

ANTH 215E - HEALTH, HEALING AND CULTURE: AN INTRODUCTION TO MEDICAL ANTHROPOLOGY

Course description

This course is an introduction to Medical Anthropology, and it focuses on the relationship between individual and culture. The student will have available a range of readings that will help to illustrate the different relationship between culture and the subject's perceptions of health and healing. This introductory course aims to provide students with a basic understanding of some of the anthropological approaches and tools that are relevant to the study of the health and illness and to the improvement of the impact and sustainability of health work. It is aimed at those new to anthropology and can thus be used as a introduction to the subdiscipline for health novice social scientist. It will introduce students to the topics, theories, and methods of the discipline, applied to the scientific study of the social and cultural determinants of health. We will explore topics such as mental health and illness, systems of healing, woman's health, ethics, intercultural competence, and practical uses for health care settings. In addition to this, it will enable you learn theoretical concepts and no less importantly, to become able to use them in cases and examples directly connected to daily life, including examples of actual topics. The course will include the latest anthropological perspectives on the COVID-19 pandemic since the COVID -19 pandemic has disrupted the normal lifestyle of people across the globe. Conducted in English.

Course goals and methodology

This course aims at providing a basic understanding of some of the anthropological approaches and tools that are relevant to the study of health and illness. We will delve into the connections between our conceptions of health and healing processes and sociocultural contexts. This course will introduce Medical Anthropology, which is the subfield of anthropology concerned with how human societies respond to and shape the experiences of health, illness, and recovery. As we move on, we will delve into to more specific and complex aspects, such as the meaning and value of healing in particular cultures, different etiological systems, ethno-medical systems, reproductive health, and mental illnesses, among others. Classes will consist of lectures and class discussions. Students are encouraged to use a Blackboard site, where the professor will post slides, journal articles, assignment instructions and additional resources such as audiovisual material.

The general objectives that this course addresses will enable you to:

- Demonstrate an analytical understanding of a range of concepts, principles and definitions used in medical anthropology.
- Show awareness of cultural competence in health care, enabling effective work across racial, ethnic, and cultural lines.
- Be able to explain the role of the main social and cultural determinants of health.
- Explain how culture influences our perception of health and healing, and become aware of the risk of ethnocentrism.
- Be able to apply what you learn to your daily life and own experiences.

There is no textbook required for this course. Therefore, students are not expected to purchase any material. The instructor will post the class material on Blackboard, which is accessible both on campus and off campus. To log in, you need to sign in on <https://campusvirtual.upo.es> using the username and password you received in your orientation folder. Coursework will include lectures, students' presentations, videos, outside readings and short written assignments. Participation is a key factor in this course. Engaging in discussions and presenting the contents that you will actively learn about the theory but also about how to apply it, getting feedback and guidance and assuring proper understanding. Students will be expected to come prepared to class, reading the daily assignment. In class, the instructor will use audiovisual materials to supplement the information presented in the readings. Every session will be structured around class discussion, focusing on the readings assigned and the audiovisual material presented.

Learning Objectives

By the end of the semester, students who complete all necessary assignments will be able to:

- Be able to define and explain what culture and Medical Anthropology are, and their meaning in different cultures.
- Describe the nuances separating illness from disease.
- Debate and think critically about different perceptions and experiences of health, and of healing processes as a result of acculturation.
- Identify processes related to health and illness as diverse as cultural backgrounds can be identified.
- Discuss with an appropriate vocabulary about cultural influences, healing processes and medical systems.
- Demonstrate the ability to translate knowledge into practice using examples and cases.

Required Texts

- Abrams, EIM et al (2021). COVID-19 and the impact of social determinants of health. *The Lancet Respiratory Medicine*, Volume 8, Issue 7, 659 - 661
- Boddy, J., & Boddy, J. (2016). The normal and the aberrant in female genital cutting: Shifting paradigms. *HAU: Journal of Ethnographic Theory*, 6 (2), 41–69.
- Gamlin, J., Segata, J., Berrio, L., Gibbon, S., & Ortega, F. (2021). Centring a critical medical anthropology of COVID-19 in global health discourse. *BMJ Global Health*, 6(6), e006132. Gamlin, J et al. (2021) "Centring a critical medical anthropology of COVID-19 in global health discourse"
- Kleinman, A. (2008). Catastrophe and caregiving: the failure of medicine as an art. *Lancet* (London, England), 371(9606), 22–3
- Marmot, M (2005). The social determinants of health inequalities. *The Lancet*.

Course Requirements and Grading

Students will be evaluated on their ability to articulate and critically apply the terms, concepts and theories from class and readings verbally, during class discussions, as well as in writing, on exams and in written assignments. The final grade for the course is comprised of the following:

- Focus Essay (20%)
- Class presentations (10%)
- Participation (20%)
- Midterm exam (25%)
- Final exam (25%)

Focus Essay (20%):

Students are required to write a personal reflection essay of 1500 words on a subject chosen from the range of questions below, which are based on topics and readings that are covered in the course. Students can also write an essay about a topic of their interest related to the course, but it has to be **connected with personal experiences**. Students are required to type their essay in a Word processing programme using Arial font in size 12, double spaced.

On a cover page, students should indicate the essay question they are answering and provide a word count of the essay. To prepare for their essay, students should build on reading material from the course, other literature sought from sources external to the course, examples used in class and their own experiences. All references to literature and ideas given by others should be cited throughout the essay in 'Author, Date' format, for example (Davis, 1995), and should be listed in full at the end of the document.

Essay Questions

1. Medical pluralism and ethnomedical systems.
2. Female Genital Mutilation and Female Genital Cosmetic Surgery.
3. Healing processes in different cultures.
4. Ethics in anthropology.
5. Intercultural Competence.
6. Racism.
7. COVID-19 and anthropology.
8. Free topic.

Student engagement policy (20%)

Student's engagement will account for 20 % of the final grade for this course. Students will receive two engagement grades: a mid-term grade (10%) and an end-of-semester grade (10%).

An engagement rubric is provided to ensure transparent and consistent grading.

Absences and lack of engagement

Absences during the add/drop period do not count against students' engagement grade, but may impact their performance in the course.

As a consistent lack of academic engagement may raise concerns about a student's overall academic performance, the following steps will be taken in order to support students' success:

Initial outreach – after missing 3 classes*

E-mail from professor reiterating engagement policy and consequences for additional absences.

Second outreach – after missing 4 classes*

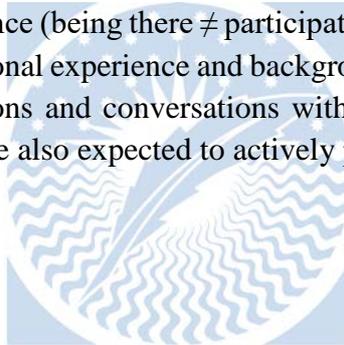
E-mail from professor and notification of academic staff at the International office.

Academic probation – after missing 6 classes*

Student is called in for a meeting with academic staff at the International office. Automatic notification of home institution and further academic consequences.

Any additional absences will result in a failing grade.

In-class discussions will be encouraged at all sessions. Class participation will therefore be graded according to the students' previous work and reflections about the provided material. Active participation means not only attendance (being there \neq participation) but discussion with relevant basis (text-based and not just random personal experience and background), asking and answering questions in class, engaging in class discussions and conversations with classmates, questioning information presented and discussed. Students are also expected to actively participate in in-class exercises and to do some homework.



Student engagement points will be assigned based on the following criteria:

Criteria	Exemplary (9-10)	Proficient (7-8)	Passing (5-6)	Poor (0-4)
Attendance	Arrives on time and stays for the entire duration of class. No absences, or if absent once, demonstrates knowledge of course material missed.	Misses no more than two sessions or is occasionally late. Demonstrates knowledge of course material missed.	Misses 3 or 4 sessions or frequently arrives late/leaves early; exhibits little knowledge/interest regarding course material missed.	Misses 5 or more sessions and does not demonstrate knowledge of course material missed.
Preparation	Consistently well-prepared; demonstrates deep understanding of readings and completes assignments.	Usually prepared; completes readings with some understanding and usually completes assignments.	Occasionally prepared. Demonstrates limited understanding of materials and occasionally completes assignments.	Rarely prepared; minimal effort to engage with course materials.
Participation	Actively participates in discussions with thoughtful comments/questions; demonstrates knowledge of the material and critical thinking skills.	Participates often demonstrating knowledge of material and critical thinking skills.	Participates once in a while or contributions lack depth or relevance.	Does not participate or is disruptive during discussions.
Attentiveness & Respect	Fully engaged and attentive during all sessions; respectful to professor and fellow students. Use of laptop/tablet for notetaking only; no cellphone use.	Generally attentive, with very infrequent lapses in focus and use of electronic devices for non-class related purposes. Respectful to professor and fellow students.	Occasionally inattentive or disengaged. Use of electronic devices for non-class related purposes thus showing disrespect towards professor and fellow students.	Rarely attentive, focused or responsive. Repeated use of electronic devices for non-class related purposes thus showing disrespect towards professor and fellow students.
Collaboration & Feedback	Effectively collaborates with peers in group or in-class activities following professor's instructions. Incorporates feedback to improve learning & performance.	Collaborates frequently with peers or in in-class activities. Incorporates feedback and makes moderate efforts to improve learning & performance.	Occasionally works well with peers but does not contribute substantially to in-class or group assignments. Responds to feedback inconsistently with minimal improvement.	Does not collaborate with peers, does not complete in-class or group assignments. Ignores feedback.

To this end, **students need to prepare themselves reading the contents due for each session.** While students may be regularly keeping up with the required readings and assignments it also important that they come prepared to *show* that they are keeping up with those readings/assignments through active class participation.

CLASS PRESENTATIONS (10%):

This activity is intended for the students to do research (non-participant observation in a supermarket, including information about COVID-19 and social distance measures). After this exercise, students will organize a debate to discuss the analysis with the class. These presentations will be organized and scheduled ahead.

MIDTERM (25%) AND FINAL EXAMS (25 %)

Exams will include a mixture of multiple choice, short answer and short essay questions. Students must demonstrate that they have mastered the theories, concepts and terms from lecture, class discussions, videos and readings.

Final Grade Expectations: The instructor will use the Spanish 10-point grading scale. The grades that will appear on your final transcript are also Spanish grades.

- **Grade A/A- (9-10)** — Outstanding performance showing a thorough knowledge and understanding of the topics of the course. The best possible grade.
- **Grade B+/B (8-9)** — Remarkable performance with general knowledge and understanding of the topics. Next highest.
- **Grade B/B- (7-8)** — Good performance with general knowledge and understanding of the topics. Indicates high average performance.
- **Grade C+/C (6-7)** — Fairly good performance showing an understanding of the course on a basic level. Indicates low average performance.
- **Grade C/C- (5-6)** — Passable performance showing a general and superficial understanding of the course's topics. Lowest passing grade
- **Grade F (0-5)** – Unsatisfactory performance in all assessed criteria. Failing grade.

Please be aware that anything below a 5 (i.e. a C- on the U.S. scale) is a failing grade. There is no pass/fail option at UPO. If you do not officially withdraw from a class by the withdrawal deadline, a failing grade will appear next to the course name. Check out the Student Handbook for the grade conversion table (some universities may use a slightly different scale).

General Course Policies

Each student is expected to be familiar with the course syllabus. Students are expected to focus their full attention on the class, arrive on time, and stay until class ends. Leaving the classroom on repeated occasions is disturbing to both your professor and your classmates and may adversely affect your participation grade. Please make use of the 10-minute breaks in between classes to fill up your water bottle, use the restroom, etc.

Students are expected to listen and respect other points of view. Phone calls, social media, email, or Internet browsing at any time during class are not acceptable during class except for specific class-related activity expressly approved by your instructor. You are responsible for any and all course material covered in class, announcements, and/or handouts if you are not present for any reason. Students will be held responsible to be up to date by attending class regularly and checking both email and the Blackboard site of the course frequently (monitor your email and Blackboard announcements at least once every 24 hours).

Communicating with instructor: Please allow at least 48 hours for your instructor to respond to your emails. The weekend is not included in this timeframe. If you have an urgent request or question for your professor, be sure to send it during the week.

Academic Honesty

Academic integrity is a guiding principle for all academic activity at Pablo de Olavide University. Cheating on exams and plagiarism (which includes copying from the Internet) are clear violations of academic honesty. A student is guilty of plagiarism when he or she presents another person's intellectual property as his or her own. The penalty for plagiarism and cheating is a failing grade for the assignment/exam and a failing grade for the course. The International Center may also report this to your home university. Avoid plagiarism by citing sources properly, using footnotes and a bibliography, and not cutting and pasting information from various websites when writing assignments.

Generative AI

AI can be a valuable learning tool when used ethically and responsibly. Here's how to use it correctly in this course. In this class, you are allowed to use AI tools (like ChatGPT) for initial brainstorming, improving your writing, grammar and style review, and support with preliminary research.

However, submitting AI-generated content as your own work or using AI to complete entire assignments without personal critical analysis is strictly prohibited and considered academic dishonesty. If you use AI in any assignment, you must clearly indicate which tool you used and how it helped you. This should be included as a footnote or in a paragraph at the end of your work.

Learning Accommodations

If you require special accommodations or have any other medical condition you deem may affect your class performance, you must stop by the International Center to speak to Marta Carrillo (mcaroro@acu.upo.es) to either turn in your documentation or to confirm that our office has received it.

Behavior Policy

Students are expected to always show integrity and act in a professional and respectful manner. A student's attitude in class may influence his/her participation grade. The professor has a right to ask a student to leave the classroom if the student is unruly or appears intoxicated. If a student is asked to leave the classroom, that day will count as an absence regardless of how long the student has been in class.

Course:

Topic	Readings
Course presentation	No readings required
Introduction to Medical Anthropology	Kleinman, A. (2010), Four Social Theories for Global Health
Doing Anthropology. COVID-19 and Ebola	Chapter 2 in Pool and Geissler (2005) "Anthropological perspectives", pp 15-27
Medical Pluralism I	Tilburg, Jon C and G. Miller, Franklim. Responding to Medical Pluralism in Practice: A Principled Ethical Approach
Social Determinants of health I	Marmot, M (2005). Social determinants of health inequalities
Social Determinants of health II	Documentary: Unnatural causes. Intro.
The relationship between anthropology and biomedicine	Moerman D (2000). Cultural Variations in the Placebo Effect: Ulcers, Anxiety, and Blood Pressure, pp: 51-72
Non-Western disease etiologies	Foster, G (1976) Disease etiologies in Non-Western medical systems, 773-782
Tabboos and invisibilisation. The role of medical anthropology. Short essay	Boddy J (2016). The normal and the aberrant in female genital cutting: Shifting paradigms
Culture and. The subject The body in anthropology	Scheper-Hughes, & Lock, The mindful body, 6- 41
Reproductive Health	Scheper-Hughes, Nancy. 1992. "Two Feet Under." Death Without Weeping: The Violence of Everyday Life in Brazil. 268- 339
Mid-term preparation Activity: Social Determinants of Health	
Mid-term exam	
Traditional anthropologist and political economy anthropologist. The case of HIV and COVID-19.	Gamlin, J e al. (2021) "Centring a critical medical anthropology of COVID-19 in global health discourse"

Mental health in different cultures	Kleinman, Culture and depression, 951-952.
Communication in clinical settings	Lyall, J. (2006) The struggle for 'cultural competence'. The Guardian. April, 12th
Intercultural competence	Kleinman, 'Catastrophe and Caregiving: The Failure of Medicine as an Art', The Lancet, 371
Citizenship , governance and health. The case of HIV and AIDS	Boseley, S (2016). NHS can fund 'game-changing' PrEP HIV drug, court says
Experimental subjects, ethics (House: episode 8 “informant consent”)	Pinching ,A., Higgs, R., Boyd K (2000). The impact of AIDS on medical ethics
Interventions	Van der Geest, S. Training shopkeepers and schoolchildren in medicine use: experiments in applied medical anthropology in East Africa, pp 253-255
COVID-19: Ongoing Global Responses and Social Impact	El Guindi, F (2020) “What the Coronavirus Needs From Anthropology.” Anthropology News website
Activities: Field cases and trials Documentary	Strong, T., Trnk, S. y Winn, L. “L’ENFER, C’EST LES AUTRES”’: Proximity as an Ethical Problem during COVID-19
Healing in different cultures (Final focus essay deadline)	No readings required. Class with a Prananadi healer
Medical Anthropology Presentations 1 (non-participant observation)	No readings required
Medical Anthropology Presentations 2 (non-participant observation)	
Medical Anthropology Presentations 3 (non-participant observation)	
Final exam review	

***This syllabus is subject to change.**