

## **Ant 411/511: Culture, Health, and Healing: An Introduction to Medical Anthropology**

Dr. Kathryn S. Oths  
Spring 2017  
Office Hrs: T & Th 3:30-5:00, or by appt

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*n.b. This 3 credit hour course satisfies a W requirement. As such, enrollment will be limited to 22 students. W courses should be taken in a student's own major when possible, and must be completely on this campus.*

### **Course Description**

Prerequisites for this course are either a) Ant 100 or Ant 102 plus 3 more hours of anthropology, b) graduate status, or c) permission of the professor. This course will provide a cross-cultural overview of medical systems. We will explore the various responses human groups have developed to cope with disease and illness events. Topics include an introduction to paleopathology, ethnomedical systems, patients, healers, etiology, help seeking, diagnosis and treatment. There is an emphasis on the contrasts between western and non-western perspectives. The medical systems considered include Western and Eastern variants of biomedicine, as well as Asian, Indian, and Arabic professional ethnomedicines. Also, folk medicines from Africa, Europe, and Native, Latin and Urban America will be examined. By means of assigned articles, ethnographies, films and lectures, the course provides an exploration of the breadth of the field of the anthropology of health. *For the undergraduates*, student writing itself, in the form of two individual written assignments, will be graded and commented upon and become part of the final grade. A student who does not write with the skill normally required of an upper division student in the discipline will not be given a passing grade, no matter how well the student performs other course requirements. *For the graduate students*, basic questions will be highlighted which both organize research and direct activity in the application of medical anthropology in clinical and non-clinical settings.

### **Student Learning Outcomes**

- Goal 1: Enhance appreciation of the great diversity of medical systems in existence worldwide.
- Goal 2: Build capacity to critically examine and compare different systems of thought and behavior.
- Goal 3: Improve reading and comprehension skills.

### **Requirements and Grading**

Class participation is expected from all students, especially during seminar sessions. Students should endeavor to limit their contributions to discussion to a maximum of three or four comments per class in order to allow all students the chance to participate. If students are not preparing for and participating in seminar discussions, in-class essays may be given upon a one-week advance notice. These will be graded Pass/Fail. There is no mandatory attendance policy; however, each absence will lower the final grade by 1%. With a legitimate excuse, partial make-up for missed classes can be arranged on an individual basis with the professor. A validly excused missed midterm must be made-up within 1 week of the original exam date. A missed final will result in an incomplete, which can be taken within the first 2 weeks of the following semester. ***One (1) electronic and (1) stapled hard copy of all written assignments are due by the deadline in the syllabus. The title of emailed files should be <CWID.doc>, not your name. Use your CWID instead of your name on ALL homework.*** Do not send pdf files. Mislabeling or lateness will result in loss of points.

*Undergraduates*: Two midterms (worth 20% each) and a final exam (worth 30%) will be given for a total of 70% of the grade. Exams will consist primarily of brief and long essay questions. Class discussion will constitute 20% of the grade. Two 2-page review papers, the first on Joralemon and the second on a student's choice of ethnographies, will be due during the semester and will each count as 5% of the grade. Page length does not include references. Paper length *must* be adhered to precisely. The proportion of the paper that is over or under the limit will automatically be deducted from the grade; e.g., a paper that should be 2 pages and comes in at 1 page length will only be worth a maximum of 50% (1/2) if it is perfect in every other way. The first paper is due, and will be graded and returned, prior to mid-term. The second is due on or before the last class. Writing proficiency is required for a passing grade in this course. Written assignments will require coherent, logical, and carefully edited prose, and for students to demonstrate higher-level critical thinking skills, such as analysis and synthesis (see **Writing Guide** at end of syllabus).

The instructor will be available and willing to instruct in writing skills as needed to assist students in meeting the writing requirements of the course. Services are available at the **Writing Center** for students who may need additional tutoring (322 Lloyd Hall or <http://writingcenter.ua.edu/>). Also, the **UA Academic Resource Hub** <http://academichub.ua.edu/> is designed to help UA students quickly locate and connect to available academic support resources, programs, and services.

*Graduate Students:* A twenty-page research paper (not including references) on a subject approved by the instructor will be due at the end of the semester and will be worth 40% of the grade. At least 20 original references *not including those used in class or internet sites* will be required in the bibliography. Paper length may vary up to ½ page plus or minus without penalty. Beyond that, grades will suffer proportionate to the unmet length (see Undergrad instructions above). Two brief essay exam midterms will be given, worth 10% each. The remaining 40% of the grade will be based on the quantity and quality of participation in class discussion.

### **Students with Disabilities**

To request disability accommodations, please contact the Office of Disability Services (348-4285). After initial arrangements are made with that office, contact your professor.

### **Academic Dishonesty Policy**

All acts of dishonesty in any work constitute academic misconduct. This includes, but is not limited to, cheating, plagiarism, fabrication of information, misrepresentations, and abetting of any of the above. <http://researchguides.dml.georgetown.edu/content.php?pid=305653&sid=4666346> is a site that defines plagiarism and gives tips on how to avoid it. The Academic Misconduct Disciplinary Policy will be followed in the event that academic misconduct occurs. Students should refer to the Student Affairs Handbook, which can be obtained in the Office of Student Life and Services.

**UAct:** The University of Alabama is committed to an ethical, inclusive community defined by respect and civility. The UAct website ([www.ua.edu/uact](http://www.ua.edu/uact)) provides extensive information on how to report or obtain assistance with a variety of issues, including issues related to dating violence, domestic violence, stalking, sexual assault, sexual violence or other Title IX violations, illegal discrimination, harassment, child abuse or neglect, hazing, threat assessment, retaliation, and ethical violations or fraud.

### **In Case of Emergency or Severe Weather**

UA's primary communication tool for sending out information is through its web site at [www.ua.edu](http://www.ua.edu). In the event of an emergency, consult the site for further directions, & visit BlackBoard for additional course info.

### **Required Texts (available through University Supply Store)**

1. Joralemon, D. 2010, Exploring Medical Anthropology, 3rd Ed.
2. Nading, A. 2014 Mosquito Trails: Ecology, Health, and the Politics of Entanglement
3. MacPhee, M. 2012 Vulnerability and the Art of Protection: Embodiment and Health Care in Moroccan Households.
4. Greenfield, S. 2008 Spirits with Scalpels: The Cultural Biology of Religious Healing in Brazil
5. Baer, Hans 2004 Toward an Integrative Medicine: Merging Alternative Therapies with Biomedicine
6. *GRAD STUDENTS ONLY:* Evans-Pritchard, E.E., 1934, Witchcraft, Oracles and Magic among the Azande (be careful to get abridged version from used books; not available in print).

### **Required Articles**

All required articles, the syllabus, and other materials can be found on Blackboard. The professor reserves the right to change, delete or add articles to the reading list as necessary.

**WEEK**                      **TOPIC & READINGS**

1: Jan. 12

**Introduction**

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Joralemon text              Chapters 1, 2, 7

2: Jan. 17, 19

**History and Overview of the Field**

Joralemon text              Chapter 6  
Landy, D. (skim)              Medical anthropology: A critical appraisal (**skim subheadings only!**)  
Glick, L.                      Medicine as an ethnographic category (New Guinea)  
Dressler and Oths              Cultural determinants of health behavior  
Erickson, P.                      Historical origins of medical systems  
**GRADS:** Dressler              Epidemiology

3: Jan. 24, 26

**Disease through the Ages**

Joralemon text              Chapters 8, 9  
Armelagos, G., et al              Evolutionary, historical and political economic perspectives on health and disease  
Ackerknecht, E.              Paleopathology  
Comaroff, J.                      The diseased heart of Africa: Medicine, colonialism, and the Black body (South Africa)  
**GRADS:** Bogin, B.              Evolution of human nutrition (**skim tables only**)

4: Jan 31 - Feb. 2              **Fundamental Approaches to the Study of Medical Anthropology**

Joralemon text              Chapters 3, 4, 5, 10  
**GRADS:** Leach et al.              Epidemics and the politics of knowledge: Contested narratives in Egypt's H1N1 Response

**\*\*\*UNDERGRADS:** DUE Feb 7: First 2-page book review on Joralemon text\*\*\*

5: Feb. 7, 9

**Etiology: Cultural Classifications of Disease and Illness**

Nading                      *Mosquito Trails*

**Midterm I: Feb. 16 – subject to change**

**6: Feb. 14, 16            Etiology: Cultural Classifications of Disease and Illness**

- Meador, C.            Hex death: Voodoo magic or persuasion?
- Dressler et al.        Race and Ethnicity in Public Health Research: Models to Explain Health Disparities.
- Palinkas, L.            Social, cultural, and psychological impacts of the Exxon Valdez oil spill

**7: Feb. 21, 23            Etiology: cont.**

- MacPhee                *Vulnerability and the Art of Protection* ethnography

**8: Feb 28 - Mar 2        Signs and Symptoms: Negotiating Sickness and Role Behavior Shifts**

- Orr, D.                Patterns of persistence amidst medical pluralism: Pathways toward cure in the southern Peruvian Andes
- Kliger, N.              Somatization: Social control and illness production in a religious cult (U.S.)
- Rubel, A.              The epidemiology of a folk illness: Susto in Hispanic America
- GRADS:**
- Gaines & Farmer      Visible saints (France) - or -
- or- Helman, C.        Heart disease & the cultural construction of time: Type A behavior (England)
- film                    Afflictions: Culture and Mental Illness in Indonesia

**9. Mar. 7, 9              Help Seeking: Lay consultation, Local Health Care Systems, and Treatment Choice**

- Marsland, R.            (Bio)Sociality and HIV in Tanzania: Finding a living to support a life
- Janzen, J.              Strife in the family (Zaire)
- Oths, K.                Health care decisions of households in economic stress (Peru)
- Oths, K.                The componedor's place in the pluralistic Andean health care system

**!!!!!!! March 14-16 -- Spring Break !!!!!!!**

**10: Mar. 21, 23            Help Seeking: cont.**

- Zhan, M.                A doctor of the highest caliber treats an illness before it happens (China)
- Qi, Z.                  The importance of traditional Chinese medicine services in health care provision in China.
- Jin, L.                  From Mainstream to Marginal? Trends in the use of Chinese medicine in China from 1991 to 2004.
- film                    To Taste 100 Herbs (China)

**11: Mar. 28 - 30      Diagnosis and Treatment: Healers and Healing, Provider Patient Interaction, and Treatment Efficacy**

**Undergrads:**

Evans-Pritchard, E.      The notion of witchcraft explains unfortunate events (Sudan)

**Grads:**

Evans-Pritchard      *Witchcraft, Oracles and Magic among the Azande* ethnography

film      *Witchcraft Among the Azande*

**Midterm II: April 4 – subject to change**

**12: Apr 4, 6      Diagnosis and Treatment: Healers and Healing, Provider Patient Interaction, and Treatment Efficacy**

Lambo, T.      Psychotherapy in Africa (Nigeria)

Adler, S.      Ethnomedical pathogenesis and Hmong immigrants sudden nocturnal deaths (California)

Levi-Strauss, C.      The sorcerer and his magic (Native American)

Copeland, T.      Poverty, nutrition, and a cultural model of managing HIV/AIDS among women in Nairobi, Kenya.

**Grads:** Marsland, R.      (Bio)Sociality and HIV in Tanzania: Finding a living to support a life

Film      Hmong shamans

**13: April 11, 13      Diagnosis and Treatment: Folk Healing**

Greenfield, S.      *Spirits with Scalpels* book

film      *Eduardo the Healer* (Peru)

**14: April 18, 20      Diagnosis and Treatment: Biomedicine**

Good, BJ et al.      “Learning medicine”: The constructing of medical knowledge at Harvard Medical School (US)

Livingston, J.      Suicide, risk, and investment in the heart of the African miracle.

Livingston, M.      U.S. health care: Commodification Kills

Keshet et al.      Integrative health care in Israel and traditional Arab herbal medicine: When health care interfaces with culture and politics

**GRADS:** Kim, J.Y.      *Scaling Up Effective Delivery Models Worldwide*

\*\*\***UNDERGRADS:** DUE: Thurs. Apr 27th: Second 2-page book review on choice of ethnography\*\*\*

**15: April 25, 27      Diagnosis and Treatment: Alternatives**

Baer      *Toward an Integrative Medicine* book

**Final Exam: Wednesday May 3, 8:00 - 10:30 a.m. -- not subject to change**

## GUIDELINES AND STANDARDS FOR CLASS ASSIGNMENTS

### How to Approach the Writing of Papers for the Course

1. The best papers are those that synthesize, show critical thinking, and draw on materials from the rest of the course where relevant. Pick a theme and argue it in essay style. A book review with no original thought, however well-written, is a B paper at best.
2. Use clear, direct terms in your writing. Employ technical terms where necessary, making certain their meaning has been communicated. Avoid unnecessary use of jargon or long, complicated language merely to sound impressive. A useful strategy is to imagine a person to "speak to" as you write. This should be an intelligent person (friend, teacher, relative) who does not know much about anthropology.
3. State your ideas clearly. Do not assume that "after all, the instructor knows what I mean". The instructor cannot assume to know what you know, nor can you assume that she knows. Take little for granted.
4. Where possible, avoid judgmental terms. For example, describing the beliefs of a culture as "superstitions" or a people as "primitive" not only constitutes a possibly unwarranted value-judgment, but indicates that you do not understand the basic perspective of anthropology.
5. Avoid sweeping generalizations. Support your judgments with evidence from your readings and lectures from this and other courses, as well as additional sources. An example of what you mean is far more persuasive as evidence than an unsupported opinion or inference.
6. There is a place for your judgments and opinions. Findings or facts should be stated first, devoid of judgments. Your analysis and opinions should be presented only after you have given the matter fair and accurate presentation.
7. Your paper should utilize some of the concepts and substantive knowledge of the course. Ignoring such ideas and data, especially when they directly pertain to the subject you are writing about, will detract from the quality of your paper.
8. Side issues related to the main themes of the assigned readings can be integrated into your papers if they are of sufficient interest or importance, but should not be given the major emphasis.
9. *For maximum results:* Write your paper, leave it alone for a day or two, then edit it with fresh eyes. It's a good idea to have a friend edit it also, or better yet, trade papers with someone else in the class and edit each other's.

### Mechanics of Paper Composition

1. The paper should have a title page *separate* from the first page of text, i.e., no title should appear on the pages of your essay. USE YOUR CWID in place of your name on the title page. The number should be followed by a "U" for undergraduates, or a "G" for grad students. The title must be descriptive of the paper's theme, not generic.
2. Turn in an electronic file as well as a hard copy. Files should be in .doc form, *not pdf*. Hard copies must be typed and double-spaced on 8½ x 11 white bond paper.
3. Paper length refers to the text, and *does not* include title page or references. **2-page papers must be exactly 2 pages**, while longer papers can deviate a half page from the required length in either direction, if necessary. Papers shorter or longer than this will be penalized (e.g., a paper that should be 20 pages and comes in at 15 pages length will only be worth a maximum of 75% (15/20) of the grade if perfect in every other way.)

4. Pages should be numbered consecutively starting on the first page of text.
5. Margins should be 1 inch on all sides. Use font size 12 of Calibri, Times New Roman, or Arial only.
6. Do not place your paper in a folder, cover, or binder.
7. Proof read and correct your paper carefully before submitting it. Errors of spelling, grammar, typing, etc. can lead to errors of interpretation on the part of the instructor. Typos and other errors are unpleasant to read and convey the impression of sloppy work and careless thinking.
8. Make a copy of the paper before you turn it in. This is for your own security in the unlikely event that the instructor loses the paper.
9. Your paper will receive comments liberally regarding style, logic, organization, sentence structure, grammar, syntax, spelling, neatness, and other matters.
10. References to supplemental sources of literature should be included within the text of your paper. (Assigned materials should not be cited, except for the page numbers of direct quotes.) This is done by typing the author's name, date of publication, and, if needed, page number. *Do not use the full title of the book or article you are citing.* For example:

The issue of change in traditional societies has long occupied cultural anthropologists (Foster 1972:52).

References cited in the body of the paper should be listed at the end using the following format:

books:

Foster, George M.

1972 *Traditional Societies and Technological Change*, 2nd Ed. New York: Harper and Row.

articles:

Foster, George M.

1972 The anatomy of envy: A study of symbolic behavior. *Current Anthropology* 13:165-186.

chapters in books:

Foster, George M.

1955 Relationships between theoretical and applied anthropology: A public health program analysis, *In Health, Culture and Community: Case Studies of Public Reactions to Health Projects*. Paul, Benjamin (ed.), New York: Russell Sage Foundation.

### **Standards for the Documentation of Written Work**

1. Honest documentation of the student's written work is absolutely essential. The faculty expects each student's papers to derive from thoughtful and independent inquiry and to represent the work of the student whose name appears on it. The student who submits a paper which derives from unacknowledged sources plagiarizes by representing as his own the words and ideas of others. Every student, therefore, has a serious obligation to himself/herself and to the University to acknowledge properly any work that is not his/her own. He/she must properly document his/her papers. He/she must be scrupulous in reporting data accurately and acknowledging any joint work. Ignorance does not excuse any violation of this basic principle: derived writing must be clearly acknowledged.

2. The student should strive to say what he/she has to say in his/her own words, and should carefully avoid repeating words and phrases taken from books and articles written by other people. The writer may summarize or paraphrase what someone else has written. But the student must put the summary or paraphrase in his/her own words. The student should not only put in smooth language what someone else has written but must also give full credit to the writer whose ideas he/she is summarizing. Phrases like "according to John Smith," and "Jane Smith says," should always accompany a summary or paraphrase from another writer's material. And the exact source must be given in the text.

In general, footnotes are unnecessary in papers dealing with a single work and not deriving from a variety of sources, for example, in a book analysis. Nor is it necessary to document specific facts which are common knowledge. But facts and opinions which are discoveries by the student's sources or debatable matters for which the student's is taking responsibility must always be documented.

3. Keep quotes to a bare minimum, if used at all. *On rare occasion* the student will find it helpful to use direct quotations. It is important to observe the following rules in quoting the words of others: The words quoted must be exactly as they appear in the original source. The reader must be informed, either in brackets or in a footnote, of even the slightest change made in a passage. The omission of words from a quoted passage must be indicated by three dots (...); but any punctuation contained in the original must be given in addition to the three dots (,...). Any words inserted by the student into a quoted passage by way of commentary, to correct misspelling or inaccuracy, or to supply omitted information, must be included in square brackets. The use of italics to emphasize words and phrases not italicized in the original quotation must also be indicated with square brackets: "[italics mine]". When a student is quoting from a source which is in turn quoting from another source, the student must make this fact clear to the reader. Basically the principle which governs the handling of quotations is that which governs documentation in general: the reader should know what material belongs to the author of the paper and what material belongs to his sources.

4. One source of confusion is the degree to which a student may be responsible for acknowledging those ideas which have developed through conversation or class discussions. Here good sense and honesty are the criteria. A student in doubt about the independence of what he/she is writing would be wise to indicate that the ideas are not his/her own. Phrases like "one of my classmates suggests," or "the conclusion reached in class was," are usually adequate for this purpose. The student may employ a typist to prepare a final copy of the paper, but the typist must do nothing whatever to materially change the paper as written by the student. Such papers deserve careful proof-reading—the same as if the student typed it him/herself—to insure that the paper represents the student's independent work and that the copy is free from mechanical errors.

5. The student must decide the frequency and extent of documentation. He/she has, therefore, a great responsibility. He/she should document when in doubt and make unequivocally clear the distinction between what belongs to himself/herself and what belongs to others. Plagiarism can take many forms: presenting passages from the works of others as work of one's own; the unacknowledged paraphrasing of ideas developed by another author; the creation of a patchwork of phrases and ideas, often from several sources; and the uncredited use of a term resulting from another's ingenuity. All of these are dishonest.

6. Another kind of plagiarism, or cheating, is copying material from the work of another student, or having your material written for you by another student, friend, spouse, parent, sibling -- or anyone other than the student himself/herself.

7. Plagiarism, or cheating in any form, is a serious offense and will result in an automatic grade of "F" for the paper itself, a possible "F" for the course, and a consideration of a recommendation of expulsion from the University.

Adapted with permission from:  
Guidelines and Standards for Book Analyses and Term Papers, 1986  
By David Landy, Professor Emeritus  
Department of Anthropology  
University of Massachusetts-Boston