Introduction to Medical Anthropology
ANTH 162

FALL 2013
Class time: Mondays, Wednesdays 5:30-6:50
Class location: 282 Lillis Hall

Professors: Melissa Graboyes & Heather McClure       GTFs: James Daria & Mulung Hsu

Emails, office hours and locations:
Graboyes: graboyes@uoregon.edu; Friday, 10am-12pm; 370 PLC (weeks 2-6)
McClure: hmclure@uoregon.edu; Friday, 10am-12pm; 354 Clinical Services Bldg (week 1; weeks 7-10)
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Syllabus posted and updated on Blackboard along with weekly readings, discussions, and assignments under course documents organized by week.

Course Description
This is an introductory course in medical anthropology, which includes the study of health, illness, and healing from a cross-cultural perspective. The course integrates cultural and biological approaches to better understand how health, illness, and healing practices are understood and engaged with in diverse cultural contexts. We will explore how medical anthropologists use theoretical and methodological approaches that are distinct from those of Western biomedicine to gain insight into health and illness, and their causes and consequences. Topics covered by this course include the influence of cultural beliefs on health- and illness-related behaviors, cultural ideas about the body, social and environmental causes of illness, the effects of poverty on health, medical systems as social systems, cultural clashes and ethical issues in diagnosis, health care delivery and health policy, and stress and other socio-cultural contributors to gender and ethnic/racial health disparities in the United States. This course aims to explore these issues by presenting fundamental theoretical concepts within medical anthropology and exploring these ideas with reference to specific ethnographic examples.

Student Learning Objectives
1) Appreciate the role of culture in shaping health and illness experiences and outcomes
2) Recognize that understanding health, disease and illness requires that anthropologists attend to interactions among diverse personal, social, cultural, and biological processes
3) Understand that social, political, and economic conditions impact health, disease, and the practice of medicine
4) Comprehend the implications of diverse methodologies—ranging from epidemiologic to ethnographic—for deepening our understanding of health and illness and, relatedly, health promotion and disease prevention
5) Recognize that historical conditions can shape health and illness, and that historical perspectives can inform our understanding of medicine, health and healing, as well as the sub-discipline of medical anthropology
Course Requirements
Regular attendance at lectures and participation in discussion sections are required. Course readings are required and are essential to passing exams, completing discussion Sections assignments, and participating in discussion section activities.

Readings: We will read three books and several articles in this course. Course books are available at the UO Bookstore:

The remaining readings will be available through our course Blackboard site organized by week.

Clickers (Personal Response Systems) Clickers will be used in almost every class to encourage participation and to provide feedback to instructors and students. Each student should purchase a clicker for use in this class (available at the Duck Store). By the end of week 1, you should register your clicker on the course Blackboard site as well as using clicker responses to take attendance in lecture classes. If you’ve already registered your clicker this term, for another class, then you don’t need to register it again. Questions during lecture that require clickers will be multiple-choice. Points will be earned two different ways: (1) 2-point questions: 2 points will be awarded based on participation alone, not on whether the question is answered correctly; (2) 4-point questions: 4 points for correct answer, 2 points for incorrect answer. As we do not want to penalize you for legitimate absences or problems with your clicker (e.g., dead batteries), we will calculate your grade based on 85% of the total points possible. This means that if you do not respond to 15% of the clicker questions in class, you can still get full points for this part of your grade.

Expectations and Grading: Your grade in the course will reflect performance on midterm and final exams, two in-class Clicker-based quizzes, participation in class via clicker responses, attendance and participation in required discussion sections, and 5 short (1-2 page) Discussion Sections write-ups.
- Quizzes (2 in class @ 5% each; end of week 3 & week 8) 10%
- Midterm Exam (in class; end of week 5) 25%
- Final Exam (in class; Mon, Dec 9 at 7pm) 25%
- Clicker responses (in class) 10%
- Discussion Sections Exercises (5 short Discussion Sections write-ups @ 4% each) 20%
- Discussion Sections Attendance 10%

The midterm and final exams will cover lectures, readings, videos, and Discussion Sections section material. Exams will include multiple-choice, matching, and short answer (2-3 sentences) sections. The final exam will be cumulative, but will emphasize material from the second half of the course. Exams and assignments must be taken/turned in at the scheduled time—under no circumstances will make-up exams or assignment extensions be given without a documented excuse (e.g., signed note from your doctor). If you will not be able to take an exam or turn in an assignment, you must notify us in advance.
Grades will be assigned as follows: A = 90-100%, B = 80-89%, C = 70-69%, D = 60-69%, F < 60% (with minus and plus grades assigned at appropriate cutoffs).

The grading system used in this course is as follows:

A – Outstanding performance relative to that required to meet course requirements; demonstrates a mastery of course content at the highest level.

B – Performance that is significantly above that required to meet course requirements; demonstrates a mastery of course content at a high level.

C – Performance that meets the course requirements in every respect; demonstrates an adequate understanding of course content.

D – Performance that is at the minimal level necessary to pass the course but does not fully meet the course requirements; demonstrates a marginal understanding of course content.

F – Performance in the course, for whatever reason, is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of the course content.

**Technology policy:** The use of laptop computers, tablets, and cell phones is not allowed in lecture unless a student has extenuating circumstances and receives approval from either Dr. Graboyes or Dr. McClure.

**Accommodations:** Appropriate accommodations will be provided for students with documented disabilities. If you anticipate needing accommodations in this course, please make arrangements with Dr. Graboyes or Dr. McClure soon.

**Academic Honesty:** 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) or multiple submissions (submitting the same paper in different courses) will lead to the Department’s and the University’s procedures for dealing with academic dishonesty.

**Course Outline**

**Week One (September 30, October 2)**

**Topic:** Introduction, Medical Anthropology, Epidemiology, and the Scientific Method

**CLASS Reading:** Joralemon, Chapters 1 & 2.

**DISCUSSION SECTIONS Reading:** Firestein S. 2012. What science wants to know. *Scientific American* (April).

Discussion Sections 1: Introductions; The Scientific Method; Basic vs. Applied Research. **Students turn in key terms lists to GTFs for exercise #1 credit**

**Week Two (October 7, 9)**

**Topic:** Illness Constructs, Cultural Meanings, and “Culture-Bound” Syndromes

**CLASS Reading:** (1) Fadiman pp. 1-105; (2) Joralemon, Chapter 3.


Discussion Sections 2: Discussion of readings.
Week Three (October 14, 16)
Topic: Medical Systems and Healing across Cultures I
CLASS Reading: (1) Fadiman pp.106-180; (2) Joralemon, Chapter 6
DISCUSSION SECTIONS Reading: Hahn, Robert A. "Biomedicine as a Cultural System." In Sickness and Healing. pp. 131-172.
Film: Yo Soy Hechicero
Discussion Sections 3: Discussion of readings and film.
**IN CLASS QUIZ #1** Wednesday, October 16

Week Four (October 21, 23)
Topic: Medical Systems and Healing across Cultures II
CLASS Reading: Fadiman, pp. 181-finish.
DISCUSSION SECTIONS Reading: None.
Discussion Sections 4: Students brainstorm questions for midterm and turn in questions for exercise #2 credit.

Week Five (October 28)
Topic: Theoretical Perspectives: Ecological/Evolutionary Model & Interpretive Analysis
CLASS Reading: (1) Skloot, pp. 1-88; (2) Joralemon, Chapter 3.
Discussion Sections 5: Film & discussion: Ghost in Your Genes.

**IN-CLASS MIDTERM EXAM** WEDNESDAY, OCTOBER 30

Week Six (November 4, 6)
Topic: Theoretical Perspectives in Medical Anthropology: Critical Approaches
CLASS & DISCUSSION SECTIONS Readings: (1) Skloot, pp. 84-178; (2) Joralemon, Chapter 4.
Discussion Sections 6: Film & discussion: RX for Survival: Delivering the Goods. Discussion Sections exercise #3 due.

Week Seven (November 11, 13)
Topic: Racial Inequalities in Health; Medical Mistrust & Ethics
November 11: Guest lecturer, John Holmes, Medical Ethicist, PeaceHealth Medical Center
November 13: Guest lecturer, Dr. Jeon Small, Center for Equity Promotion
CLASS Readings: (1) Skloot, pp. 179-328; (2) Joralemon, Chapter 8
Case study: the Tuskegee Experiment.
Discussion Sections 7: Discussion of reading. Discussion Sections exercise #4 due.

Week Eight (November 18, 20)
Topic: Health Transitions/Epidemiological Transitions
CLASS Readings: (1) Joralemon, Chapter 5
(2) Mendenhall, Emily. Syndemic Suffering: Social Distress, Depression, and Diabetes among Mexican Immigrant Women, pp. 11-80 (Introduction; chapters 1-3)
Discussion Sections 8: Discussion of emerging and reemerging diseases.
**IN CLASS QUIZ #2** Wednesday, November 20

Week Nine (November 25, 27)

**Topic: Stress, Health, and Culture Change: the Latino Epidemiological Paradox**


**DISCUSSION SECTION**


**Discussion Sections 9**: Stress: Portrait of a Killer. Discussion of readings on chronic psychosocial stress and health.

Week Ten (December 2, 4)

**Topic: Future Applications of Medical Anthropology: from New Diseases to Healthcare for Aging Populations**

November 2: Guest lecturer, Dr. Josh Snodgrass, Department of Anthropology


**DISCUSSION SECTION**

- **Readings**: None.

**Discussion Sections 10**: Students brainstorm questions for final exam and turn in questions for exercise #5 credit.

***FINAL EXAM, MONDAY, DECEMBER 9 AT 7:00 PM***