



**New York City College of Technology
Social Science Department**

COURSE CODE: ANTH 2000 (56457 – D670 LEC)

TITLE: MEDICAL ANTHROPOLOGY, Tuesdays/Thursdays 11:30-12:45, Midway 306

Number of class hours, lab hours if applicable, credits: 3 Class Hours, 3 Credits, BS core

Enrollment requirements: **ENG 1101 and any Anthropology course.**

Satisfies Flexible Core – World Cultures & Global Issues

Class attributes: Writing Intensive (A minimum of 15 pages total)

INSTRUCTOR

Dr. Lisa Pope Fischer

LPopeFischer@citytech.cuny.edu

718-260-5742

Namm 627, Office Hours XX, or email to schedule an appointment.

COURSE DESCRIPTION:

Medical Anthropology aims to understand the interrelationship between culture and understandings of disease, health, and healing. Anthropologists look at the biocultural basis of health to understand how different cultures experience and treat illness. This course looks at medicine in terms of health, illness, and forms of healing from an Anthropological perspective that includes biological and cross-cultural perspectives. Whereas Western biomedicine tends to favor an application of science, in some societies health and illness cannot be separated from their worldview and spiritual belief systems. This course will address the various theories and methods used to analyze and understand the body as a site of illness and healing. Topics include Healers and Healing, Ethnomedicine, Humoral Medicine, Belief Systems (Religion, Spirituality, Worldview) and understandings of health, Diet and Nutrition, Social Inequality & Health Disparities, and Cultural understandings of Mental Health.

COURSE CO/PREREQUISITE (S):

ENG 1101 and any Anthropology course.

REQUIRED TEXTBOOK (S) and/or MATERIALS*

1) Joralemon, Donald. *Exploring Medical Anthropology*. 3rd Edition. New York: Pearson, 1989.

2) ADDITIONAL REQUIRED MATERIALS: Additional Articles can be accessed from the CityTech Library article database EBSCO. To access EBSCO, go to city tech library, click on "article" search, select database "EBSCO," to print article select "pdf" file. [I want you to learn how to access peer reviewed articles]

SEQUENCE OF TOPICS AND TIME ALLOCATIONS (week by week

Course Schedule:

I.

a. *Week one Tuesday X, Thursday X:* Introduction to course

i. *Required reading:*

1. Joralemon Chapter 1: What's So Cultural About Disease.
2. Scheper Hughes, Nancy and Margaret M. Lock (1987) "The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology" in *Medical Anthropology Quarterly*, New Series, Vol. 1, No 1 (Mar. 1987), pp. 6-41.

b. *Week two Tuesday February 5, Thursday February 7: Methods in Anthropology*

i. *Required reading:*

1. *Joralemon Chapter 2: "Anthropological Questions and Methods in the Study of Sickness and Healing"*

II. ***Biocultural Approaches***

a. *Week three Tuesday X Thursday X:* Evolution, health, and medicine

i. *Required Reading:*

1. *Joralemon Chapter 3: Recognizing Biological, Social and Cultural Interconnections: Evolutionary and Ecological Perspective*
2. Brüne M ; Hochberg Z. "Evolutionary medicine--the quest for a better understanding of health, disease and prevention." *BMC Medicine [BMC Med]* 2013 Apr 29; Vol. 11, pp. 116. Date of Electronic Publication: 2013 Apr 29.

b. *Week Four Tuesday X, Thursday X: Bioarchaeology and the history of health*

- i. *Required Reading:* Larsen, Clark Spencer. "Bioarchaeology: The Lives and Lifestyles of Past People." *Journal of Archaeological Research*. Jun2002, Vol. 10 Issue 2, p119-166. 48p. [Fossils]

TOPIC: Cultural and political ecologies of disease

- ii. *Required Reading:* Leatherman, Thomas. "A Space of Vulnerability in Poverty and Health: Political-Ecology and Biocultural Analysis." *Ethos* (00912131); Mar2005, Vol. 33 Issue 1, p46-70, 25p [Andean People's of Peru]

III. Cultural Approaches

a. *Week Five Tuesday X, Thursday X: : Belief and ethnomedical systems*

Required Reading:

1. Randall, Theo "Understanding the Personalistic Aspects of Jola Ethnomedicine." *Journal of the Indiana Academy of the Social Sciences*. 2010, Vol. 14, p18-30. 13p. [Jola peoples of Gambia/Africa]
2. Ostenfeld-Rosenthal, Ann M. "Energy Healing and the Placebo Effect. An Anthropological Perspective on the Placebo Effect" *Anthropology & Medicin*, Vol. 19, No. 3, December 2012, 327-338. [Denmark]

****Writing:** three page research proposal

b. *Week Six Tuesday X, Thursday X: Ethnomedicine continued: Healers in cross-cultural perspective*

Required Reading:

1. *Joralemon Chapter 6: Healers and the Healing Profession*
2. Glass-Coffin, Bonnie. "A MOTHER'S LOVE: GENDER, ALTRUISM, AND SPIRITUAL TRANSFORMATION." *Zygon: Journal of Religion & Science*. Dec2006, Vol. 41 Issue 4, p893-902. 10p. [Northern Peru]
- Or – 3. Allocco, Amy. L. "From Survival to Respect: The Narrative Performances and Ritual Authority of a Female Hindu Healer." *Journal of Feminist Studies in Religion* Spring2013, Vol. 29 Issue 1, p101-117. 17p. [South India]
4. Evans-Pritchard, EE "Witchcraft Explains Unfortunate Events" in Reader in Comparative Religion: An Anthropological Approach edited by William A. Lessa and Evon Z. Vogt. New York: Harper & Row, 1979. [Azande peoples of Africa]

c. *Week Seven Tuesday X, Thursday X: Ideationist/Interpretist Approach and Culture, illness, and mental health.*

**** Writing:** *Do Therapeutic Writing exercise*

Required Reading:

1. Kohrt, Brandon A., Maharjan, Sujen M., Timsina, Damber, . "APPLYING NEPALI ETHNOPSICOLOGY TO PSYCHOTHERAPY FOR THE TREATMENT OF MENTAL ILLNESS AND PREVENTION OF SUICIDE AMONG BHUTANESE REFUGEES." *Annals of Anthropological Practice*. May 2012, Vol. 36 Issue 1, p88-112. 25p. [Nepali Bhutanese Refugees]
2. Hoppes S, Hamilton TB, Robinson C "A Course in Autoethnography: fostering reflective practitioners in occupational therapy" *occupational Therapy in Health Care*, 2007; 21 (1-2): 133-143. [Writing exercise]

d. Week Eight Tuesday X, Thursday X: Critical medical anthropology

Required Reading:

1. Joralemon Chapter 4: "Expanding the Vision of Medical Anthropology: Critical and Interpretive Views of the Cholera Epidemic"
2. Emily Martin and /or
3. Pfeiffer, James, and Mark Nichter "What Can Critical Medical Anthropology Contribute to Global Health?" *Medical Anthropology Quarterly*, Vol. 22, Issue 4, pp 410-415.

- Midterm Exam covers weeks 1-8

IV. Applied Medical Anthropology

a. Week nine Tuesday X, Thursday X: Clinical Medical Anthropology

Required Reading:

1. Joralemon Chapter 8: *Applying Medical Anthropology*
2. Katz, Pearl "Ritual in the Operating Room" *Ethnology*, Vol 20, No. 4 (Oct., 1981), pp. 335-350. [Draws on Anthropological approaches to ritual]
3. Kleinman A, Eisenberg L, Good B. Culture, illness, and care: clinical lessons from anthropologic and cross-cultural research. *Ann Intern Med* 1978;88:251-8 [Applying Anthropological approaches to cultural variations in understandings of illness]

b. Week ten Tuesday X, Thursday X Case Studies in Explanatory Models

**** Writing:** Do patient/doctor interaction exercise to explore Anthropological methods of observation and interpretation using Fadiman reading. "Intercultural knowledge and Competence": A Mock Cultural interaction between: a Hmong immigrant family and American Doctor"

Required Reading:

1. Joralemon Chapter 9: *Anthropology and Medical Ethics*
2. Fadiman, Ann. "The Spirit Catches You and You Fall Down": Epilepsy and the Hmong. *Epilepsy & Behavior: E&B [Epilepsy Behav]* 2000 Feb; Vol. 1 (1), pp. S3-S8. [Hmong peoples from Laos]
3. Rairdan, Betty, Higgs, Zana Rae. "When your patient is Hmong refugee." *American Journal of Nursing*; March 1992, Vol. 92, p52-55, 4p. [Hmong peoples from Laos]

c. Week eleven Tuesday X, Thursday X: Case Studies continued: Exploring cultural misunderstandings; "Susto"

Required Readings:

1. Poss, Jane and Mary Ann Jezewski (2002) "The Role and Meaning of Susto in Mexican Americans' Explanatory Model of Type 2 Diabetes" *Medical Anthropology Quarterly*, New Series, Vol. 16, No. 3 (Sep., 2002), pp. 360-377. [Mexican culture]
2. Rubel, Arthur J. and Carmella C. Moore (2001) "The Contribution of Medical Anthropology to a Comparative Study of Culture: Susto and Tuberculosis" *Medical Anthropology Quarterly*, New Series, Vol. 15, No. 4, Special Issue: The Contributions of Medical Anthropology to Anthropology and Beyond (Dec., 2001), pp. 440-454 [Mexican culture]

d. Week Twelve Tuesday X Thursday X: Applying methods to improve care

1. ** Writing: Do narrative writing exercise (Rita Charon)

Required Reading:

1. Arntfield, Shannon L., Kristen Slesar, Jennifer Dickson, Rita Charon "Narrative medicine as a means of training medical students toward residency competencies" *Patient Education and Counseling*. Volume 91, Issue 3, June 2013, Pages 280–286. [Writing exercise]
2. Csordas, Thomas, Christopher Dole, Allen Tran, Matthew Strickland, Michael Storck "Ways of Asking, Ways of Telling" *Culture, Medicine, & Psychiatry*, Mar 2010, Vol, 34, Issue 1, p29-55. [Navajo Healing]
3. Wikan, Unni "Managing the Heart to Brighten Face and Soul: emotions in Balinese Morality and Healthcare" *American Ethnologist*, Vol. 16, No. 2 (May, 1989), pp.294-312. [Balinese culture]

e. Week Thirteen Tuesday X, Thursday X: Social inequality and Health Care (Race, gender, class, age)

Required Reading:

1. Farmer, Paul and D. Maru "Human Rights and Health Systems Development: Confronting the Politics of Exclusion and the Economics of Inequality" *Health and Human Rights*, Dec 15, 2012, Vol. 14 (2), pp. 10-8. [Nepal & South Asia]
2. Kleinman, Arthur, and Benson, Peter. "Anthropology in the Clinic: The Problem of Cultural Competency and How to Fix It." *PLoS Medicine*. Oct2006, Vol. 3 Issue 10, p1673-1676. 4p.

f. Week fourteen Tuesday X, Thursday X: Globalization

Required reading:

1. Joralemon Chapter 5: *The Global Petri Dish*
2. Jones, Chaunetta. "If I Take My Pills I'll Go Hungry": The Choice Between Economic Security and HIV/AIDS Treatment in Grahamstown, South Africa" *Annals of Anthropological Practice*. Ma 2011, Vol 35 Issue 1, p67-80 (14p). [S. Africa]
3. Inhorn, MC. "Globalization and Gamates: Reproductive 'Tourism,' Islamic Bioethic, and Middle Eastern Modernity." *Anthropology and Medicine* 18, no. 1 (April 2011): 87-103. [Islam, Middle East]

Week fifteen Tuesday X: Culture change and future research

Required reading:

1. Joralemon Chapter 10: A Look Back and a Glance Ahead
2. Pope Fischer, Lisa. "Culture of Communist Past within the Healthcare System: Reorganizing Healthcare and a Mystification of the Body" in Symbolic Traces of Communist Legacy in Post-Socialist Hungary: Experiences of a Generation that Lived During the Socialist Era. Brill Publishing: Leiden, 2016. [Hungary]

Reading Day Wednesday X (No classes)
Final Exams

LEARNING OUTCOMES	ASSESSMENT METHODS
1. Have an understanding of Anthropological fieldwork. Learning the skills of Anthropology can facilitate better observation and communication skills with people from other cultures.	1. In class exercises and writing exercises demonstrate understanding of Anthropological fieldwork: 1. Observation Fieldwork 2. Patient/Doctor Scenario 3. Narrative Medicine , 4. Therapeutic Writing .
2. Able to articulate Anthropological themes and concepts used to analyze medical issues.	2. Students apply the themes and concepts of the course to class assignments. Students must apply the main thesis or theme from assigned articles to their analysis. Exam essays test ability to articulate themes and concepts.
3. Have an understanding of the key concepts in themes from the course (cultural relativism, social inequality, etc.)	3. Questions on exams and themes applied to group project and exam essays facilitate learning key concepts in the field of Anthropology.
4. Have an understanding & sensitivity for a variety of cultures and their understandings about health and healing.	4. Essay questions on exams, class discussions, and projects give students an appreciation of multi-cultural perspectives related to health and healing.

GENERAL EDUCATION LEARNING OUTCOMES/ASSESSMENT METHODS

LEARNING OUTCOMES	ASSESSMENT METHODS
1. KNOWLEDGE: Students develop knowledge of the concepts and theories deployed by anthropologists in their analysis of cultural and social issues particularly as they relate to medical issues.	1. Course exercises and exams measure a student's understanding of key concepts and approaches in Anthropology. The skillset learned from anthropology such as observation, cultural sensitivity, and analysis can apply to lifelong learning.
2 SKILLS: Students demonstrate the ability to communicate, analyze, and produce materials that illustrate inquiry and analysis.	2. Course exercises and exams evaluate a student's understanding of Anthropological skills. Students communicate understanding in oral and written form. They learn observation skills as well as the ability to then derive understand of what they observe in the form of qualitative analysis or ethnography.
3. INTEGRATION: Students work productively within and across disciplines.	3. Course exercises and exams show student's ability to resolve issues creatively using an anthropological skillset. Reading assignments highlight Anthropology but overlap with other disciplines allowing students to make meaningful connections between different approaches. Students gather articles from library article database and interpret, evaluate, and apply information from these scholarly peer reviewed materials. Students present the articles in class, and incorporate them in their writing.

<p>4. VALUES, ETHICS, AND RELATIONSHIPS: Students understand and apply values, ethics, and diverse perspectives in personal, civic, and cultural/global domains</p>	<p>4. Course exercises and exams allow students to demonstrate cultural awareness and sensitivity (cultural relativism). Helps students understand from an “emic” view (the perspective of another culture), yet also gain new understanding of our own culture.</p>
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INTENSIVE WRITING/ASSESSMENT METHODS

LEARNING OUTCOMES	ASSESSMENT METHODS
<p>1. DESCRIPTION OF METHODOLOGY: Students learn to write up their research methods: Selection criteria, Procedures, and Methods.</p>	<p>2. Students turn in a scaffold/low stakes worksheet where they fill in the requirements for methods. This is rewritten and used within the 3 page research proposal description. This is again revised for the final paper project.</p>
<p>2. RESEARCH PROPOSAL: Students learn to address a topic of interest, and develop a research design using the methods of anthropology.</p>	<p>1. Students write a 3 page research proposal. This is a “medium stakes” exercise.</p>
<p>3. DESCRIPTION OF ARTICLE: Students learn to read and then describe the main theory or concepts of an anthropological article.</p>	<p>3. Students turn in a scaffold/low stakes worksheet where they fill in the blanks (topic, thesis, concepts). This is then revised and polished for their final paper (High stakes assignment) where they not only describe the main issues of the article but apply it to their research.</p>
<p>4. LEARNING TO WRITE A THESIS AND TOPIC SENTENCES: Students learn to write a thesis statement and then show how it is applied throughout a paper with the use of topic sentences.</p>	<p>4. Student turn in a scaffold/low stakes worksheet with a draft of their thesis statement and topic sentences. This is then revised and applied in their final paper.</p>
<p>5. PEER WRITING GROUPS: Students learn from their fellow classmates about peer review and guidance.</p>	<p>5. After the 3 page research proposal I will divide students into complementary groups. This is a low stakes exercise to encourage discussion and questions about the writing process. I meet with each group to check in, answer questions, and brainstorm ideas.</p>

ASSIGNMENTS and other course requirements*

Students are expected to read all assigned materials in preparation for each class. Reading comprehension of the main thesis of each article is essential. Several exams are given throughout the semester. Each student, working in small groups, will be expected to present assigned article to the class. There are three short writing assignments: fieldnotes, therapeutic writing, narrative writing. The final exam will consist of essay questions related to the articles and themes from the course. Explicit details of these assignments will be handed out in class and posted on Blackboard. No late projects will be accepted leading to an automatic “F”. Any form of cheating or plagiarism will result in an automatic “F” and a formal report to the college. (See Academic Integrity Statement below)

METHOD OF GRADING – elements and weight of factors determining students’ grade*

Participation (Attendance contributes to your participation grade) 10%

Student group presentations (20%)

Writing exercises 40% (1. Research Proposal (10), 2. Patient/Doctor Scenario (5), 3. Narrative Medicine (5) , 4. Therapeutic Writing (5), Final Research Paper (15)).

Midterm (10%)
Final exam (20%)

CITYTECH GRADE POINTS:

A	93-100	B	83-86.9	C	70-76.9	WU	Unofficial Withdrawal –More than 3 absents
A-	90-92.9	B-	80-82.9	D	60-69.9		
B+	87-89.9	C+	77-79.9	F	59.9 below		

ACADEMIC INTEGRITY POLICY STATEMENT

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

Semester course is taught: Spring 2019