This revision of the course, Medical Anthropology, now has a significant focus on sustainability, which I believe to be an unusual focus for medical anthropology courses nationwide. This focus is warranted because issues of sustainability impact the health and well-being of people across the globe and through many pathways. The course previously covered some issues that can be tied into this theme, for example, Farmer’s work and the topics of evolution and health. It has been substantially revised to include three new offerings all related, in different ways to the interactions between humans and their environments and the potential to sustain those environments and the cultures of the people that depend on them. These are the offerings highlighted below by Bodley, Copeland and Mintz. Two of the course requirements, the “In the News” segments by students and their term papers are also to focus specifically on issues of sustainability. Exam questions will also reflect this emphasis. The aspects of the course that now focus specifically on sustainability are highlighted in yellow, below. Making the course about sustainability will give it a contemporary edge that students will be able to relate to and help them to see the importance of culture in defining and understanding health and the environment.

ANT 362  Steve Folmar
MWF 2:00 – 2:50p  758-6065
Tribble A305  folmarsj@wfu.edu

Books:

COURSE DESCRIPTION:
What makes people sick? How do they explain their illnesses? What do they do about them? What are the roles that doctors and patients have? How do you set up culturally relevant services? How does society define and invent illness? How does it respond to illness? How do globalization, environmental change and technological development impact health? How do health concerns affect sustainability? These and related questions are the subject of this course. The course outline is detailed below, but, briefly, this course is intended to elicit interaction and participation from the student via a seminar style format and involvement in a project outside the classroom. The outside
project will be to assist with the initiation of a new free clinic mainly for Latinos in Winston-Salem.

These issues will be explored in the classroom, through reading and through first hand experience in health care agencies via a service-learning format. Students will be required, as a part of their course requirement to do a service learning activity of 30 hours total in one of the health care agencies identified by the instructor.

**Goals:** The goals of the class are to:
1) gain a critical understanding of how anthropological perspectives are employed to understand disease, health and medicine
2) grasp how culture and human diversity affect health and illness
3) integrate an understanding of the complex web of interaction among culture (including economy, politics, religion, understandings of health), environment (issues of sustainability) and health (illness, systems of health delivery, etc.)
4) acquire the ability to apply an anthropological perspective on health to a problem related to sustainability (by designing, researching, and writing a paper on an issue of how culture and medicine interact)
5) appreciate how academic and applied knowledge of health care issues inform each other (by conducting a health service-learning project).

**Teaching/Learning Techniques:** This is a seminar class. We are all responsible for contributing to in class discussions by being prepared and by participating. You will be expected to read materials and contribute to all discussions. You will deliver an “In the News” segment in class (to be described in detail to you in class) relating sustainability to health or medicine. In addition, you will do a service learning project with a local health or medical facility, either mainstream or alternative. Some options for connecting with agencies will be presented to you in class, but you are also allowed, even encouraged to make a connection on your own. You will be expected to spend 30 hours with the agency performing an activity or conducting a project that is mutually beneficial.

**Requirements.** In the course, you will be evaluated on:
- **Two exams**
  - Midterm 25%
  - Final 25%
- **Service learning**
  - Clinic attendance 10%
  - Evaluation 10%
- **Project**
  - Term paper 25%
- **Class participation**
  - In the News+ 5%
  + Students will sign up for a brief, 5-minute, presentation/discussion of sustainability in health/medicine and relate it to theory/topic/service learning issues from class.

Exams are essay, usually 3 or 4 questions. The Final is cumulative.
Service learning opportunities are available at the Downtown Health Plaza, Centro Clinico, The Forsyth County Department of Public Health, AIDS Care, Today’s Woman, WFU Baptist Medical Center or an agency of your own choosing in consultation with me.
Your clinic grade depends on your attendance (3 hrs/week for 10 weeks) and on fulfilling a service-learning function. The Project, which may be related to your service-learning, will address some issue of sustainability related to how human culture is impacted by issues of sustainability. It will be graded via your term paper (instructions to be handed out later). Class Participation, (i.e. making cogent comments, asking pertinent questions, stating thoughtful opinions, doing your “In the News” segment) counts for 5 percent of your grade. Hint: Having done the readings prior to coming to class is essential and being prepared to discuss them is required.

**Schedule**

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
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| 1    | Course Organization/ Service Learning  
Health and Illness | Kleinman 1 |
| 2    | Health Fair (FCDH)  
Medical, Environmental and Other Models of Disease | Whittaker 1-2  
Health Fair II (Downtown Health Plaza) |
| 3    | Healing, Healers  
Healers  
Healers and the Western Medical Tradition | Whitaker 4-9  
Whitaker 7-9  
Whitaker 10-11 |
| 4    | Health Systems and Threat to Authority  
Health Systems and Threat continued  
Patients – Pain | Kleinman 2-5  
Kleinman 6-11  
Kleinman 12-16 |
| 5    | Patients – Illness  
Patients – Disease and Care  
Pandemics and Public Fear | Kleinman 6-11  
Kleinman 12-16  
Singer |
| 6    | Social Processes-Medicalization  
Structural Violence  
Health and Social Justice | Finkler  
Farmer 1-4  
Farmer 5-7 |
| 7    | Ethics and Human Rights | Farmer 8-9 |
|      | Reflection on Service Learning |  
**Midterm Exam** |
| 8    | Sweetness and Power  
History, Politics, Symbolism and Food Power | Mintz 1  
Mintz 2-3  
Mintz 4-5 |
| 9    | DVD – Food, Inc  
The Mexican Paradox | Buekens |
The Patient Narrative
Guest Lecturer: Dr. Sean Ervin

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<thead>
<tr>
<th>10</th>
<th>Health and Stigma</th>
<th>Whitaker 36-38</th>
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<td>Race and Racism</td>
<td>Whitaker 39-41</td>
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<td>DVD</td>
<td><em>Unnatural Causes: Is Inequality Making Us Sick?</em></td>
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<th>11</th>
<th>Indigeneity, Frontiers and Progress</th>
<th>Bodley 1-3</th>
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<td>Waging War over Tribal Lands</td>
<td>Bodley 4-6</td>
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<td>Globalization &amp; Diseases of Development</td>
<td>Bodley 7-9</td>
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<th>Sustainability, Human Rights, Health</th>
<th>Bodley 10-12</th>
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<td>The Psychology of Oppression</td>
<td>Whitaker 27</td>
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<td>Mind and Body</td>
<td>Whitaker 28-29</td>
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<th>Placebo/Nocebo</th>
<th>Whitaker 30-31</th>
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<td>Culture and the Mind</td>
<td>Whitaker 27</td>
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<td>Reflection on Service Learning</td>
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<th>Whitaker 19-21</th>
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<td>Health and Environment</td>
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<td>Darwinian Medicine</td>
<td>Whitaker 16-18</td>
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