

**San José State University**  
**College of Social Sciences**  
**Anthropology 108**  
**Medical Anthropology – Health Disparities, Fall 2009**

**Instructor:** Dr. Guadalupe Salazar  
**Office Location:** Clark Hall 402 H  
**Telephone:** (408) (924-5730)  
**Email:** [guadalupe.salazar@sjsu.edu](mailto:guadalupe.salazar@sjsu.edu)  
**Office Hours:** (Tuesday/Thursday 9 – 10 am; 1 – 2:30 pm)  
**Class Days/Time:** (Tuesday/Thursday 3:00 – 4:15 pm)  
**Classroom:** (Clark Hall 310)  
**Prerequisites:** ANTH 11 or instructor's consent

**Faculty Web Page**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page accessible through the Quick Links>Faculty Web Page links on the SJSU home page.

**Course Description**

Medical and scientific advances have improved the health status of many individuals however access to this health care has not been available to all. Differential quality of health care leads to disparities in health. Minority groups, such as Latinos, African Americans, Asian Americans and Native Americans, experience a higher incidence of chronic diseases, higher mortality rates, and poorer health outcomes. This class explores contributors to health disparities and barriers to good health.

This is an introductory course to medical anthropology and the theoretical orientations that shape it. We will explore biological, socio-economic, political and cultural contributors to health, illness, and healing. Through the examination of geographically diverse case studies we will explore multiple contributors, such as ethnicity, socio-economic status, gender, sexual orientation and age, to health disparities in our communities, the United States, and internationally.

## **Goals of the Anthropology Department**

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

1. Distinguish major theoretical approaches to medical anthropology;
2. Identify and define key concepts;
3. Identify factors that contribute to health disparities locally and globally;
4. Be knowledgeable about factors leading to health disparities a locally researched case study.

### **Required Texts/Readings**

#### **Textbooks**

- 1) Joralemon, (2010). Exploring Medical Anthropology, 3<sup>rd</sup> Edition.
- 2) Farmer, Paul (2005). Pathologies of Power: Health, Human Rights and the New War on the Poor.
- 4) ANTH 108: Medical Anthropology – Health Disparities Course Reader

The books are available at Spartan Bookstore or Amazon.com. The readings will be available online on my Faculty Web page or at the Reservation Desk in King Library.

## **Course Website**

Course materials such as the syllabus, readings, Group Research Handout, and exam study guides will be available on my Faculty Web Page.

## **Classroom Protocol**

No electronic submission of work – **do not email me your papers!**

**Format of papers:** Papers should be typed, double-spaced, and pages numbered. Please staple together pages. Use a cover sheet (put your name and section number in the top right hand corner of the first page). Please write clearly and correctly and seek help if you need it. Please proofread your papers carefully. Reading your work aloud often reveals mistakes in syntax and spelling.

**Late papers:** Will **ONLY** be accepted if you have spoken with me and gotten permission for a late submission. 2 points subtracted for each day the paper is late.

**Exams:** All exams will consist of multiple choice, True and False, and Fill in the blank questions. Questions will cover class lectures, readings, and films. I will provide a study guide for each exam.

**Disability Accommodations:** If you need course adaptations or accommodations because of a disability, or if you need special arrangements in the case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability.

**Classroom Etiquette:** If you come late to class or leave early, please enter and exit quietly. **Cell phones must be turned off and put away – no text messaging in class.** Computers may be used only for note taking – if I find you surfing the web in class, you will have to leave. Students wishing to use computers must sit at the front of class.

## **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html>. Information about late drop is available at <http://www.sjsu.edu/sac/advising/latedrops/policy/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

## **Assignments and Grading**

Your grade for the semester will be based on the following assignments and activities:

**Class participation:** Students are expected to attend class having prepared the day's assignment in advance and actively engage in class activities, such as discussions of the assigned reading material and in-class activities. 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 will assess participation. Class participation accounts for 10% of the total grade.

**Midterm Exams:** There will be 2 midterms composed of multiple choice, True and False, fill in the blanks and short essay questions. Each midterm accounts for 20% of the final grade (Total 40%).

**Group Research:** Students will work in a group - the size of the group will be determined by class enrollment – on an ethnographic research project health disparities here in San Jose. Group research papers and presentations account for 30% of the final grade. A detailed handout will be distributed in class.

**Final Exam:** The final will be on **December 10, 2009 from 2:45 – 5:00 pm**. It will be composed of multiple choice, True and False questions, fill in the blanks and short essay questions. The final exam will account for 20% of the final grade.

### **Grading Distribution**

100-97 A+	89-87 B+	79-77 C+	69-67 D+
96 - 93 A	86-83 B	76-73 C	66-63 D
92 - 90 A-	82-80 B-	72-70 C-	>63 F

Plus and minus grades may be assigned at the instructor's discretion.

## **University Policies**

### **Academic integrity**

Students should know that the University's Academic Integrity Policy is available at [http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must

register with the DRC (Disability Resource Center) to establish a record of their disability.

# ANTH 108 / Medical Anthropology – Health Disparities Fall 2009

## Course Schedule

Students will be informed about changes to the schedule ahead of time. Students are responsible for noting those changes.

**Table 1 Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug. 25	Course Introduction
	Aug. 27	<u>Introduction to Medical Anthropology</u> Read: • Joralemon, Chapters 1 and 2 • Farmer, Introduction
2	Sep. 1	<u>Theoretical Approaches to Medical Anthropology</u> Read: • Joralemon, Chapters 3 and 4 <b>Video:</b> <i>The Split Horn</i> (58 min)
	Sep. 3	Biocultural and Cultural Approaches
3	Sep. 8	<u>Introduction to Health Disparities</u> Read: • Adler and D. Rehkopf, U.S. Disparities in Health: Descriptions, Causes and Mechanisms (reader)
	Sep. 10	Read: • van Ryn, Paved with Good Intentions: Do Public Health and Human Service Providers Contribute to Racial/Ethnic Disparities in Health? • Joralemon, Chapter 5 and 6
4	Sep. 15	<u>Health Disparities and Race, Ethnicity and Class</u> Read: • Kawachi et al., Health Disparities by Race and Class: Why Both Matter
	Sep. 17	Read: • Farmer, On Social Suffering and Structural Violence
5	Sep. 22	<u>Health Disparities and Race, Ethnicity and Class</u> Read: • Dressler et al., Race and Ethnicity in Public Health Research: Models to Explain Health
	Sep. 24	Read: • Farmer, Pestilence and Restraint • Farmer, A Plague on All Our Houses?
6	Sep. 29	<u>Health Disparities and Race, Ethnicity and Class</u> Read: • Crimmins et al., Hispanic Paradox in Biological Risk Profiles
	Oct. 1	<b>Midterm 1</b>
7	Oct. 6	<u>Health Disparities and Gender</u> Read: • Inhorn, Defining Women's Health: A Dozen Messages from More than 150 Ethnographies.

Week	Date	Topics, Readings, Assignments, Deadlines
	Oct. 8	Read: • P. Farmer, <i>Cruel and Unusual</i>
8	Oct. 13	<u>Health Disparities and Gender</u> Read: • Janes, <i>Free Markets and Dead Mothers: The Social Ecology of Maternal Mortality in Post-Socialist Mongolia.</i>
	Oct. 15	Read: • Joralemon, Chapter 7 • Farmer, <i>Health, Healing and Social Justice</i> Discussion Group Work
9	Oct. 20	<u>Health Disparities and Socio-Economic Status</u> Read: • Braveman et al., <i>Socioeconomic Status in Health Research: One Size Does Not Fit All.</i>
	Oct. 22	Read: • Farmer, <i>Listening for Prophetic Voices</i>
10	Oct. 27	<u>Health Disparities and Socio-Economic Status</u> <b>Video:</b> <i>Sicko</i> (123 min) Read: • Becker, <i>Deadly Inequality in the Health Care "Safety Net:" Uninsured Ethnic Minorities' Struggle to Live with Life-Threatening Illness.</i>
	Oct. 29	<b>Video:</b> <i>Sicko</i> Discussion Group Work
11	Nov. 3	<b>Midterm 2</b>
	Nov. 5	<u>Health Disparities and Age</u> Read: • Borovoy and Hine, <i>Managing the Unmanageable: Elderly Jewish Russian Emigrés and the Biomedical Cure of Diabetes</i>
12	Nov. 10	<u>Health Disparities and Age</u> Read: • Dunlop et al., <i>Gender and Ethnic/Racial Disparities in Health Care Among Older Adults</i>
	Nov. 12	Read: • Chen et al., <i>Understanding Health Disparities: The Role of Race and Socioeconomic Health Status in Children's Health</i>
13	Nov. 17	<u>Health Disparities and Age</u> Read: • Horton and Barker, <i>Rural Latino Immigrants Caregivers' Conception of Their Children's Oral Disease</i>
	Nov. 19	<u>Health Disparities and Sexual Orientation</u> Read: • Mays et al., <i>Heterogeneity of Health Disparities Among African American, Hispanic, and Asian American Women: Unrecognized Influences of Sexual Orientation</i> Group Work

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
14	Nov. 24	<u>Health Disparities and Human Rights</u> Read: • Farmer, New Malaise • Farmer, Rethinking Health and Human Rights • Joralemon, Chapter 8 Group Work
	Nov. 26	<b>Thanksgiving Holiday – Campus Closed</b>
15	Dec. 1	<b>Research Project Presentations</b>
	Dec. 3	<b>Research Project Presentations</b>
16	Dec. 8	The Future? Read: Joralemon, Chapter 9 Review
<b>Final Exam</b>	Dec. 10	<b>FINAL</b> Clark Hall 204 2:45 pm – 5:00 pm