

San José State University
Anthropology Department
Anth 108, Medical Anthropology, Section 1, Fall 2017

Course and Contact Information

Instructor:	Jan English-Lueck
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Office Hours:	Monday 10:30-11:45, 3:00-5:00, Wednesday 10:30-11:45 am or by apt.
Class Days/Time:	Monday, Wednesday 1:30-2:45
Classroom:	WSQ 004
Prerequisites:	Prerequisite: ANTH 11 or instructor consent.

Course Format

This course meets in person, augmented by a Canvas learning environment. Students must have internet connectivity and computers to access Canvas.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus can be found on the departmental webpage and on Canvas. My faculty web page is <http://www.sjsu.edu/people/Jan.English-Lueck>. Other materials are located on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates.

Dr. Jan English-Lueck is a Professor of Anthropology and a Distinguished Fellow at the Institute for the Future. English-Lueck has written ethnographies about cultural futures ranging from California's alternative healers to China's scientists, including *Health in the New Age*. She is a participant in Google's Innovation Lab for Food Experiences. She is past President of the Southwestern Anthropological Association and President-Elect for the Society for the Anthropology of Work. English-Lueck is also the author of several books on Silicon Valley including the first and second editions of *Cultures@SiliconValley*, winner of the American Anthropological Association's 2006 Diana Forsythe Prize for the anthropology of science and technology, *Busier than Ever! Why American Families can't Slow Down* (with Charles Darrah and James Freeman), and *Being and Well-being: Health and the Working Bodies of Silicon Valley*.

Course Description

A comprehensive examination of culture, sickness and healing in a cross-cultural perspective, emphasizing ecological/evolutionary bases of disease and healing and cultural dimensions of health in modern world.

In addition to the basic overview of the field, including medical beliefs and practices, medical ecology and critical examinations of health disparities, we will look at the emergent phenomena that surround us in this region. Here, amid everyday folk, we will look for signs of living in a globally interconnected world, where genetic identity, body-area networks, and cross-cultural notions of wellness are amplifying what people have done in the past to manage the wellbeing of their own bodies and those of their families and communities. Placing those observations in a historic context, we will explore using the changing nature of material culture, *materia medica*, to understand the cultural complexity of healing.

Learning Outcomes and Course Goals

Program Learning Outcomes (PLO) of the Anthropology Department

- PLO 1. Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution;
- PLO 2. Awareness of human diversity and the ways humans have categorized diversity;
- PLO 3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline;
- PLO 4. Knowledge of the history of anthropological thought and its place in modern intellectual history;
- PLO 5. Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society;
- PLO 6. Ability to access various forms of anthropological data and literature;
- PLO 7. Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues;
- PLO 8. Knowledge of the research methods of the sub-disciplines of anthropology, and the ability to apply appropriate research methods in at least one sub-discipline;
- PLO 9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences;
- PLO 10. Knowledge of political and ethical implications of social research.

Course Content Learning Outcomes

Upon successful completion of this course, students will be able to:

- CLO 1. Compare culture frameworks, analyze processes, identify assumptions and explain biocultural beliefs and practices;
 - CLO 2. Relate the integral concepts of wellness, knowledge and material culture to the subfield of medical anthropology as the domains interact in traditional and contemporary settings;
 - CLO 3. Differentiate and apply major theoretical approaches to medical anthropology;
 - CLO 4. Infer define major themes and key concepts from primary ethnographic data and secondary texts;
 - CLO 5. Differentiate health and wellness-related for diverse stakeholders, detect the diverse consequences of those actions and distinguish their different points of view.
- Required Texts/Readings

Textbook

Andrea Wiley and John Allen. *Medical Anthropology: A Biocultural Approach*. 2nd Edition, Oxford University Press. ISBN: 9780199797080. Available for purchase or rental through the Spartan Bookstore and purchase through Amazon.com.

Anne Fadiman. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. Farrar, Straus and Giroux. ISBN: 978037453340. Available for purchase or rental through the Spartan Bookstore and purchase through Amazon.com.

Andrew J. Jolivet. *Indian Blood: HIV and Colonial Trauma in San Francisco's Two-Spirit Community*. University of Washington Press. ISBN: 9780295998503. Available for purchase or rental through the Spartan Bookstore and purchase through Amazon.com.

Other Readings

This required reading is online. [Artifacts from the Future](#).

The following reading is available on Canvas. Mark Nichter. 2016. Comorbidity: Reconsidering the Unit of Analysis. *Medical Anthropology Quarterly*.

Other equipment / material requirements

Students will need to have access to computers to use Canvas, and prepare assignments. An audio-recording device may be necessary to complete the class project. Most smart phones and laptops contain such an application.

Library Liaison

Your resource Librarian is Silke Higgins, (408) 808-2118, Silke.Higgins@sjsu.edu.

Course Requirements and Assignments (Required)

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

1. Examinations (100 points each, 46% of total points possible). The course will have three take-home midterm exams, built around professional role-playing scenarios that will require using the information you have gotten in readings and in class. Course learning objectives met by this assignment include CLO 1, 3 and 5.

2. Materia Medica Ethnographic Forecasting Project (20 points for short proposal and starter bibliography due September 27, 50 points for background paper due Dec. 4 and 50 points for the Poster Expo that is the class cumulative activity, due on December 18. Material culture is a central manifestation of cultural beliefs, practices, social relations and environmental constraints. You will select one facet of care, and identify the materia medica used in a specific context in the past, used in a specific context in the present, and you will imagine a plausible artifact from the future. As we learn more in the class, we will continually work with your

case study to think through the impacts of belief, material culture, and social context to discern underlying forces and imagine how those might play out in the future. We will also have a creative Poster Expo to showcase an artifact from the future that could emerge from the practices you saw in the present and the past.

Topical area could include, but are not limited to:

- The body as an interface for technology (sensing, tracking, actuating behavior)
- Enhanced reproductive technologies
- Rethinking life stage and aging
- Living with hidden knowledge, genetics, nutrition, and the human microbiome
- Disability and augmentation
- Rethinking the epidemiology of infectious disease
- Zoonotic diseases

All written material must be original, and based on your own participant-observations and appropriately cited written resources. Course learning objectives met by this assignment include CLO 2 and 4.

3. Participation and Miscellaneous Activities (approximately 100 pts.) Participation in class activities, project updates, simulations, and a variety of other exercises can be worth more than 100 points. Attendance is highly desirable and participation in class discussions is necessary to understand some issues. Exercise and discussion credit, varying from 5 to 20 points, will be given on days in which such activity is essential. Participation will be assessed by giving full credit for active participation, partial credit for passive participation and/or late entry or exit in an activity, and no credit for non-participation. Class discussions and short written exercises (for example, 1 minutes papers) will be used to track participation. Course learning objectives met by this assignment include CLO 4 and 5.

TO BE EXCUSED, if you cannot make it to class to participate in an exercise, you must leave a voicemail or E-mail message **THAT day or earlier**, giving your **name, class and reason for missing the activity**. Verbal messages alone will not be recorded (i.e. telling the instructor in class or in the hallway). You will receive full credit (E) as long as the reason is significant and the privilege is not abused. Only two such absences can be credited. The professor must always be informed of any occasions you cannot participate in class.

Note, The tentative course calendar includes assignment due dates, exam discussion and due dates, and the date of final culminating activity, subject to change with fair notice.

Final Examination or Evaluation

The cumulative evaluation will be based on “science fair” style presentations related to their research on the past, present and future manifestation of *materia medica*.

Grading Information

Grading

Incompletes

Incomplete grades will be granted only if the instructor has been notified and has approved. At least 75% of the work must be completed to get an incomplete grade. Students with missing major assignments will earn the grade based on cumulative points at the time of the final. **NO WORK WILL BE ACCEPTED AFTER THE FINAL!!!**

Notification of Grades

If you wish to know your final grade before grade reports are issued e-mail a grade request. If you need a grade check, please send an email at least 24 hours before the check is needed. You may also track your grade in Canvas.

Marking Criteria

A+ 98-100%

A 94-97 %

A- 90-93%

An "A" demonstrates originality, not merely efficient memory, addresses the tasks effectively, shows effective organization and logical argumentation, uses clear, appropriate and accurate examples and a high level of writing competence and knowledge. Completes the task and consistently does extra work that is self-initiated.

B+ 88-89%

B 84-87%

B- 80-83%

A "B" may show a good level of competence and may even reflect exactly what was discussed in class and texts, but does not contribute original knowledge. It shows uneven development of tasks. Work may be generally well organized, use appropriate examples, display facility in argumentation, with a few gaps, and demonstrates a good level of writing and knowledge. Completes the task and does some extra work guided by the instructor.

C+ 78-79%

C 74-77%

C- 70-73%

A "C" may show a fair level of competence, but may be uneven. Work will address the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriately informal in parts of assignment.

D+ 68-69%

D 64-67%

D- 60-63%

F < 60%

A "D" will demonstrate poor competence with inadequate organization, task and argumentation development and inappropriate examples. It will display difficulty in using adequate academic language and errors in knowledge will be in evidence. A failure will only occur if no effort is made to address the assignment.

Note that "All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details. Grades will be posted on Canvas within one week of grading.

Determination of Grades

Late work will only be accepted if the professor has approved the reason. The work will drop one grade as a late penalty in such cases unless otherwise arranged by agreement with the professor. Extra credit is not given.

Classroom Protocol

Collaborative participation is critical in ethnography. Your classroom demeanor should be professional, as should be your actions in the field. You may bring devices to class, but they should only be used in class activities and work. Do not have open windows that do not pertain to the course, and make sure your mobile devices are set to silent. Distracted and inappropriate behavior that disrupts the class will not be tolerated and you may be asked to leave the classroom if it continues. In group activities, be conscientious and respectful. Listen and let others speak.

University Policies (Required)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

Anth 108 Medical Anthropology Fall 2015, Course Schedule

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug. 23	Introduction to class structure and assignments Take online syllabus quiz by Sunday, August 27 at 11:59 pm. Read Chapter 1, <i>Medical Anthropology: A Biocultural Approach</i>
2	Aug. 28	Medical anthropology breadth and dynamic tensions Read Chapter 2, <i>Medical Anthropology</i>
2	August 30	Discuss project and project options. Read Artifacts from the Future .
3	Sept. 6	Healers and healing in a plural medical environment. Read Chapter 3, <i>Medical Anthropology</i>
4	Sept. 11	View video: <i>Eduardo the Healer</i>
4	Sept. 13	Discuss Eduardo the Healer, and contradictions of medical plurality
5	Sept. 18	View video Excerpt. The Split Horn (on Hmong shamanism). Begin reading: <i>The Spirit Catches You and You Fall Down</i>
5	Sept. 20	Medical pluralism in Merced Continue Reading: <i>The Spirit Catches You and You Fall Down</i>
6	Sept. 25	Class exercise, mapping points of view in <i>The Spirit Catches You and You Fall Down</i>
6	Sept. 27	Naturalistic medicine as an identity movement (note online lecture on Canvas) Short project proposals and bibliography due.
7	Oct. 2	View video excerpt: <i>9000 Needles</i>
7	Oct. 4	Naturalistic medicine locally and globally Exam 1 scenario prompts given on Canvas
8	Oct. 9	Culturally constructed illness. Read Chapter 11, <i>Medical Anthropology</i> Discuss exam 1 scenario prompts
8	Oct. 11	Mental Health and culturally constructed illness Exam 1 due on Canvas
9	Oct. 16	Class activity, mapping the wellness artifact ecosystem of the life course Read Chapter 5, 6 <i>Medical Anthropology</i>
9	Oct. 18	Life course epidemiology and construction
10	Oct. 23	Reproductive health

Week	Date	Topics, Readings, Assignments, Deadlines
10	Oct. 25	View and discuss video excerpt, <i>Surfing for Life</i> , Aging, Read Chapter 7, <i>Medical Anthropology</i>
11	Oct. 30	Life course, past, present and future Class exercise
11	Nov. 1	Food--nutrition, food business and food beliefs Read Chapter 4, <i>Medical Anthropology</i> , Exam 2 scenario prompts given on Canvas
12	Nov. 6	Food continued, Exercise on functional foods Exam 2 prompt discussion
12	Nov. 8	Watch video Food Fight.
13	Nov. 13	Medical ecology Read Chapter 9, <i>Medical Anthropology</i> Exam due on Canvas
13	Nov. 15	Medical ecology, health disparities and the legacies of colonialism, Read Chapter 10, <i>Medical Anthropology</i> and Mark Nichter, "Comorbidity: Reconsidering the Unit of Analysis." (on Canvas).
14	Nov. 20	Suriname case study in medical ecology (watch online video lecture to supplement)
14	Nov. 22	No class. Thanksgiving holiday
15	Nov. 27	Critical medical anthropology and HIV Read <i>Indian Blood: HIV and Colonial Trauma in San Francisco's Two-Spirit Community</i> , Preface, Chapters 1-3
15	Nov. 29	Video: <i>United in Anger: A History of ACT UP</i> . American Anthropological Association Meetings.
16	Dec. 4	Critical medical anthropology and HIV continued Finish Video <i>United in Anger: A History of ACT UP</i> Read <i>Indian Blood: HIV and Colonial Trauma in San Francisco's Two-Spirit Community</i> , Chapters 4-6 Exam 3 scenario prompt given on Canvas Materia Medica Background Paper due on Canvas and hardcopy
16	Dec. 6	Critical medical anthropology and HIV continued Read <i>Indian Blood: HIV and Colonial Trauma in San Francisco's Two-Spirit Community</i> , Chapters 7-8 Exam 3 prompt discussion
17	Dec. 11	Careers in medical anthropology Read Epilogue <i>Medical Anthropology</i> Exam 3 scenario due on Canvas
Final Exam	Monday, Dec. 18	12:15 to 2:30 PM Poster Expo, Bring poster and prototypes