

San José State University
Anthropology Department
Anth 108, Medical Anthropology, Section 1, Fall 2021

Course and Contact Information

Instructor:	Jan English-Lueck
Office Location:	Clark Hall 459 or on Zoom: https://sjsu.zoom.us/j/89214703931
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Email:	Jan.English-Lueck@sjsu.edu
Office Hours:	Wednesday 1:00-3:00 or by appt.
Class Days/Time:	Tuesday, Thursday 10:45-12:00 PM
Classroom:	Clark 234
Prerequisites:	Prerequisite: ANTH 11 or instructor consent.
Course Number	40669

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.

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 Nature*, 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*. 4nd 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. Wallace, Rob. 2020. "COVID-19 and Circuits of Capital." In *Dead Epidemiologists: On the Origins of COVID-19*. Pp.42-57. New York: Monthly Review Press. ISBN 9781583679029.

Reading 2. [Excerpt] 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.

Reading 3. Anne Fadiman, 2000. "The Spirit Catches You and You Fall Down": Epilepsy and the Hmong." *Epilepsy & Behavior* 1(1): S3-S8.

Reading 4. Excerpts from *Care in Practice*: Mol, Annemarie, Ingunn Moser and Jeannette Pols. 2010. "Care: Putting Practice into Theory." Pp. 7-26.

Reading 5. Excerpts from *Care in Practice*: Mol, Annemarie, "Care and its Values: Good Food in the Nursing Home" Pp. 215-234.

Reading 6. Hillman A, Latimer J. 2017. Cultural Representations of Dementia. *PLoS Med* 14(3):e1002274. doi:10.1371/journal.pmed.1002274

Reading 7. [Excerpt] J.A. English-Lueck. *Being and Wellbeing: Health and the Working Bodies of Silicon Valley*.

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 Padeirnos, 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. Quizzes. (10 points each, 40 points total, 9% of the final grade). Short questions on the readings will be scheduled each month throughout the semester through online Canvas Quizzes. (Course learning objectives met by this assignment include CLO 2 and 4).

2. Examinations (100 points each, 200 points total, 54% of total points possible). The course will have two 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 Care-related Space and Materia Medica Presentation

- 5 points each, 20 points for participation in the Atlas of Caregiving workshops with Rajiv Mehta or Patrick Padiernos;
- 10 points for the draft Care Map;
- 10 points for the draft Environmental Map;
- 50 points for the revised Care Map and Spaces Analysis;
- 20 points for the reflective discussion and presentation on your map on the day of the final. With your permission, the presentations will be videoed and shared with Rajiv Mehta. We will have workshops throughout the class to help you with the process.
- (130 points total, 23% 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, 14% of the final grade). Participation in class activities, project updates, simulations, and a variety of other exercises can be worth 50 points. 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 recorded on Zoom.** You will receive full credit (EXcused) as long as the reason is significant, and the privilege is not abused (more than two classes unless medical excuse supplied). The professor **must always be informed of any occasions you cannot participate in class.**

Final Examination or Evaluation

The cumulative evaluation will be based 5-7-minute **Self-Reflective Care and Space and *Materia Medica* and Spaces Presentations** and written **Care Maps and Analysis papers** referenced in assignment 3.

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, 421 to 430 points

A= 94 to 97%, 404 to 420 points

A minus= 90 to 93%, 387 to 403 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%, 378 to 386 points

B = 84 to 87%, 361 to 377 points

B minus = 80 to 83%, 344 to 360 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%, 335 to 343 points

C= 74 to 77%, 318 to 334 points

C minus= 70 to 73%, 301 to 318 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%, 292 to 300 points

D = 64 to 67%, 275 to 291 points

D minus = 60 to 63%, 258 to 274 points

F = less than 59%, less than 254 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>421 to 430</i>	<i>98 to 100%</i>
<i>A</i>	<i>404 to 420</i>	<i>94 to 97%</i>
<i>A minus</i>	<i>387 to 403</i>	<i>90 to 93.2%</i>
<i>B plus</i>	<i>378 to 386</i>	<i>88 to 89 %</i>
<i>B</i>	<i>361 to 377</i>	<i>84 to 87%</i>
<i>B minus</i>	<i>344 to 360</i>	<i>80 to 83%</i>
<i>C plus</i>	<i>335 to 343</i>	<i>78 to 79%</i>
<i>C</i>	<i>318 to 334</i>	<i>74 to 77%</i>
<i>C minus</i>	<i>301 to 318</i>	<i>70 to 73%</i>
<i>D plus</i>	<i>292 to 300</i>	<i>68 to 69%</i>
<i>D</i>	<i>275 to 291</i>	<i>64 to 67%</i>
<i>D minus</i>	<i>258 to 274</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 2021, 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
1	August 19	Introduction to class structure and assignments Read: Syllabus before class! Read: Chapter 1, <i>Medical Anthropology: A Biocultural Approach</i>
2	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
2	August 26	Our bodies, ourselves, our care ecosystems Read: Atlas of Care Tools for Life
3	August 31	Infectious diseases, and life in a time of pandemic Read: Chapter 8, <i>Medical Anthropology</i> , Infectious Diseases Reading 1, Wallace, Rob. 2020. "COVID-19 and Circuits of Capital."
3	September 2	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
4	September 7	Suriname case study in medical ecology (watch online video lecture to supplement)
4	September 9	Ethnomedicine View in Class: View video: <i>Eduardo the Healer</i> Read: Chapter 3, <i>Medical Anthropology</i> , Healers Excerpt Transcript and Summary <i>Eduardo the Healer</i> (Canvas file)
5	September 14	Healers and healing in a plural medical environment. Discuss Eduardo the Healer, and contradictions of medical plurality
5	September 16	Healers and healing in a plural medical environment, continued Readings 2 and 3, Classic Case Study from Fadiman's <i>The Spirit Catches You and You Fall Down</i> Read Fadiman 2000, Fadiman <i>The Spirit Catches You and You Fall Down</i> Excerpt
6	September. 21	Class exercise, mapping points of view in <i>The Spirit Catches You and You Fall Down</i> Quiz 1 on Canvas
6	September 23	Naturalistic medicines as identity movements Exam 1 scenario prompts uploaded to Canvas

Week	Date	Topics, Readings, Assignments, Deadlines
7	September 28	Read Chapter 11, <i>Medical Anthropology</i> , Mental Health and Illness Mental health and culturally constructed illness Discuss exam 1 scenario prompts
7	September 30	Culturally constructed illness. Exam 1 due on Canvas
8	Oct. 5	Workshop on Care Maps, Guest Rajiv Mehta Read: Mapping Ourselves Workbook Surf: Atlas of Caregiving
8	Oct. 7	Workshop on Care Maps, Guest Rajiv Mehta
9	Oct. 12	Anthropology of care Read Reading 4, Excerpts Annemarie Mol: <i>Care in Practice</i> (on Canvas)
9	Oct. 14	Quiz 2 due on Canvas
10	Oct. 19	Food, nutrition, food business and food beliefs Read Chapter 4, <i>Medical Anthropology</i> . Diet and Nutrition Reading 5, Mol, “Care and its Values: Good Food in the Nursing Home”
10	Oct. 21	Food and life cycles previewed continued, begin exercise by brainstorming food artifacts
11	Oct. 26	Reproductive Health Class activity, mapping the wellness artifact ecosystem of the life course Read: Chapter 6 <i>Medical Anthropology</i> , Reproductive Health
11	Oct. 28	Aging View in class and discuss video excerpt, <i>Surfing for Life</i> Read: Chapter 7 <i>Medical Anthropology</i> , Aging AND Reading 6, “Cultural Representations of Dementia” Begin Reading Kleinman, Prologue through Chapter 4
12	Nov. 2	Life course changes, past, present and future, changing spaces, changing artifacts Read Kleinman, Chapters 5-8 Prompt for Exam 2 posted on Canvas
12	Nov. 4	Discuss prompt for exam 2 Long-COVID and ecosystems of care Read: https://www.bbc.com/news/health-57833394 (pdf also on Canvas)
13	Nov. 9	Class exercise, Mapping Kleinman’s care Read Kleinman, Chapter 9-Epilogue Quiz 3 due on Canvas
13	Nov. 11	NO CLASS VETERANS DAY
14	Nov. 16	Critical medical anthropology within the United States Chapter 10, <i>Medical Anthropology</i> , Stress, Inequality, Race, and Ethnicity— Health Disparities Exam 2 due on Canvas
14	Nov. 18	Workshop on CareMap and Presentation Work and Wellbeing

Week	Date	Topics, Readings, Assignments, Deadlines
		Read: Reading 7, English-Lueck, <i>Being and Wellbeing</i> , Prologue, Chapter 1
15	Nov. 23	Workshop on CareMap and Presentation Work and Wellbeing Read: Reading 7, English-Lueck, <i>Being and Wellbeing</i> , Prologue, Chapter 1
15	Nov. 25	Thanksgiving Holiday, No class
16	Nov. 30	Careers in medical anthropology Read: <i>Medical Anthropology</i> Epilogue, The Relevance of Medical Anthropology Quiz 4 on Canvas
16	Dec. 2	Preparation for final presentations
Final Exam	Dec. 8-14 TBD	Students' Care Map Slide and Artifact presentations Student Care Map and Analysis Reflections due on Canvas