

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
MWF 2:00 – 2:50p
Tribble A305

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Books:

Bodley, John, 1998. Victims of Progress. McGraw-Hill. 0767405056

Copeland, Jacob. 2009. Veins of Devotion. Rutgers University Press. 978-0-8135-4449-6

Farmer, Paul. 2003. Pathologies of Power: Health, Human Rights, and the New War on the Poor. University of California. 9780520235502

Kleinman, Arthur. 1988. The Illness Narratives: Suffering, Healing and the Human Condition. Basic Books. 0-465-03204-4.

Mintz, Sidney. 1986. Sweetness and Power. Penguin Books. 0-670-68702-2

Whitaker, Elizabeth D. 2006. Health and Healing in Comparative Perspective. Pearson/Prentice Hall. 0-13-127383-3.

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.)
- 3) 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)
- 4) 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. **And, 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

<u>Week</u>	<u>Topic</u>	<u>Assignment</u>
1	Course Organization/ Service Learning Health and Illness	Kleinman 1
2	Health Fair (FCDH) Medical , Environmental and Other Models of Disease Health Fair II (Downtown Health Plaza)	Whittaker 1-2
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
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 Reflection on Service Learning Midterm Exam	Farmer 8-9
8	Sweetness and Power History, Politics, Symbolism and Food Power	Mintz 1 Mintz 2-3 Mintz 4-5
9	DVD – The Mexican Paradox	<i>Food, Inc</i> Buekens

The Patient Narrative
Guest Lecturer: Dr. Sean Ervin

10	Health and Stigma Race and Racism DVD	Whitaker 36-38 Whitaker 39-41 <i>Unnatural Causes: Is Inequality Making Us Sick?</i>
11	Indigeneity, Frontiers and Progress Waging War over Tribal Lands Globalization & Diseases of Development	Bodley 1-3 Bodley 4-6 Bodley 7-9
12	Sustainability, Human Rights, Health The Psychology of Oppression Mind and Body	Bodley 10-12 Whitaker 27 Whitaker 28-29
13	Placebo/Nocebo Culture and the Mind Reflection on Service Learning	Whitaker 30-31 Whitaker 27
14	Health and Evolution Health and Environment Darwinian Medicine	Whitaker 19-21 Whitaker 24-25 Whitaker 16-18