



Fall 2011

**Southern Illinois University Edwardsville
Medical Anthropology
ANTH-352 001**

Instructor: Aminata Cairo
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Location: 3415 Peck Hall
Time: MWF 13:00-13:50
Office hours: M 11:00 – 12:00
W 12:00 – 13:00

Course Description:

The purpose of this course is to introduce students to the discipline of Medical Anthropology. The primary objective of medical anthropology is to think about health, illness and healing systems outside the framework of standard biomedical concepts, that is as **ecological, evolutionary, and cultural** systems rather than as merely fitting into models of biological function/dysfunction. As such, this course examines human health, illness and healing from a comparative, biocultural perspective, while acknowledging larger forces of political economy, history, and social hierarchy that shape these experiences. The breadth of medical anthropology is extremely wide and cannot fully be covered in this course. This course draws evidence from North American society as well as case studies from Haiti, New Zealand, Nigeria, Ethiopia, Croatia, and Bedouin-Arab communities among others.

This class differs from non-anthropology biological, epidemiological or public health science classes in four important ways. **First**, long term evolutionary processes are examined within an ecological framework as significant factors affecting human biology and susceptibility to disease. **Second**, global relations of power and inequity are examined as pathogenic (disease producing) principles that affect who gets sick, who gets what kind of treatment, how diseases are perceived and treated, and who is likely to recover (or not) from various ailments. **Third**, cross-cultural examples are used to illustrate the diversity of individual and population level experiences of health, illness, and healing practices and the ways this variation influences global health patterns. **Fourth**, the course emphasizes the value of anthropological research methods including observational, qualitative, and ethnographic approaches.

Course Objectives:

Upon successful completion of this course the student will

- have obtained a general understanding of the scope of medical anthropology
- have basic ability to recognize and situate theoretical ideas within medical anthropology
- have basic ability to analyze and debate multiple viewpoints in issues regarding health, illness, and healing systems
- have an understanding of the breadth of cultural approaches and experiences of health, illness, and healing from the local to the global
- have built confidence in engaging in cooperative learning experiences
- have built confidence in using his or her learned knowledge to engage communities outside of academia.

Course Materials:

The class is structured as a cooperative learning experience and is designed for the student to engage the materials in a variety of ways, including readings, group discussions, class discussions, films, writing assignments, and field work.

Whitaker, E. D. 2006. Health and Healing in Comparative Perspective. (HH)

Joralemon, D. 2010. Exploring Medical Anthropology. Third edition (MA)

Additional readings will be posted on Blackboard.

You are responsible for the assigned readings in the books. The readings are the main, but not only source for learning in this course. The readings are important in that they supply an information base. Actual grasp of the knowledge however, will come from you taking this information and "wrestling" with it, analyzing and applying it.

Films will be shown in class.

Students will need to bring a scantron sheet and a nr. 2 pencil to class exam day.

Evaluation and Attendance

Participation and Attendance: Lectures are designed to supplement, rather than repeat, the information contained in the readings. Lectures will often provide information that is not listed in the book or in the other reading assignments. Attendance, therefore, is an essential component of the course. Role will be taken intermittently throughout the semester and absences will be recorded. Each student will be allowed a maximum of **two** unexcused absences. **If you miss 5 or more class periods (excused or unexcused), you may be dropped from the course.**

This is a demanding class, but it is designed for you to engage in cooperative learning. I encourage you to be an active participant. I expect you to treat your fellow students with respect. If you have any problems or concerns, please don't hesitate to contact me.

Class structure: The class is structured in such a way that you will be required to work in groups on a regular basis. Your participation and contribution to the collective learning process is not only desirable, but also a requirement for successful completion of this course. You will be evaluated by your peers on your participation and contribution to the group.

Examinations: Three exams – two exams and a final – will be given on the dates listed in the course outline. Each of the exams will cover lectures, films, and reading assignments since the previous exam only. The exams will consist of multiple choice, short answer and essay. The second and final exams will only cover materials from the previous exam. You will need to bring a scantron sheet and a nr. 2 pencil to the exam. A student may not take a make-up test without having an excused absence. **Documented excuse is required in addition to approval by the instructor for a make-up exam.** Please speak to me about any questions or concerns regarding necessary absences. All effort should be made to contact me as soon as a situation develops necessitating a make-up exam (before the regularly scheduled exam if possible).

Quizzes: Quizzes will cover the assigned readings and are **due before class**. All quizzes will be posted on Blackboard. You will have 10 quizzes. We will drop the highest and the lowest score of your quizzes. **Quizzes cannot be made up.**

Writing Assignments: You will receive additional specific instructions on each assignment.

1. **Engagement Project.** You will write an Engagement Project on a topic in medical anthropology to your liking. Specific information about the engagement project will be provided separately. Your assignment is due at the beginning of class on the due date.

2. **Project Assignments (PA).** You have 5 assignments that are part of your Engagement Project. Your assignments are due at the beginning of class.

3. Lead a group discussion. (GD) One day you will facilitate a group discussion (with a partner) on the assigned readings with your group. You will need to post your discussion questions for your group on Blackboard prior to coming to class. You will turn in your discussion questions and an evaluation of your experience on the day following your facilitation. You also will be evaluated by your group members.

4. Group Process Paper (GP). You will write a paper that will be based on group process and reflection. You will use blackboard to chart your progress. You will write an individual paper, but your group participation will be evaluated as part of your grade.

Extra credit: You will have opportunity for extra credit. You can attend lectures or events that are course appropriate. You will have to write a summary and an analytical response. Maximal score 7 points per assignment. Maximal extra credit assignments is 4.

Late assignments will be marked down points for each day they are late.

Grading and Grading Scale

Exam 1	100	594 – 660 = A
Exam 2	100	528 – 593 = B
Final exam	100	462 – 527 = C
Quizzes (8 out of 10)	80	396 – 461 = D
Engagement Project	100	0 – 395 = E
Project assignments	60	
Group process assignment	10	
Group process paper	50	
Peer Evaluation	10	
Attendance/Participation	50	
Total	660	

Blackboard: Blackboard is an internet-based, educational tool. It can be accessed directly from the SIUE homepage (<http://bb.siue.edu/>). Only enrolled students can access Blackboard for this course and section. Each student can login to Blackboard using their e-id and e-password (same as to access email). Blackboard will be used for several purposes in this course, including 1) posting copies of course-related documents like the syllabus and assignments; 2) providing links to relevant web sites; and 3) maintaining updated information on your individual grades. I do not post class notes on Blackboard. Blackboard is offered as a convenience, and is not intended to take the place of class attendance.

Policies: I place a high value on integrity. There are several important policies that are available on line. You are responsible for knowing them and honoring them. Violation of these codes will be dealt with appropriately. Here are the websites:

Policies and Procedures Contents:	http://www.siue.edu/Policies/ptoc.html
Student Academic Code:	http://www.siue.edu/Policies/3c2.html
Student Conduct Code:	http://www.siue.edu/Policies/3c1.html
Student Grievance Code:	http://www.siue.edu/Policies/3c3.html
Plagiarism Policies	http://www.siue.edu/Policies/1i6.html

In Class Conduct: As teachers and people we have tremendous respect and sensitivity for you, the students in our classes. We expect you to return that respect by refraining from cell phones, beepers, talking or other behaviors that obstruct our ability to do a good job for you and your classmates. An active phone during the exam may be confiscated until the end of the class.

Office Hours and Contacting Me:

Please talk to me if you have questions or concerns about any course material. If you are unavailable during my office hours, I am happy to schedule appointments at other times. I check email frequently, but do not assume I have received or read your email until I have responded. Please use my cell phone number in case of emergencies only.

Support Services:

All students with disabilities will be accommodated through the Disability Support Services office. Students with disabilities should contact DSS (650-3726) and meet with me to make any necessary arrangements for assignments, quizzes, exams, etc. Students are required to present an ID card from DSS when requesting specific arrangements.

Final notes

- Opportunities for extra credit will be assigned at the discretion of the instructor.

Course Outline

This outline is meant to provide a guide to the course content this semester. The schedule is flexible and can be subject to change.

Week	Day/date	Topic	Reading	Assignment	Quiz
1	M Aug 22	Introduction to the course			
	W Aug 24	Intro to anthropology	MA pp. 6-12		
	F Aug 26	Culture and worldviews		Groups assigned	
2					
	M Aug 29	Anthropological method, theory and analysis I	MA 2		
	W Aug 31	Anthropological MTA II	MA 3		
	F Sep 2	Anthropological MTA III	MA 4	GD leading partners chosen	
3					
	M Sep 5	No class – labor day			
	W Sep 7	<i>Library class groups 1-3</i> Vaccination		Project topic due (per email)	
	F Sep 9	<i>Library class groups 4-7</i> Vaccination			
4					
	M. Sep 12	Evolutionary Medicine	HH 16		
	W Sep 14	Evolutionary Medicine	HH 17, 18		Q1
	F Sep 16	Biocultural approach	HH 14, 15 - Genetics	GP1:posted bib due	
5					
	M Sep 19	Western medicine	<i>The American Dominative Medical System</i>	PA1: 4 annot. bibliogr. and summary due	Q2
	W Sep 21	Western medicine	<i>Cultural studies of Biomedicine</i>		Q3
	F Sep 23	Review			
6					
	M Sep 26	Exam 1			
	W Sep 28	Healing traditions	<i>Film: Native American Healing</i>		
	F Sep 30	Healing traditions	<i>Narrative Healing I</i> pp. 1-20	Discuss interviewing	Q4
7					
	M Oct 3	Healing traditions	<i>Narrative Healing II</i> pp. 21-31		
	W Oct 5	Healing traditions	<i>Narrative Healing</i> Class exercise		
	F Oct 7	Work day		GP discussion	
8					
	M Oct 10	Healers	<i>Traditional healing in Nigeria</i>		
	W Oct 12	Guest speaker			
	F Oct 14	Healers	HH 8, 9	GD1 PA2: Interview due	Q5

Week	Day/date	Topic	Reading	Assignment	Quiz
9	M Oct 17	In-class debate	<i>Weil and Chopra</i>		Q6
	W Oct 19	Work day		GP discussion	
	F Oct 21	Guest speaker			
10	M Oct 24	Health disparities	<i>Film: The Great Health Service Swindle</i>	Discuss group/survey questions, media source	
	W Oct 26	Health disparities	<i>The role of school meals in addressing health inequalities</i>	PA3: Interview2 due	
	F Oct 28	Rural health	<i>Health Consequences for Farmers</i>	Group process paper due	Q7
11	M Oct 31	Rural health	<i>Interview Techniques in Appalachia</i>		
	W Nov 2		Review		
	F Nov 4	Exam 2			
12	M Nov 7	Trauma + violence	HH35	PA4: Media/altern source due	
	W Nov 9	Trauma and violence	<i>Gulf Veterans an anthropol. perspective</i>		
	F Nov 11	Guest speaker			
13	M Nov 14	HIV/AIDS	<i>HIV AIDS in Ghana Film: Crisis Control</i>	PA5: Group/survey due	
	W Nov 16	HIV/AIDS	<i>Sexuality and Gender in the Context of AIDS, HIV/AIDS in rural Haiti</i>	GD2	Q8
	F Nov 18	Culture-oriented approach	<i>Film: A Walk to Beautiful</i> http://video.pbs.org/video/980049841/	Watch in privacy of your own dwelling Post project progr	Extra credit
14	M Nov 21	Thanksgiving Holiday			
	W Nov 23				
	F Nov 25				
15	M Nov 28	Culture-oriented approach	<i>HH 39, Legacy of distrust</i>		Q9
	W Nov 30	Culture-oriented approach	<i>Religion suffering and health</i>	Engagement Project Due	
	F Dec 2	Culture-oriented approach	<i>Breast Cancer Education</i>		
16	M Dec 5	Culture-oriented approach	HH 51, 52 - Gender	GD3	Q10
	W Dec 7	Culture-oriented approach	<i>Film: Holy Smoke</i>	In class discussion	
	F Dec 9	Review			
17	T Dec 13	Final Exam 12noon			