-S6.

Week 12: Infectious Disease cont. (Nov 9-13)

- Wiley and Allen: Chapter 10
- Farmer: Chapter 8-10
- Barrett, R., Kuzawa, C.W., McDade, T., and Armelagos, G.J. (1998) Emerging and re-emerging infectious diseases: the third epidemiologic transition. *Annual Review of Anthropology*, 27: 247-271.

Week 13: Stress and Social Inequality (Nov 16-20)

- Wiley and Allen: Chapter 11
- Sapolsky, R., (2005). Sick of Poverty. *Scientific American*, 292(12): 92-99.
- Krieger, N. and Davey Smith G. (2004) “Bodies count” and body counts: social epidemiology and embodying inequality. *Epidemiologic Reviews*, 26: 92-103.
- Dressler, W. (2004) Culture and the risk of disease. *British Medical Bulletin*, 69: 21-31.
- Kahn, J. (2007) Race in a bottle. *Scientific American*, 297(2): 40-45.

Week 14: Mental Health (Nov 23-27)

- Wiley and Allen: Chapter 12
 - Miller, G. (2006) The Unseen: Mental Illness’s Global Toll. *Science*, 311(5760): 458-461.
 - Kleinman, A. Eisenberg, L., and B. Good (1978). Culture, Illness, and Care: Clinical Lessons from Anthropological and Cross-cultural Research. *Annals of Internal Medicine*, 88: 251-258.
 - Kirmayer, L.J. (2006) Beyond the ‘New Cross-cultural Psychiatry’: Cultural Biology, Discursive Psychology, and the Ironies of Globalization. *Transcultural Psychology*, 43(1): 126-144.
 - Ware, N. (1992) Suffering and the Social Construction of Illness: The Delegitimation of Illness Experience in Chronic Fatigue Syndrome. *Medical Anthropology Quarterly*, 6(4): 347-361.
- *Thanksgiving: No class Nov. 26th**

Week 15: Future Directions for Medical Anthropology (Nov 30-Dec 4)

- Wiley and Allen: Epilogue
- Rylko-Bauer, B., Singer, M., and J. Van Willigen (2006) Reclaiming Applied Anthropology: Its Past, Present, and Future. *American Anthropologist*, 108(1): 178-190.
- Nichter, M. (2008) “ Toward a Next Generation of Social Science Research in Global Health.” In, *Global Health: Why Cultural Perceptions, Social Representations, and Biopolitics Matter*. Tucson: University of Arizona Press. Pp. 153-186.

Week 16: No lectures (Dec 7-11)

***Final papers due to Turnitin.com by 5 pm Dec 7th**

***Final exam December 18th on E-Learning**