

San José State University
Anthropology Department
Anth 108, Medical Anthropology, Section 1, Fall 2015

Course and Contact Information

Instructor:	Jan English-Lueck
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Office Hours:	Thursday 8:45-11:45, 1:30-2:30
Class Days/Time:	Tuesday, Thursday 3:00-4:15
Classroom:	WSQ 004
Prerequisites:	Prerequisite: ANTH 11 or instructor consent.

Course Format (Delete if not applicable)

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 (Optional)

Course materials such as syllabus can be found on my faculty web page at <http://www.sjsu.edu/people/Jan.English-Lueck> and other materials 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 *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, amidst 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.

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.

Michael Montoya. *Making the Mexican Diabetic: Race, Science, and the Genetics of Inequality*. University of California Press. ISBN: 9780520267312. Available for purchase or rental through the Spartan Bookstore and purchase through Amazon.com.

Other Readings

This required reading is to be found on Canvas.

Emily Wu, *Ecology and Traditional Chinese Medicine in the Bay Area*. Cross Currents. June 2010.

Additional readings related to the class project and are to be found on Canvas. Select the one appropriate to your project.

- Heike Felzman. 'Just a bit of fun': How Recreational is Direct-to-Consumer Genetic Testing?
- Ilseung Cho and Martin Blaser. The human microbiome: At the interface of health and disease.
- Lynne McFarland. From Yaks to Yogurt: The history, development, and current use of probiotics
- Aasha Bohdani. The Connected Body

Other equipment / material requirements (optional)

Students will need to have access to computers to use Canvas, and prepare assignments. An audio-recording device is 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

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Course Assignments

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. Emergent Wellness Practices Project (50 points for ethnographic profile due on Nov. 12 and 50 points for the Emergent Wellness Practices Expo comprised of a poster, and the accompanying 5 page written paper, worth 100 points, and transcript appendix, worth 50 points both due on December 14. Altogether the written portions of this project are worth 250 points, or 38% of the total grade) You will collect ethnographic information on emergent health practices in this region by interviewing one person. Most of the ethnographies we read look to traditional practices, but we will explore the practices that are being created around us. You conduct an ethnographic interview by Nov. 5, and present a profile to our "client," on Nov. 12. 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. The final will consist of a culminating paper that will tie in what you have learned to your case study. An interview transcript using pseudonyms will be attached to that paper. We will also have a creative Expo, with client present, to track what you see now, to an artifact from the future that could emerge from the practices you saw in the present.

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

All ethnographic data must conform to the University's and the discipline's code of research ethics. All participation by informants must be voluntary and confidential. Minors will not directly participate in this project.

All written material must be original, and based on both ethnographic 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.

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.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

Grading Policy

Grading Incompletes

Incomplete grades will be granted only if the instructor has been notified and has approved. Students with missing major assignments (over 50 points) will receive a WU (an Unauthorized Withdrawal). **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 (please do not phone). 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.

Classroom Protocol

There is no ban on devices, but I expect them to be on mute and used only in conjunction with class activities. No device use during films since they are distracting to the rest of the classroom. Class will begin on time, and a professional tone is to be adopted during discussions and communications.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires 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 Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources (Optional)

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR



Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

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. 20	Introduction to class structure and assignments Read Chapter 1, <i>Medical Anthropology: A Biocultural Approach</i>
2	Aug. 25	Medical Anthropology breadth and dynamic tensions Read Chapter 2, <i>Medical Anthropology</i>
2	Aug. 27	Discuss project and project options, brainstorm interviewee possibilities
3	Sept. 1	Healers and healing in a plural medical environment Read Chapter 3, <i>Medical Anthropology</i>
3	Sept. 3	Project workshop, conducting ethnographic inquiry, confirm topical area
4	Sept. 8	View video: <i>Eduardo the Healer</i>
4	Sept. 10	Discuss Eduardo the Healer, and contradictions of medical plurality
5	Sept. 15	View video Excerpt. The Split Horn (on Hmong shamanism). Begin reading: <i>The Spirit Catches You and You Fall Down</i>
5	Sept. 17	Medical pluralism in Merced Continue Reading: <i>The Spirit Catches You and You Fall Down</i>
6	Sept. 22	Class exercise, mapping points of view in <i>The Spirit Catches You and You Fall Down</i>
6	Sept. 24	Project updates, team discussions
7	Sept. 29	Naturalistic medicine locally and globally Read, Wu “Ecology and Traditional Chinese Medicine in the Bay Area”
7	Oct. 1	View video excerpt: <i>9000 Needles</i> Exam 1 scenario prompts given on Canvas
8	Oct. 6	Discuss exam 1 scenario prompts
8	Oct. 8	Mental Health and culturally constructed illness Read Chapter 11, <i>Medical Anthropology</i> Exam 1 due
9	Oct. 13	Project update, class discussion and team support
9	Oct. 15	Life course epidemiology and construction
10	Oct. 20	Class activity, mapping the wellness artifact ecosystem of the life course Read Chapter 5
10	Oct. 22	Reproductive health Read Chapter 6, <i>Medical Anthropology</i>

Week	Date	Topics, Readings, Assignments, Deadlines
11	Oct. 27	Aging, Read Chapter 7, <i>Medical Anthropology</i>
11	Oct. 29	View and discuss video excerpt, <i>Surfing for Life</i> , Exam 2 prompts given on Canvas
12	Nov. 3	Food--Nutrition, food business and food beliefs Read Chapter 4, <i>Medical Anthropology</i> , Exam 2 prompt discussion
12	Nov. 5	Food continued, Exercise on functional foods Exam due
13	Nov. 10	Medical Ecology Read Chapter 9, <i>Medical Anthropology</i>
13	Nov. 12	Project Workshop with client Profiles due
14	Nov. 17	Suriname case study in medical ecology
14	Nov. 20	Class cancelled. American Anthropological Association Meetings. Use this time to work on your transcripts.
15	Nov. 25	Health disparities Read Chapter 10, <i>Medical Anthropology</i> Exam 3 scenario prompt given on Canvas
15	Nov. 27	Happy Thanksgiving.
16	Dec. 1	Critical medical anthropology and diabetes Read Montoya, <i>Making the Mexican Diabetic</i> , Chapters 1-3 Exam 3 prompt discussion
16	Dec. 3	Genetic identity and its implications Read Montoya, <i>Making the Mexican Diabetic</i> , Chapters 4-6 and conclusion Exam 3 scenario due
17	Dec. 8	Careers in medical anthropology Read Epilogue <i>Medical Anthropology</i>
Final Exam	Monday, Dec. 14	2:45 to 5:00 PM Emergent Wellness Practices Expo with “client” Bring poster and prototypes