

San José State University
Anthropology Department
Anth 108, Medical Anthropology, Section 1, Fall 2022

Course and Contact Information

Instructor: Jan English-Lueck

Office Location: Drop in hours on Zoom: <https://sjsu.zoom.us/j/89214703931> (Clark Hall 459, by appointment only)

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Email: Jan.English-Lueck@sjsu.edu

Office Hours: Thursday 3:00-4:00 or by appt.

Class Days/Time: Monday, Wednesday 9:00 to 10:15 AM

Classroom: Clark 202

Prerequisites: Prerequisite: ANTH 11 or instructor consent.

Course Number: 40624

Course Format

This course meets in person, augmented by a Canvas learning environment. Students must have internet connectivity and computers to access Canvas. The class will generally use a flipped class format, with short mini-lectures online and class time devoted to interactive workshops, project time, and discussions. Some class sessions may be conducted on Zoom when guest speakers visit our class remotely. When that occasion occurs I will notify you in advance and you can access the class through the link published in the Canvas announcements.

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. Make sure your email address is updated in MySJSU.

Faculty Bio

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 Food Lab. She is past President of the Southwestern Anthropological Association and President of 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*. She is currently working on a new book on Silicon Valley cultures, *Reengineering Silicon Valley: Subverting Capitalism and Coopting Countercultures*, in which wellness and food technologies feature prominently.

Course Description

This course is 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 care to understand the cultural complexity of healing. In this class, we will focus on the notion of care and caregiving, and analyze student networks of care.

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

Textbooks

Andrea Wiley and John Allen. 2021. *Medical Anthropology: A Biocultural Approach*. 4th Edition, Oxford University Press. ISBN 9780197515990. Available for purchase or rental through the Spartan Bookstore and purchase through Amazon.com.

Kleinman, Arthur. 2019. *The soul of care: the moral education of a husband and a doctor*. New York: Viking. ISBN: 9780525559320. Available for purchase or rental through the Spartan Bookstore and purchase through Amazon.com.

This required reading is online.

[Atlas of Care Tools for Life](#)

[Mapping Ourselves Workbook](#)

Other Readings

The following readings are available on Canvas.

Reading 1. Ecks, Stefan. 2020. Multimorbidity, Polyiatrogenesis, and COVID-19. *Medical Anthropology Quarterly* 34(4): 488-503. DOI: 10.1111/maq.12626

Reading 2. [Excerpt] J.A. English-Lueck. Being and Wellbeing: Health and the Working Bodies of Silicon Valley.

Reading 3. Excerpts from *Care in Practice*: Mol, Annemarie, Ingunn Moser and Jeannette Pols. 2010. "Care: Putting Practice into Theory." Pp. 7-26.

Reading 4. Excerpts from *Care in Practice*: Mol, Annemarie, "Care and its Values: Good Food in the Nursing Home" Pp. 215-234.

Reading 5. Hillman A, Latimer J. 2017. Cultural Representations of Dementia. *PLoS Med* 14(3):e1002274. doi:10.1371/journal.pmed.1002274

Other equipment / material requirements

Students will need to have access to computers to use Canvas and prepare assignments.

Library Liaison

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

Graduate Student Liaison

Patrick Padiernos, working with Rajiv Mehta of the *Atlas of Care*, will be working with the class on the Care Mapping Project.

Course Requirements and Assignments

"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. Field Immersion Homework assignments (50 total points): These include small homework assignments (5-10 points) such as map work, field work, interview with care node. Each assignment will include a written document to be submitted in class or on Canvas. Course learning objectives met by this assignment include CLO 2, 4 and 5.

2. Module Assessments (100 points each, 200 points total, 50% of total points possible). The course will have two library-research and textbook-based 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.

3. Caregiving Maps and Reflections Video

- 10 points Care Spaces/objects Analysis
- 10 points for the draft Care Map;
- 10 Reflection on historical evolution of the Care Map
- 10 points for the revised Care Map (after discussion with classmates and a care map node)
- 20 points for the draft Future Care Visualization;
- 40 points for the reflective discussion and 5 minute video presentation on your map on the last day of class. If you permit, the videos can be shared with Rajiv Mehta. We will have workshops throughout the class to help you with the process.

(100 points total, 25% of the final grade)

All written material must be original and based on your own experiences and analyses. You will use appropriately cited written resources using Chicago Manual of Style. Course learning objectives met by this assignment include CLO 2, 4 and 5.

4. Participation and Miscellaneous Activities (approximately 50 pts, 25% of the final grade).

Participation in class activities, project updates, simulations, Atlas of Caregiving workshops with Rajiv Mehta or Patrick Padiernos; and a variety of other exercises can be worth 50 points cumulatively.

Attendance is highly desirable and participation in class discussions is necessary to understand some phenomena. 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-minute papers, Care map worksheets) 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). **If you are feeling ill, please request the class be audio recorded before class begins**. You will receive full credit (EXcused) as long as the reason is significant, and you do not abuse the privilege (more than two classes unless medical excuse supplied). **You are responsible for informing the professor of any occasions you cannot participate in class.**

Final Examination or Evaluation

The cumulative evaluation will primarily be focused on assessing Module 3, with some cumulative elements.

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

Grades will be assessed based on writing competency and clarity, coherence and accuracy of argument, and professional presentation.

A plus = 98, 392 to 400 points

A = 94 to 97%, 376 to 391 points

A minus = 90 to 93%, 360 to 375 points

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 plus = 88-89%, 352 to 359 points

B = 84 to 87%, 336 to 351 points

B minus = 80 to 83%, 320 to 335 points

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 plus = 78 to 79%, 312 to 319 points

C = 74 to 77%, 296 to 311 points

C minus = 70 to 73, 280 to 295 points

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 plus =68 to 69%, 272 to 300 points
 D = 64 to 67%, 256 to 271 points
 D minus = 60 to 63%, 240 to 255 points
 F = less than 59%, less than 239 points

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 question or topic.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>392 to 400</i>	<i>98 to 100%</i>
<i>A</i>	<i>376 to 391</i>	<i>94 to 97%</i>
<i>A minus</i>	<i>360 to 375</i>	<i>90 to 932%</i>
<i>B plus</i>	<i>352 to 359</i>	<i>88 to 89 %</i>
<i>B</i>	<i>336 to 351</i>	<i>84 to 87%</i>
<i>B minus</i>	<i>320 to 335</i>	<i>80 to 83%</i>
<i>C plus</i>	<i>312 to 319</i>	<i>78 to 79%</i>
<i>C</i>	<i>296 to 311</i>	<i>74 to 77%</i>
<i>C minus</i>	<i>280 to 295</i>	<i>70 to 73%</i>
<i>D plus</i>	<i>272 to 300</i>	<i>68 to 69%</i>
<i>D</i>	<i>256 to 271</i>	<i>64 to 67%</i>
<i>D minus</i>	<i>240 to 255</i>	<i>60 to 63%</i>

Note: "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 in writing by email or in the comments section of Canvas. 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. On Zoom, please mute unless speaking and keep your cameras on during breakout sessions or if requested by the guest speaker.

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 2022, Course Schedule

The schedule is subject to change with fair notice and students will be notified on Canvas and through email.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
		Module 1 Introduction and the biocultural framework
1	August 22	Introduction to class structure and assignments Read: Syllabus before class! Read: Chapter 1, <i>Medical Anthropology: A Biocultural Approach</i>
1	August 24	Medical anthropology breadth and dynamic tensions, Applied work in Silicon Valley Healthcare Read: Chapter 2, <i>Medical Anthropology</i> , Anthropological Perspectives Health and Disease Careers in medical anthropology Read: <i>Medical Anthropology</i> Epilogue, The Relevance of Medical Anthropology Introduction to Atlas of Care: Our bodies, ourselves, our care ecosystems
2	August 29 Asynchronous only, no class meeting	Infectious diseases, and life in a time of pandemic View YouTube Video Video Read: Chapter 8, <i>Medical Anthropology</i> , Infectious Diseases Reading 1, Stefan Ecks, "Multimorbidity, Polyiatrogenesis, and COVID-19"
2	August 31 Asynchronous only, no class meeting	Medical ecology, and political economy Read: <i>Medical Anthropology</i> Chapter 9, Globalization, Poverty, and Infectious disease. Medical ecology, health disparities and the legacies of colonialism Suriname case study in medical ecology (watch Youtube video lecture to supplement)
3	September 5	Labor Day, No class
		Module 2 Cultural Principles of Wellbeing and Care, the epistemological Framework
3	September 7	What is Care? Wellbeing Space/Objects Tour Workshop

Week	Date	Topics, Readings, Assignments, Deadlines
		Homework: Do a wellbeing tour of a space you use Read: Atlas of Care Tools for Life
4	September 12	Activity results and discussion
4	September 14	Ethnomedicine Read: Chapter 3, <i>Medical Anthropology</i> , Healers
5	September 19	View video: <i>Eduardo the Healer</i> Read: Excerpt Transcript and Summary <i>Eduardo the Healer</i> (Canvas file) Discuss Eduardo the Healer, and contradictions of medical plurality
5	September. 21	Healers and healing in a plural medical environment. Homework: Go onto Google Maps and find a potential space for culturally distinct healing
6	September 26	Healers and healing in a plural medical environment, continued
6	September 28	Naturalistic medicines as identity movements
7	October 3	Workshop on Care Maps, Video synopsis featuring Rajiv Mehta Read: Mapping Ourselves Workbook Surf: Atlas of Caregiving
7	Oct. 5, Class on Zoom	Workshop on Care Maps, Guest Rajiv Mehta (Live Questions and Answers)
8	Oct. 10	Mental health and culturally constructed illness Read Chapter 11, <i>Medical Anthropology</i> , Mental Health and Illness Read: Reading 2, English-Lueck, <i>Being and Wellbeing</i> , Prologue, Chapter 1 Module 1/2 Assessment introduced, discussed Draft Care Maps Due on Canvas
8	Oct. 12	Culturally constructed illnesses continued, paper maps discussed with peers, next steps
		Module 3 Anthropology of Care
9	Oct. 17	Anthropology of care Read Reading 3, Excerpts Annemarie Mol: <i>Care in Practice</i> (on Canvas)
9	Oct. 19	Food, nutrition, food business and food beliefs Read Chapter 4, <i>Medical Anthropology</i> . Diet and Nutrition Reading 4, Mol, “Care and its Values: Good Food in the Nursing Home” Module 1/2 Assessment due on Canvas
10	Oct. 24	Food and life cycles previewed continued, begin exercise by brainstorming food artifacts
10	Oct. 26	Reproductive Health Class activity, mapping the wellness artifact ecosystem of the life course Read: Chapter 6 <i>Medical Anthropology</i> , Reproductive Health

Week	Date	Topics, Readings, Assignments, Deadlines
11	Oct. 31	Aging Read: Chapter 7 <i>Medical Anthropology</i> , Aging AND Reading 5, “Cultural Representations of Dementia” Begin Reading Kleinman, Prologue through Chapter 4
11	November 2	Care Map break, Workshop on the evolution of your care map
12	Nov. 7	Life course changes, past, present and future, changing spaces, changing artifacts Read Kleinman, Chapters 5-8
12	Nov. 9	Care Map Break, Workshop on Alternative Futures Caremap
13	Nov. 14	Class exercise, Mapping Kleinman’s care Read Kleinman, Chapter 9-Epilogue
13	Nov. 16	Critical medical anthropology within the United States Chapter 10, <i>Medical Anthropology</i> , Stress, Inequality, Race, and Ethnicity—Health Disparities
14	Nov. 21	Workshop: Visualizing your Future Care
14	Nov. 23	Thanksgiving Holiday, No class
15	Nov. 28	Work and Wellbeing Begin Preparation for final presentations Workshop on CareMap and Presentation
15	Nov. 30	Continued Preparation for presentations. Prompt for Module 3 assessment posted on Canvas
16	Dec. 5 Class on Zoom	Students’ Care Map Slide and Artifact Video Presentations Student Care Map and Analysis Reflections due on Canvas
Final Exam	Dec. 13, 7:15-9:30 AM	Module 3 Assessment due online by 9:30 AM