

Anthropology 108: Medical Anthropology Fall 2007

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Course Description and Objectives

This upper division course is an introduction to medical anthropology and the theoretical orientations that shape it. Through the examination of diverse case studies focusing on cultural beliefs and practices surrounding experiences of illness and disease, this course will explore biological, socio-economic, political and cultural contributors to health, illness, and healing.

Course Pre-requisites: Anthropology 11 or consent from the instructor.

Class Format: Class sessions will include individual participation, small group discussions, and oral presentations.

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.

Student Learning Objectives

Students who satisfactorily complete this course will:

1. Be able to think critically, especially using comparative frameworks, analyze processes and identify assumptions.
2. Be able to recognize and analyze the interaction of social institutions, culture and environment with individual and collective behavior.
3. Be able to identify and analyze the process of social change.
4. Be able to recognize and analyze the forces that foster social cohesion and fragmentation in health related social movements.
5. Understand the complexities of social life both globally and locally in their communities as they reflect different points of view.
6. Conduct research on a specific topic and present their findings clearly and from the perspective of a medical anthropologist.

Learning Objectives of the Anthropology Department

KNOWLEDGE

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.*

SKILLS

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.*

PROFESSIONAL VALUES

10. Knowledge of political and ethical implications of social research.

* These goals are particularly relevant to Anthropology 108.

Required Texts and Material

1. Charles Briggs with Clara Mantini-Briggs (2003), Stories in the Time of Cholera
2. Anne Fadiman (1997), The Spirit Catches You and You Fall Down
3. Donald Joralemon (2006), Exploring Medical Anthropology
4. Anthropology 108 Reader

The books are available through the Spartan Bookstore and Amazon.com. The reader is available at Maple Press (located at 481 E. San Carlos). All material will be on reserve in the MLK Library.

Course Requirements

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. 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 participation accounts for 20% of the total grade.

Reaction Papers: Students are required to write 10 reaction papers during the semester. Reaction papers are not summaries of the readings, rather they reflect student's thoughts and opinions about ideas and concepts discussed in the week's material. Reaction papers are due on Mondays at the beginning of the class for the material they cover. Reaction

papers are to be a minimum of one page and maximum two pages in length; they must be typed, double-spaced, and pages numbered (use 12 pt Times New Roman font). Only typed papers will be accepted. If you have more than one page, please staple the pages together. Please proofread your papers carefully. Reading your work aloud often reveals mistakes in syntax and spelling. Reaction papers account for 10% of the final grade.

Mid-term Exam: The mid-term is an in-class essay exam that will draw on the material covered in class. The mid-term exam accounts for 20% of the final grade.

Oral Presentation: Students will choose between two options for an oral presentation. Oral presentations account for 20% of the final grade.

Option 1: Give an oral presentation focusing on a medicinal plant. Educate the class about the plants' pharmacological properties, as well as cultural and political issues associated with it. Do controversies surround the plant and / or its use?

Option 2: Give an oral presentation focusing on a disease within a specific community. Educate the class about how the incidence and prevalence of the disease in that community. How do cultural, political, and economic factors affect the individual's illness experience?

Final Exam: The final exam will consist of a written take home exam that will require students to synthesize ideas and concepts covered throughout the semester. The final exam is due on December 17 by 9:30 am. No late exams will be accepted. The final exam will account for 30% of the final grade.

Grading

A+ 98>

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 question or topic.

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

See <http://www.geneseo.edu/~writing/?pg=topics/formalinformal.html> for a discussion of formal and informal writing.

See <http://www.geneseo.edu/~writing/?pg=topics/commonerrors.html> for a list of the common writing errors that occur in student writing and how to avoid such problems.

Academic Integrity Policy

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense in both academic and professional environments. In essence, plagiarism is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own.

Plagiarism will lead to grade penalties. It might also result in you failing the course and/or having the incident permanently noted in your SJSU student records. If you are unsure what constitutes plagiarism, it is your responsibility to educate yourself, or ask for clarification, before you hand in written work.

Learning when to cite a source, and when not to, is an art, not a science. However, here are some examples of plagiarism that you should be careful to avoid:

- If you use a sentence (or even a part of a sentence) that someone else wrote and do not reference the source, you have committed plagiarism.
- If you paraphrase somebody else's theory or idea and do not reference the source, you have committed plagiarism.
- If you use a picture or table from a web page or book and do not reference the source, you have committed plagiarism.

- If your paper incorporates data that someone else has collected and you do not reference the source, you have committed plagiarism.

The SJSU library has a tutorial that explains how to identify and avoid plagiarism, available at: <http://tutorials.sjlibrary.org/plagiarism/index.htm>.

In addition, the University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. See, in particular, the following three pages:

- <http://www.indiana.edu/~istd/overview.html>
- <http://www.indiana.edu/~istd/examples.html>
- <http://education.indiana.edu/~frick/plagiarism/item1.html>

If you have questions about the official SJSU policy on plagiarism, please read the "Academic Integrity Policy" at <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-369.html>.

Accommodations for Students with Disabilities

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need to make special arrangements in case the building must be evacuated, please make an appointment to speak with me as soon as possible. SJSU Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center to establish a record of their disability (924-6000).

Course Schedule

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

Week 1: Introduction to Medical Anthropology

August 27, Monday

Introduction to class goals and format, review syllabus, add/drop process and deadlines...

August 29, Wednesday

- ✓ **Read:** Joralemon, ch. 1, 2, pp. 1-29
- ✓ **Read:** Brown et al. "Medical Anthropology: An Introduction to the Fields" Peter Brown et al, in Peter Brown (Ed.), Understanding and Applying Medical Anthropology. Pp.10-19. (READER)
- ✓ **Read:** Baer, H. Singer, M. and Susser, I. (2004) "Medical Anthropology: Central Concepts and Development" in Baer et al. (Eds.) Medical Anthropology and the World System (2nd edition). Ch. 1, pp. 3-29. (READER)

Week 2: Medical Ecology

September 3, Monday: **Labor Day - No Class**

September 5, Wednesday

Read: Joralemon, ch. 3, 4 pp. 30-57

Read: "The Fly That Would be King" by Robert S. Desowitz in Peter Brown (Ed.) *Understanding and Applying Medical Anthropology* (READER)

Read: Briggs, introduction and ch. 1, 2, 3 pp. 1-80

Week 3: Medical Ecology

September 10, Monday

Read: Joralemon, ch. 5 pp. 58-69

Read: Briggs, ch. 4 pp. 81-97

Read: Nguyen, V. and Peschard K. (2003) *Anthropology, Inequality and Disease: A Review. Annual Reviews of Anthropology* 32: 447-474 (READER)

September 12, Wednesday

Read: Briggs, ch. 5 pp. 98-137

Week 4: Medical Systems

September 17, Monday

Read: Joralemon, ch. 6 pp. 70-87

Read: Briggs, ch. 6 pp. 138-162

Read: Foster, G. (1976) *Disease Etiologies in Non-Western Medical Systems. American Anthropologist* v.78: 773-782 (READER)

September 19, Wednesday

Read: Joralemon, ch. 7 pp. 89-107

Read: Briggs, ch. 7 pp. 163-178

Suggested Reading: Finkler, K. (1994). *Sacred and Biomedicine Healing Compared. MAQ* 8(2): 178-198.

Week 5: Healers

September 24, Monday

Read: Joralemon, ch. 8 pp. 108-123

Read: Briggs, ch. 8, 9 pp. 179-223

Read: Van Blerkom, L. (2003). *Clown Doctors: Shaman Healers of Western Medicine. MAQ* 9(4): 462-475 (READER)

September 26, Wednesday

Read: Joralemon, ch. 9 pp. 124-131

Read: Briggs, ch. 10 pp. 224-255

Film: *Eduardo the Healer*

Week 6: Healers

October 1, Monday

Read: Briggs, ch. 11, 12 pp. 256-297

Read: Davenport, B. (2000). *Witnessing and the Medical Gaze: How Medical Students Learn to See at a Free Clinic. MAQ* 14(3): 310-327

(READER)

October 3, Wednesday

Read: Briggs, ch. 13 pp. 298-331

Week 7: Magic, Religion and Healing (production of knowledge)

October 8, Monday

Read: Evans Pritchard, EE (1976) [1937]. Witchcraft, Oracles and Magic

Among the Azande. Ch. 2, 3 pp. 30-44. (READER)

Film: *Witchcraft Among the Azande* (if available)

October 10, Wednesday

Mid-term Exam

Week 8: Magic, Religion and Healing (production of knowledge)

October 15, Monday

Read: Fadiman, ch. 1, 2, 3, 4 pp. 3-37

Read: Good, B. and Del Vecchio Good, M. (1993) "Learning Medicine: The Construction of Medical Knowledge at Harvard Medical School" in

Lindenbaum and Lock (Eds.) Knowledge, Power and Practice: The

Anthropology of Medicine and Everyday Life. (READER)

October 17, Wednesday

Read: Fadiman, ch. 5 pp.39-59

Week 9: Magic, Religion and Healing (production of knowledge)

October 22, Monday

Read: Fadiman, ch. 6, 7 pp. 60-92

Read: Sargent, C. and Bascope, G. (1996). Ways of Knowing about Birth in Three Cultures. *MAQ* 10(2): 213-236. (READER)

October 24, Wednesday

Read: Fadiman, ch. 8 pp. 93-105

Suggested Reading: Inhorn, M. (2006) Defining Women's Health: A Dozen Messages from More than 150 Ethnographies. *MAQ* 20(3): 345-378.

Week 10: Illness Experience

October 29, Monday

Read: Fadiman, ch. 9, 10 pp. 106-139

Read: Waxler, N. Learning to be a Leper: A Case in the Social Construction of Illness (READER).

October 31, Wednesday

Read: Fadiman, ch. 11 pp. 140-153

Suggested Reading: Scheper-Hughes, N. and Lock, M. (1987) The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology. *MAQ*

1(1): 6-41

Week 11: Illness Experience

November 5, Monday

Read: Fadiman, ch. 12, 13 pp. 154-180

Read: "The City is My Mother": Narratives of Schizophrenia and Homelessness. (1997) *American Anthropologist* 99(2): 355-368. (READER)

November 7, Wednesday

Read: Fadiman, ch. 14 pp. 181-209

Suggested Reading: Ennis-McMillan, M. (2001). Suffering from Water: Social Origins of Bodily Distress in a Mexican Community. *MAQ* 15(3): 368-390.

Week 12: Illness Experience

November 12, Monday: **Veteran's Day – No Class**

November 14, Wednesday

Read: Fadiman ch. 15, 16 pp. 210-249

Read: Schoenberg et al. (2005). Situating Stress: Lessons from Lay Discourses on Diabetes. *MAQ* 19(2): 171-193.(READER)

Week 13: Culture Change and its impact of health

November 19, Monday

Read: Fadiman, ch. 17, 18 pp. 250-277

Read: Hare, M. (1993). The Emergence of an Urban U.S. Chinese Medicine. *MAQ* 7(1): 30-49. (READER)

November 21, Wednesday

Read: Fadiman, ch. 19 pp. 278-288

Suggested Reading: Becker, G. (2004). Deadly Inequality in the Health Care "Safety Net:." Uninsured Ethnic Minorities' Struggle to Live with Life-Threatening Illness. *MAQ* 18(2): 258-275.

Week 14: Culture Change and its impact on health

November 26, Monday

Read: Dressler, W. Health in the African American Community: Accounting for Health Inequalities. (1993) *MAQ* 7(4): 325-345. (READER)

Suggested Reading: Whitaker, E. (2003) The Idea of Health: History, Medical Pluralism and the Management of the Body in Emilia-Romagna, Italy. *MAQ* 17(3): 348-375.

November 28, Wednesday

Read: Holmes, S. An Ethnographic Study of the Social Context of Migrant Health in the United States (2006) *PLoS Medicine* (READER)

Week 15: Culture Change and its impact on health

December 3, Monday

Read: Janes, C. Free Markets and Dead Mothers: The Social Ecology of Maternal Mortality in Post-Socialist Mongolia. (2004) *MAQ* 18(2): 230-257. (READER)

December 5, Wednesday

Read: Pfeiffer, J. (2004). Condom Social Marketing, Pentecostalism, and Structural Adjustment in Mozambique: A Clash of AIDS Prevention Messages. *MAQ* 18(1): 77-103. (READER)

Week 16: Wrap-Up

December 10, Monday

Review

FINAL EXAM: December 17, Monday, 7:15-9:30 am. No exams will be accepted after 9:30 am.

Fall 2007 Registration Instructions, Policies and Procedures

v01 Friday, May 11, 2007

Academic Information
Adding a Class
Administrators
Alternative Ways to Attend
Calendar
Directory
Dropping a Class
Fees and Payments
Final Exam Schedule
General Education (G.E.)
Grades & Academic Standing
Graduation
Holds
International Students
Map – Campus Resources
Parking
Payments
Placement Exams
Police Services
Refunds
Registration
Rights & Responsibilities
Selecting Courses
Wait Listing
What's New for Fall 2007?

Registration > Dropping Classes

Dropping a Class

✓ Go to <http://my.sjsu.edu>

- Enter your SJSU ID and Password – you may now use your nine-digit SJSU ID to login to MySJSU. If you are a continuing student and have previously been given a User ID beginning with an uppercase W, you can continue to use this ID to log in.

If you drop a class, you must do so prior to the time you submit payment to ensure that your registration fees are properly assessed.

✓ Navigate to “Self Service” > Student center > Drop a class”

- Click on “Drop Classes”
- Click the checkbox next to each class you wish to drop and click “Drop Selected Classes.”
- Review your selection and click “Finish Dropping.”

CAUTION!

Instructor Drops

Instructors are permitted to drop students who fail to attend the first scheduled class meeting and who fail to inform the instructor prior to the second class meeting of the reason for any absence and their intention to continue in the class. Some instructors will drop students who do not meet the stated course prerequisites. However, they are not required to do so. **It is the student's responsibility to make sure classes are dropped.**

Advance Registration

Monday, June 11 –
Wednesday, August 15

Late Registration

Thursday, August 23 –
Wednesday, September 12

Wednesday, September 5
is the last day to:

- Drop classes or withdraw from SJSU without a “W” grade.
- Add and drop courses of equal net value and not be responsible for additional state university fees.

Wednesday, September 12
is the last day to:

- Add classes
- Submit instructor drops, if the instructor wishes to use that option.
- Submit Academic Renewal, CR/NC and Audit options

<http://my.sjsu.edu> is available
Monday – Sunday, 24 hours daily,
with scheduled maintenance
Mondays 8:00 pm – 11:00 pm,
or as necessary.



ACADEMIC INTEGRITY:

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers.

We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Judicial Affairs for disciplinary action which could result in suspension or expulsion from San José State University.

CHEATING:

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

Copying in part or in whole, from another's test or other evaluation instrument; Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy. Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy. Altering or interfering with grading or grading instructions; Sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

PLAGIARISM:

At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another's work, without giving appropriate credit, and representing the product as one's own work; and representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one's own.

