Health, Culture, and Community

ANTH 3050 (4 credits/ 60 class hours)
Spring 2016
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International Honors Program
Health and Community: Globalization, Culture, and Care

Course Description:

This course will examine the anthropology of health, culture and community from a comprehensive sociocultural perspective, rather than a strictly physical or biological perspective. Our aim is to provide an introduction to the major theoretical orientations and themes informing contemporary socio-cultural and medical anthropology. The general focus will be on how we might best frame concepts of health/well-being, disease/illness, and medicine/healing as objects of cultural analysis at the intersection of social, economic, and political powers. We will look at basic human concerns of security, identity, dignity, recognition and justice through the framework of cultural analysis—asking how we reproduce a broader ideology and reflect power structures that perpetuate inequalities on an individual and institutional scale?

We wish to consider the cross-cultural study of the myriad social determinants of health and disease from cultural, political, economic, and historical perspectives. We will examine local constructions of illness and disease, including: rituals, techniques, and systems of healing; cultural notions of the human body and its physical and psychic manifestations; and the complex presentations of human suffering and affliction. We will seek alternative understandings of illness and disease, and approach diagnosis, treatment and healing from the radical premise of an epistemological openness based on intercultural comparison and context. For example; biomedicine, or what is commonly referred to as clinical medicine will be treated as one system among many effective systems of medical knowledge. Whereas, ethno medicine, more commonly referred to as traditional medicine and healing—will be treated as a comparable and even a complementary system to biomedicine. We will be able to end the IHP program with a better understanding of the definitions, disparities and modalities of illness and health and the ability to interpret and convey health outcomes based on in-country analysis.
Learning Outcomes:
The *Health, Culture, and Community* course comprises 60 class hours of instruction (4 credits). The aim of the course is to introduce students to the discipline of medical anthropology, and the contribution that it makes to research and practice in public health. At its conclusion, students will be able to:

- Recognize the value of anthropology in understanding medicine and healing
- Discuss the ways in which ideas regarding health, illness, and treatment are socially constructed
- Understand and apply concepts of intersectionality and structural violence
- Understand how social, economic, and political power affect health outcomes
- Analyze biomedicine as a cultural system
- Break down academic journal articles and ethnographies into main theoretical points

Course Schedule, Themes, and Readings:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Country</th>
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</thead>
</table>
| HCC-1 | Introduction: Understanding intersectionalities and Looking inward before looking outward | **Required Readings:**  

**Suggested Readings:**  
| HCC-2 | The Body Politic, the Physical Body and Eugenics Politics | **Required Readings:**  

**Suggested Reading:**  
| HCC-3 | Able and Disabled Bodies | **Required Readings:**  
|-------|--------------------------|---|
| HCC-4 | Conflicts and Convergence: Ethnomedicine, Religious Healing, and Biomedicine | **Required Reading:**  
| HCC-5 | Race, Class, and the Political Economy of Health | **Required Readings:**  
<table>
<thead>
<tr>
<th>HCC-6</th>
<th>Infectious and Chronic Conditions, Understanding the “African Body”</th>
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<tr>
<th>HCC-7</th>
<th>Social Suffering, Representation, and the Anthropology of Affliction</th>
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<tr>
<td>HCC-8</td>
<td>Gender, Health, and the Anthropology of Reproduction</td>
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<tr>
<td>HCC-9</td>
<td>Shantytowns, Slum Ecology, and Health</td>
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</table>

**Argentina**
### Required Readings:


### Suggested Reading:


### Evaluation and Grading Criteria:

Assignments should be typed in electronic format, saved on a USB flash drive, and submitted to the Faculty or Fellow. Please refer to the policy on technology in the IHP Student Handbook for more information. Please include your name on the **flash dive itself, every page of the assignment**, as well as in the **file name**.

The following is a brief overview of assignment topics. More detailed instructions and assessment criteria will be provided to students in separate handouts over the course of the term. It should also be noted that due to occasional in-country circumstances beyond our control, I reserve the right to adapt the syllabus details and organization, if necessary. **Assignments are subject to change and will be discussed in class. All assignments are to be double-spaced with one-inch margins in 11 to 12 point Times New Roman font. PLEASE SUBMIT ALL ASSIGNMENTS AS A MICROSOFT WORD FILE as PDF files are more difficult to comment on and annotate.**
### Evaluation Criteria

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>I. Reading Pop-quizzes and Participation</td>
<td>Throughout semester</td>
<td>10%</td>
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<tr>
<td>II. Reading Reflection Paper</td>
<td>Throughout semester</td>
<td>20%</td>
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<tr>
<td>III. Comparative Analysis Paper I</td>
<td>February 10</td>
<td>10%</td>
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<tr>
<td>IV. Comparative Analysis Paper II</td>
<td>March 7</td>
<td>20%</td>
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<tr>
<td>V. Comparative Analysis Paper III</td>
<td>April 4</td>
<td>20%</td>
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<tr>
<td>VI. Comparative Analysis Paper IV</td>
<td>May 16</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
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<td>100%</td>
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**I. Reading Pop-quizzes and Participation (10%)** At the beginning of some classes students will be given short reading quizzes. These quizzes will reward students for having thoroughly read the day’s material. In line with IHP World Learning policy, preparation for class, regular attendance, and participation in discussion and activities are expected.

**II. Reading Reflection Paper (20)%:** During the semester, students will write one 1,000 – 1,500 word reading reflection paper covering one class topic and its readings (all required and suggested). Rather than focusing on the ways in which the texts relate to your observations outside of the classroom (which you will be asked to do in the Comparative Analysis Papers), this paper is focused on the theoretical contribution of the texts. Think of this paper as a deep dive into the readings – how do they speak to each other? How do they articulate with other course material including lectures? This paper is your opportunity to engage with, critique, and analyze any aspects of the day’s readings that speak to you. At the beginning of the semester, three to four students will have an opportunity to sign-up for each class. Some days the reading load can be quite heavy, so get an early start!

**III. Comparative Analysis Paper I (10%)**: During the second week in San Francisco, each student will turn in their first Comparative Analysis Paper, a shorter version of the papers you will write in countries 2-4. In approximately 700 - 1,000 words, this paper will relate the class’ readings and topics directly to the local reality, as perceived and understood through country field program visits, lectures, field research, and projects. Students should compare the knowledge they had at the beginning of the program with the knowledge gained. In this paper you will think about what you’ve learned in your first two weeks in San Francisco compared to what you knew before coming on program, filtered through the lens of the material from our first HCC class.

**IV–VI. Three Comparative Analysis Papers (60%)**: Each student will write one Comparative Analysis paper in countries 2-4 (three in all), comparing the previous country with the country the student is in currently in through the lens of one class theme (see table below). The respective synthesis should be between 1,000 - 1,500 words. Students will choose one of the class themes (and readings) from the period between the the last comparative paper in order to compare, analyze, and synthesize local realities in the two places. Students should also integrate their experiences on-the-ground into their theoretical understandings of the texts, drawing from the country field program visits, lectures,
field research, home stay observations, and projects. For example, for the third comparative analysis paper, a student may wish to compare the integration of ethno-medical healing into biomedical healthcare in Hanoi versus Bushbuckridge, drawing from the texts assigned in class, field visits, guest lectures, and interviews conducted for a case study. But be careful, this paper is not a summary of your related activities; rather, it is a thoughtful analysis of your experiences using the lens(es) provided to you from the sets of texts and resources from the lectures. For example, do not just write about disability in Viet Nam versus the United States. Perhaps you could compare the medical of disability versus social model – does one context espouse one while the other does not? Why? What are consequences? What does that look like?

*Note* you may not use the same topic/ set of readings that you use for your critical response paper nor may you repeat a topic.

<table>
<thead>
<tr>
<th>Comparative Critical Analysis Paper</th>
<th>Countries of Comparison</th>
<th>Choose one of these three class themes as the theme to be used as the lens for each paper</th>
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<tbody>
<tr>
<td>#2</td>
<td>U.S.A. and Vietnam</td>
<td>• The Body Politic, the Physical Body and Eugenics Politics</td>
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<td>• Able and Disabled Bodies</td>
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<td>• Conflicts and Convergence: Ethnomedicine, Religious Healing, and Biomedicine</td>
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<tr>
<td>#3</td>
<td>Vietnam and South Africa</td>
<td>• Race, Class, and the Political Economy of Health</td>
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<td>• Infectious and Chronic Conditions, Understanding the “African Body”</td>
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<td>• Social Suffering, Representation, and the Anthropology of Affliction</td>
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<tr>
<td>#4</td>
<td>South Africa and Argentina</td>
<td>• Gender, Health, and the Anthropology of Reproduction</td>
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<td>• Shantytowns, Slum Ecology, and Health</td>
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<td>• Trauma, Violence, and Mental Health</td>
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**Grading Scale**

- 94-100%  A  Excellent
- 90-93%  A-
- 87-89%  B+
- 84-86%  B  Above Average
- 80-83%  B-
- 77-79%  C+
- 74-76%  C  Average
- 70-73%  C-
- 67-69%  D+
- 64-66%  D  Below Average
- below 64  F  Fail
Expectations and Policies

Class preparation:
This program is built upon the strong belief that your experiences result in deep insights and powerful learning. Course assignments are created to facilitate learning opportunities and experiences. Dialogue in class about these insights and participation in these activities is critical. For this reason, your participation is very important. As a learning community, each one of us will influence the learning environment. Please take responsibility for your role in this environment and come to class prepared and ready to engage with others in a positive and thought-provoking manner.

Participation:
IHP is an experiential learning program. You have to show up to have the experience. As such, participation is a minimum expectation, not generally to be rewarded with class credit. Students are expected to attend all classes, guest lectures, and field activities unless they have a medical excuse that has been communicated and approved of by IHP staff, faculty, or Fellow. The Fellow will act as a TA for the class and will keep attendance. Missing one class means a small makeup assignment (as determined by the faculty); missing two classes means a sizable makeup assignment; missing three classes means a grade reduction of 2% of the total course grade. Keep in mind that IHP is an experiential program, and has academic requirements to attend class meetings and field activities. Failure to attend classes or field activities means that a student may not be eligible for credit from their universities, or could result in program dismissal.

Policy on deadlines:
Coursework assignments are due on the deadlines indicated in the assignment handouts. Work is due at the start of the day on which it is due, either during the Person of the Day (POD) announcements, or at the beginning of class. Unexcused late work will result in the lowering of the student's grade one full step per day (for example, a B will drop to a B-). No exceptions will be permitted; extensions are not given unless there are exceptional circumstances. Exact deadlines for assignments will be confirmed in class. Keep an additional copy of all work you turn in, so as to avoid unexpected disaster and significant inconvenience for all parties involved; this may mean photocopying or scanning any handwritten assignments. Assignments that are not easily legible will be returned ungraded.

Technology in the classroom:
Electronic devices are critical tools for learning and communication, but our IHP courses prioritize engaged conversations unhindered by personal electronic devices. Students, faculty, and visitors are expected to keep cell phones, laptop computers, and other devices out of sight, sound, and mind during class sessions—except under extenuating circumstances that have been discussed in advance with the faculty member.

Academic integrity:
Academic dishonesty is the failure to maintain academic integrity. It includes, but is not limited to, obtaining or giving unauthorized aid on an examination, having unauthorized prior knowledge of the content of an examination, doing work for another student, having work done by another person for the student, and plagiarism. Academic dishonesty can result in severe academic penalty, including failure of the course and/or dismissal from the institution/program.

Plagiarism is the presentation of another person’s ideas or product as one’s own. Examples of plagiarism are: copying verbatim and without attribution all or parts of another’s written work; using phrases, charts, figures, illustrations, computer programs, websites without citing the source; paraphrasing ideas, conclusions or research without citing the course; and using all or part of a literary
plot, poem, film, musical score, computer program, websites or other artistic product without attributing the work to its creator. Students can avoid unintentional plagiarism by carefully following accepted scholarly practices. Notes taken for papers and research projects should accurately record sources of material to cited, quoted, paraphrased or summarized, and research or critical papers should acknowledge these sources in references or by use of footnotes.

Violations of IHP/SIT Study Abroad's academic integrity policy are handled as violations of the student code of conduct, and will result in disciplinary action. Please discuss this with me if you have any questions.

Please refer to the SIT Study Abroad Student Handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.
**Rubrics:**
IHP - Health and Community: Globalization, Culture, and Care
Health, Culture, and Community
**Presentation and Activity Lead – Grade**

**Group:** __________

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<thead>
<tr>
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<th>F</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
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<tbody>
<tr>
<td><strong>Group preparedness</strong></td>
<td>Presentation poorly planned, lack of sufficient preparation time very evident.</td>
<td>Presentation deficient in preparedness, members show uncertainty with some key points.</td>
<td>Presentation shows limited preparation time, but members comfortable with material.</td>
<td>Presentation responsibilities well distributed, and all members well prepared albeit with limited uncertainty.</td>
<td>Presentation shows very cohesive and comprehensive preparation time, all members exhibit strong certainty in roles.</td>
</tr>
<tr>
<td><strong>Activity</strong></td>
<td>Activity Disorganized, lacks creativity, and inhibits an understanding of group’s ideas.</td>
<td>Activity lacks organization, creativity, and does not connect to key ideas or themes.</td>
<td>Activity is somewhat organized, but clear ideas are difficult to discern.</td>
<td>Activity is organized, but lacks creativity and does not address a complete variety of ideas. Key themes from the readings are present.</td>
<td>Activity is creative, addresses a number of different topics from the text, and presents a clear discussion of further paths of inquiry.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Content focus is unclear, and with little or no relevancy to the study theme.</td>
<td>Content insufficiently analyzed, and lack of in-depth analysis is evident.</td>
<td>Content adequately analyzed and discussed, but conclusions and further directions are not well thought out.</td>
<td>Content is analyzed and discussed well, but falls short of considering further directions.</td>
<td>Content is very clearly presented, and reveals important insights and proposals for new theme directions.</td>
</tr>
<tr>
<td><strong>Clarity and Creativity of presentation</strong></td>
<td>Presentation is poorly designed, and does not effectively present ideas.</td>
<td>Presentation is not effective at communication of key ideas, but has some elements of creativity.</td>
<td>Presentation is somewhat effective at communication of key ideas, but is not organized or clear.</td>
<td>Presentation is effective at communication of key ideas, but lacks some creativity.</td>
<td>Presentation is engaging and creative. Presentation effectively communicates major key points. Teamwork is evident.</td>
</tr>
<tr>
<td><strong>Time usage</strong></td>
<td>Presentation ran significantly over time or under time allotted, and either way was insufficient for adequately covering material.</td>
<td>Presentation time insufficient for adequate coverage of all relevant material.</td>
<td>Presentation needed to be markedly hurried in order to stay within a reasonable range of the time allotted, and concluded irregularly.</td>
<td>Presentation covered all relative material, but allotted time was exceeded to a minor but significant degree.</td>
<td>Presentation succeeds in covering all relevant issues within, or very closely approximating, allotted time period.</td>
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</table>

**Comments:**

**Final Grade:**
IHP - Health and Community: Globalization, Culture, and Care
Community Health Research Methods

Comparative Critical Analysis Paper – Grade & Feedback
Critical Response Paper – Grade & Feedback

Name:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Standards</th>
</tr>
</thead>
</table>
| Responsiveness to topics          | A – Strongly addresses the topics, and responds very effectively to all aspects of the assignment.  
B – Clearly addresses the topics, but may respond to some aspects more comprehensively or effectively than others.  
C – Adequately addresses the topics, but may omit relevant and pertinent aspects.  
D – Indicates confusion about the topics and overall assignment, or significantly neglects important aspects.  
F – Suggests an inability to comprehend the assignment, or to respond meaningfully to the topics. |
| Communication of ideas            | A – Explores relevant issues through strong analyses of data/experience; goes significantly beyond the simple or obvious.  
B – Shows good depth and complexity of thought.  
C – May treat the topics simplistically or repetitively; doesn’t demonstrate sufficient analysis of data and/or experience.  
D – Lacks focus, demonstrates confused or simplistic thinking, or fails to adequately communicate ideas.  
F – Unfocused, illogical, incoherent or disorganized. |
| Organization and clarity of expression | A – Very coherently organized, with ideas/statements consistently supported by strong reasons or examples.  
B – Well organized and developed, with frequently appropriate reasons or examples.  
C – Adequately organized and developed; generally supports ideas/statements with appropriate reasons or examples.  
D – Poorly organized and/or undeveloped; lacks support from data and/or experience.  
F – Undeveloped; provides little or no relevant support or rationale. |
| Control of mechanics (sentence structure, grammar, spelling, etc.) | A – Overall, completely or reasonably free from errors in mechanics, usage, and sentence structure.  
B – May have occasional errors in mechanics, usage, and sentence structure.  
C – May have recurring errors, but generally demonstrates control of mechanics, usage, and sentence structure.  
D – Often marred by an accumulation of errors in mechanics, usage, and sentence structure.  
F – Serious and persistent errors in word choice, mechanics, usage, and sentence structure. |
| Word count                        | A – Word count minimum/maximum range reasonably met.  
F – Word count minimum/maximum range not reasonably met. |

Comments:

Final Grade: