

ANTH 215 Introduction to Medical Anthropology and Global Health
Spring 2018

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I. Course Description

This course is an introduction to the field of Medical Anthropology with attention devoted to Global Health. Medical Anthropology is concerned with the comparative study of culture, health, illness, and healing practices. Over the course of the quarter we will study how people's perceptions and interpretations of health and illness are inextricably tied to cultural norms, social structures, and environmental conditions and how these interact along national, racial, ethnic, sexual and gender lines among others. We will explore ideas and behaviors related to health across a variety of social settings, as well as the ways that different groups of people navigate uneven access to health care because of social and economic disparities.

Course material may combine introductory readings, academic articles, ethnographies and the recommendation of documentary films, films and other media.

Thus, this course involves your critical thinking, engagement, and reflection around the following questions:

1. What determines health and illness?
2. How and why do societies vary in their health care systems, illness beliefs, and illness experiences?
3. What role does culture play in treatment outcomes?

II. Course Objectives

1. To define key concepts in the field of medical anthropology;
2. To gain understanding of issues of current importance for global health;
3. To explore the usage, production, and methods of ethnography to understand and address the complex challenges facing our globalizing world;
4. To develop critical thinking skills that will contribute to the analysis of the social and cultural dimensions of illness, disease, and healing in the US and elsewhere;
5. To examine how structural inequalities such as gender, age, ethnicity, and race contribute to health disparities on local and global contexts.

III. Overview of Course Requirements

Complete all readings by the class session for which they are assigned.

Complete the readings prior to coming to lecture. In lecture we will discuss the broader frameworks with which to understand the themes addressed in the readings and we will often discuss the readings main arguments to help you understand them. Having read them prior to lecture will speed up the learning process and improve your overall understanding. Bring the syllabus, assigned reading materials, and notes to each lecture and section meeting.

Attend and participate in all class meetings. You are expected to come to lectures and sections having completed the relevant readings and assignments listed for the meeting, and to participate in the ensuing discussion by sharing your thoughts, views, and questions. In lectures and sections an interactive teaching pedagogy will be used and you may be called upon during lectures and class randomly to respond to a question or to discuss concepts from the lecture, the readings, and the assignments.

Classroom Behavior: Students must treat each other and the instructors in a respectful and considerate manner. Please make every effort to arrive to lectures and sections on time. Laptops are allowed in class but all electronic messaging applications must be turned off and you must not text-message during class. When you disrupt your fellow students' learning processes you may be called upon during class and asked to leave.

Communication: TAs and lecturer do not respond to e-mails that inquire about information provided in the syllabus, the Canvas website, or announced in class. Check e-mail regularly for course-related announcements. When sending emails, use the CANVAS e-mail tool to reduce the risks of e-mails getting lost in regular mail. Always include your name + section + TA when contacting any of the instructors.

University Honesty Code: By accepting admission to the University of Washington, each student makes a commitment to understand, support, and abide by the University Honor Code without compromise or exception. Violations of academic integrity will not be tolerated. This class will be conducted in strict observance of the Honor Code. Please refer to your Student Handbook for details.

Disability Policy and Universal Access: This class and the University of Washington are committed to providing access, equal opportunity, and reasonable accommodation in its services, programs, activities, education and employment for all individuals. To request accommodations to the class in any way contact Disability Services Office at: (206) 543-6450/V, (206) 543-6452/TTY, (206) 685-7264/FAX or e-mail at: dso@u.washington.edu. Please contact your TA or the lecturer during office hours to arrange for any accommodations that are needed for this class and classroom.

Use of VeriCite and plagiarism detection service: The University has a license agreement with VeriCite, an educational tool that helps prevent or identify plagiarism from Internet resources. Your instructor may use the service in this class by requiring that assignments are submitted electronically to be checked by VeriCite. The VeriCite Report will indicate the amount of original text in your work and whether all material that you quoted, paraphrased, summarized, or used from another source is appropriately referenced.

(Source IT Connect website, FAQ): Students can request that their assignments be removed from the VeriCite repository. Students have two options regarding their assignments being stored in the VeriCite database.

1. If students do nothing, then the assignment will be stored in the VeriCite database for the duration of UW's contract with VeriCite.
2. If the student requests, VeriCite will store the assignment only for the duration of the quarter. Once the class is over, the assignment will be deleted from the database. Students should email a request to help@uw.edu. The request must include the paper specifics, such as class name, assignment title, student name, and the URL for the paper. The campus administrator will forward the request to VeriCite support.

Please consult IT connect website for more information: <https://itconnect.uw.edu/>

Plagiarism: including the use of work submitted to another course without the consent of both instructors, the use of work by another person, or the use of someone else's words, ideas, or arrangement of ideas without giving proper reference to the author--is a serious violation of the Honor Code. This applies to all electronic sources found on the Worldwide Web or on other on-line databases such as those available through our campus libraries. Please see the section on plagiarism in your Student Handbook. All plagiarized work will be given the grade of 0 with no make-up opportunities. If you have questions after reading the Student Handbook section on plagiarism, please ask me in class.

IV. Assignments

Evaluation for the course will be based on bi-weekly quizzes, 2 writing assignments, and a final exam. Late work will not be accepted, except in a verifiable emergency precluding timely submission. To the extent that other exceptional circumstances do arise that prevent timely submission of assignments, such as parental and other care giving tasks, it is your responsibility to make advance arrangements with your

section leader. Thus, always first contact your TA. The instructor reserves the right to decline or to accept untimely work in emergency circumstances and the instructor reserves the right to determine what constitutes an emergency.

Participation

10%

At the end of each lecture there may be a one question quiz or short answer that can be turned in electronically. In addition, quiz section activities will count as part of your participation grade.

Online Quizzes

20%

The quizzes count for a total of 20%. The quizzes will be available online at the times described in the syllabus. You can take the quiz only via Canvas. The content is based on lectures and readings, including any films or audio material used in lecture. **No makeup quizzes are available.** All quizzes are made online. Check syllabus for specific dates.

Writing Assignments

35%

You will complete two 2-page writing assignments to help you understand, reflect upon, and apply some of the key concepts learned in class. The assignments are graded and need to be completed in time in order to pass this class. In lecture and sections, we will discuss the assignments prior to writing. Each assignment counts for 17.5% of the final grade.

Final exam

35%

Exam scheduled: Wednesday June 6, 4:30 – 6:20pm in MLR 301. The exam will include multiple choice questions, matching, short answer, and short essay questions based on all the material covered in the course, including content from films, readings, and lectures. **NO BLUE BOOKS REQUIRED.** It is not possible to make individual exceptions. Schedule any holiday plans, doctor visits, and other responsibilities accordingly.

V. Required Texts and Other Course Materials

Reading material

- Singer, Merrill and Baer, Hans. 2012. *Introducing Medical Anthropology: A discipline in action*. **Second Edition**. AltaMira Press
- Mattingly, Cheryl. 2014. *Moral Laboratories: Family Peril and the Struggle for a Good Life*. Berkeley, CA: University of California Press.
- Behrouzan, Orkideh. 2016. *Prozak Diaries: Psychiatry and Generational Memory in Iran*. Palo Alto, CA: Stanford University Press.

The books are available for purchase at the University Bookstore (<http://www.bookstore.washington.edu/services/services.taf?page=locations>). Additional required readings will be made available on Canvas, under “Pages.” A request has been placed to have the books be put on reserve at Odegaard Library.

Films Screened in Class

Any films screened in class are considered part of required course materials. If you miss a screening, it is expected that you view the film outside of class. If assigned most films will be on reserve through the Media Center at Suzzallo Allen library, or are available online. Any links to online material are posted in lecture Power Points.

VII. CANVAS and Poll Everywhere Websites

In this course, we will use Canvas to access additional reading material, to communicate with instructor and TAs, and to continue discussions started in class. When possible power point slides will be posted on CANVAS, under “Files” before class. In most cases slides will be posted after the second section.

In addition to Canvas, we will also be using Poll everywhere, a website designed to foster interactive learning environments. <https://www.polleverywhere.com/> Most of the polls will be used in lecture and responses will be anonymous. If not anonymous, the lecturer will make this clear ahead of time. Responses to polls in class can be send through the website or via text messages. Further details will be given in lecture. Responses can be moderated to remove the ones with inappropriate language.

VIII. Communication

When contacting your TA or instructor, use CANVAS to avoid e-mails getting lost in regular UW-e-mail. Allow 48 hours for response to e-mail inquiries and do not expect to receive a response over the weekend. TA’s and lecturer do not respond to e-mails that inquire about information provided in the syllabus, the canvas website, or announced in class. Further, TAs will not engage in lengthy e-mail discussions about assignments with individual students. To discuss class material or assignments use office hours or ask questions during sections, or when appropriate in lecture. Use discussion board on canvas to post any questions you may have, as well as links to any additional readings or films that are relevant for this class and that you may wish to share with your fellow students.

IX. Grading

In this course, grades of the assignments will be presented on Canvas in percentages, for instance 97% out of 100. Final grades will be submitted on the 4.0 grade scale. **A 97% = 4.0 for a final grade.**

This course does NOT count towards writing credits.

COURSE LECTURE AND READING SCHEDULE

Week 1

Theme: Introductions

In this meeting we explore the general outline of this course, and discuss its practicalities (such as meeting schedule, section meetings, ethnographic reports and quizzes, and final exam).

Tuesday March 27: What to Expect and What to Do?

Readings: Assigned None

Recommended: Mills, C. Wright. *The Promise* (On Canvas)

Thursday March 29: What is Medical Anthropology

Readings:

- Singer, Merrill and Hans Baer. 2012. "Introduction to Medical Anthropology." Pp. 1-41. In *Introducing Medical Anthropology: A discipline in action*. 2nd Edition. Plymouth: AltaMira Press

Section: Fri March 30

Assignment: Introductions

Week 2

Theme: What is "Medical Anthropology?"

Goal for this week: You will be introduced to the subject area of medical anthropology and to how medical anthropologists work. This discussion will include research methods and how these methods relate to questions about culture, health, illness, medicine, and care.

Tuesday April 3

Readings:

- Good, Byron. 1994. "Illness Representations in Medical Anthropology: A Reading of the Field." In *Medicine, Rationality, and Experience: An Anthropological Perspective*. NY: Cambridge University Press – On Canvas

Thursday April 5

Readings:

- Scheper-Hughes, Nancy and Margaret Lock. 1987. A Prolegomenon to Future Work in Medical Anthropology. *Medical Anthropology Quarterly*, New Series, Vol. 1, No. 1 pp. 6-41 – On Canvas

Friday April 6: Sections

Assignments: Review Readings

Week 3

Theme: How Do Medical Anthropologists Obtain and Analyze their Data

Goal for this week: You will obtain an introduction into how medical anthropologists do their research in the field and how they develop an analysis and interpretation of the material, the data, that they collect.

Tuesday April 10: Case Study in Data Collection and Analysis

Guest Lecturer: Lily Shapiro, Department of Anthropology, University of Washington
Readings:

- Messinger, SD. 2010. Getting Past the Accident: Explosive Devices, Limb Loss, and Refashioning a Life in a Military Medical Center. *MAQ* 23(3):281-303

Thursday April 12: From Data Collection to Data Analysis –

Readings:

- Singer, Merrill and Hans Baer. 2012. “What medical anthropologists do?” Pp. 43-75. In *Introducing Medical Anthropology: A discipline in action*. 2nd Edition. Plymouth: AltaMira Press

Friday April 13: Sections

Assignments: Quiz #1 Available online Thursday April 12 at 10am – Monday April 16 at 10am

Week 4

Theme: Anthropological Approaches to Affliction and Healing / Disease and “Curing”

Goal for this week: This week you will explore how anthropologists understand disease in ways that are similar and different to biomedical providers (physicians and etc).

Tuesday April 17: Anthropology and Affliction / Disease

Readings:

- Singer, Merrill, and Hans Baer. 2012. “Understanding Health, Illness and Disease.” Pp. 77-116
- Kleinman, Arthur. 1973. “Medicine’s Symbolic Reality: On a Central Problem in the Philosophy of Medicine.” *Inquiry* 16: 206-213

Thursday April 19: Medical Pluralism

Readings:

- Singer, Merrill and Hans Baer. 2012. “Ethnomedicine: The Worlds of Treatment and Healing.” Pp. 117-142
- Messinger, Seth. 2011. “Contention and Cooperation in Psychiatric Work.” *Transcultural Psychiatry* 48(3): 284 – 298.

Friday April 20: Sections

Assignments: Quiz #2, available online Thursday April 20 at 10am – Monday April 23 at 10am.

Week 5

Theme: Disparities in Access to Health Care

Goal for this week: We will begin reading Moral Laboratories and considering the experiences of the families in this ethnography against the backdrop of the structure of healthcare in the United States.

Tuesday April 24: Health Disparities

Readings

- Singer, Merrill and Hans Baer. 2012. "Health Disparity, Health Inequality." Pp. 175 – 206
- Braun, L et al. 2007. "Racial Categories in Medicine: How Useful Are They?" PLoS Medicine 4(9): 1423 - 1428

Thursday April 26: "Being an Ethical Person"

Readings

- Ground Project – Selections from Bernard Williams (pdf to be provided)
- Mattingly, Cheryl. 2014. "Part One. First Person Virtue Ethics. Pp. xv – 57

Fri April 27: Sections – Review course readings

Week 6

Theme: Ethics and Being in the World

Goal for this week: We will continue reading Moral Laboratories with a focus on how ethics and morality can intermingle and separate. We will use this discussion to continue considering the structure of healthcare in the United States.

Tuesday May 1: Complex Moral Decisions

Readings

- Mattingly, Cheryl 2014. Pp. 61 – 121

Thursday May 3: Moral Decisions cont'd

- Kleinman, Arthur. 1998. "Experience and its Moral Modes: Culture, Human Conditions, and Disorders." Tanner Lectures on Human Values. (Start Reading for next week). Pp: 1 - 22

Fri May 4: Sections – Course material review and readings discussion.

Assignment: Submit Writing Assignment #1 online via Canvas at 5:00pm

Week 7

Theme: Moral and Cultural Pluralism

This week's goal is to finish up our discussion of Moral Laboratories with a focus on how competing moral systems operate and consider them in light of ethics. This

week we will move through the readings (considering them across both sessions so its wise to prepare both).

Tuesday May 8: Moral Relativism

Readings

- Mattingly, Cheryl 2014. Pp. 122 – 177

Thursday May 10: Morals and Ethics

Readings

- Mattingly, Cheryl 2014. Pp. 178 – 218

Fri May 11: Sections

Assignment: Quiz #3 Available online Thursday May 10 at 10am – Monday May 14 at 10am

Week 8

Theme: Circulation and Localization of Knowledge

This week we will start the readings for the last section of the course. The readings, especially the Behrouzan text, will focus on how medical / clinical knowledge travels and finds new homes distant from their place in origin.

Tuesday May 15: Circulation of Knowledge

- Doodstar, Alireza. 2016. Empirical Spirits: Islam, Spiritism and the Virtues of Sciences in Iran. *Comparative Studies in Society and History*. 58(2):322-349
Review – On Canvas
- O’Neill, Theresa (TBD)

Thursday May 17: Circulation of Knowledge

- Behrouzan, Orkideh 2016 pp: 1 - 36

Friday May 18: Sections

Review Readings

Submit Writing Assignment #2 online via Canvas at 5:00pm

Week 9

Theme: Freud in Iran

This week we will continue reading Orkideh Behrouzan’s *Prozak Diaries* and consider it in light of other discussions of psychiatric medicine across different settings.

Tuesday May 22: Freud in Iran

Readings

- Behrouzan, Orkideh. 2016. 37 - 90

Thursday May 24: Depression and Depreshun

Readings

- Behrouzan, Orkideh. 2016. 91 - 124

Fri May 25: Sections

Assignment: Quiz #4 Available online Thursday May 24 2018 at 10am – Tuesday May 29 at 5:00pm

Week 10

Theme: Depreshun and its Artefacts

This week we will conclude our reading of Eula Bliss by specifically considering the anti-vaccine movement that is ebbing and flowing across the United States.

Tuesday May 29: Generations and Disease Meaning

Readings

- Behrouzan, Orkideh. 2016. Pp: 125 – 188

Thursday May 31: The Role of Clinical Science

Readings

- Behrouzan, Orkideh. 2016. 189 – 223.

Friday June 1: Sections

Assignment: Review for Final

Week 11

The final exam takes place at **Wednesday June 6, 4:30 – 6:20pm in MLR 301**

Description exam, quizzes, and assignments

A. Participation and Online quizzes (30%)

The 4 main quizzes cover reading material, video material screened in lecture, and lecture. Quizzes consist of definition questions, multiple choice, fill in the blanks, true/false questions, and short answer questions. The quiz dates are indicated in the syllabus. Once opened, you need to complete the quiz. No makeup quizzes provided. The quizzes will be available online on canvas on the days described in the syllabus.

Classroom based quizzes will be assigned in appropriate sessions.

B. Final exam (35%)

The final exam takes place at **Wednesday June 6, 4:30 – 6:20pm in MLR 301**. The exams consist of multiple choice and short answer questions. Final Exam review will take place in discussion sections.

C. Writing Assignments (35%)

Students are expected to complete two writing assignments. These assignments are graded and need to be completed and submitted in order to pass this course. The assignments are checked for plagiarism via VeriCite. The goals of this assignment are 1) to help understand key concepts in medical anthropology and 2) to apply the readings in everyday settings. They also 3) support students' writing skills by practicing writing in an academic setting. The due dates are as described in the syllabus.