ANTHROPOLOGY 5201 – MEDICAL ANTHROPOLOGY

FALL 2018

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Office hrs: by appointment (can be in person, by phone, via ZOOM or via skype)

**Course Description**

This course focuses on concepts of theory and practice in applied medical anthropology. It is offered as part of a graduate applied program in anthropology, and both of these elements are essential. Most of you will eventually conduct an independent research project where you will be working for a client on a “research problem” as part of your degree requirements. The data collected will be the bases of analysis for your master’s thesis. This is why research practice, including ethics, is especially important to cover. Interspersed with the focused medical anthropology readings there will be interludes that address some of the how-to’s for conducting research. We will be reading Christie Kiefer’s excellent little book, *Doing Health Anthropology,* in these interludes. This book will help you with your final project for this class, a mock “research proposal” for which you’ll develop a focused research question and organize and present a review of the literature appropriate to that question.

**Course Pre-requisites, Co-requisites, and/or Other Restrictions**

There are no prerequisites for this course although I am assuming sophistication in socio-cultural anthropology theory and practice sufficient to have been admitted to our graduate program.

**Required Books and Articles**

* Merrill Singer and Hans Baer (2012). *Introducing Medical Anthropology: A Discipline in Action, 2nd edition.* Lanham, MD: Altamira Press
* Christie W. Kiefer (2007). *Doing Health Anthropology: Research Methods for Community Assessment and Change.*  New York: Springer Publishing Company
* **Articles** - In addition to these books, I have assigned articles and book chapters to read. All material is available online. Some must be obtained through the UNT Library System. I have been able to obtain all of these articles from my home computer, so I will not be patient with the “I couldn’t get it” excuse. Please make sure you have learned how to remotely access materials in the UNT library; do not delay – DO IT NOW!!! Here’s a link to make this task easier: <http://www.library.unt.edu/services/for-special-audiences/offcampus>
* Articles not available through the library are in a module named “REQUIRED READINGS NOT AVAILABLE THROUGH LIBRARY” (these latter items will be indicated on the syllabus and I will also include them in the relevant lesson module).
* I reserve the right to assign and/or substitute other reading assignments as necessary.

**Course Objectives**

By the end of the course I expect that:

* You will have a sense of the scope of medical anthropology and will be better able to recognize and situate theoretical ideas within this scope.
* You will be conversant with the ideas of key thinkers in medical anthropology..
* You will better understand the structure of journal articles and become more effective readers.
* You will be able to identify the theoretical perspectives of authors in journal articles.
* You will have become skilled in literature searches (if you aren’t already) using the online databases available at UNT Library.
* You will have a collection of journal articles and/or book chapters that relate to your own personal research interests.
* You will have developed your skills in writing a literature review.

**Course Requirements**

* **Discussion posts and responses (13) –**  You must submit 13 discussion posts and/or responses over the semester. They will vary; some will be “standard” – everyone post something initially and then respond to several other posts, but in some cases I will divide the class in half and have half do the initial post and half do the initial response, and then another back and forth. **10 pts @; total possible = 130**
* **Article reflections/short papers (4) –** These are chances for you to go beyond the “what” of an assigned reading and to connect it other ideas. **90 pts. @; total possible = 360**
* **Developmental Tasks for the “Research Proposal” (5 tasks to complete) –** These tasks break down the process of writing into smaller, more manageable steps. **40 pts. @; total possible = 200**
* **Final Project – “Research Proposal” – 310 points**
* The final project for this class will be a 12-15 page “research proposal.” This is the final step in the developmental processes you have been pursuing all semester. **The primary elements in this proposal are a clearly defined research problem and a well developed literature review.** Please review the material in “final Project” module for complete details.

***Anthropology Department Statement***

***on Graduate Student Plagiarism***:

The Department of Anthropology considers graduate students to be new members of the community of professional anthropologists, who are thus held to the high ethical standards of practicing professionals. They are expected to follow the [American Anthropological Association’s code of ethics](http://ethics.americananthro.org/ethics-statement-2-be-open-and-honest-regarding-your-work/). (This link takes you to the AAA Ethics Statement, “Be Open and Honest About Your Work.” This is part of the AAA’s ethics blog which I encourage you to explore.) Here is the statement on plagiarism found in the 2012 Revised Code of Ethics:

*In their capacity as researchers, anthropologists are subject to the ethical principles guiding all scientific and scholarly conduct. They must not plagiarize, nor fabricate or falsify evidence, or knowingly misrepresent information or its source. However, there are situations in which evidence or information may be minimally modified (such as by the use of pseudonyms) or generalized, in order to avoid identification of the source and to protect confidentiality and limit exposure of people to risks.*

**Any work not meeting this standard subjects you to the risk of dismissal from the master’s program.**

Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional. You should always provide citations for direct quotations, paraphrased text, and/or discussion of another author’s idea in your own writing.

For more information on writing papers, including how to avoid plagiarism and how to cite properly, see the [Department of Anthropology’s Writing Guide](http://anthropology.unt.edu/resources-writingpaper.php).

**STUDENT EVALUATION**

* **Your performance on the papers and the final project** will be evaluated on the following criteria: Analytic Reasoning (i.e. how well developed is the logic chain for your thesis and its subpoints), Writing Effectiveness (i.e. how does your writing flow?), Writing Mechanics (i.e. how have you demonstrated mastery of spelling and grammar). Prompts for papers and the final projects will be found in Canvas in appropriately labeled folders.
* **Your grade for the discussions** will be based on whether you have participated in the week’s discussion as requested. This means you need to read what you are being asked to do in the lesson as posted in Canvas**.** This syllabus is doesn’t contain the details you need.
* **Your grade for the developmental tasks** will be based on my judgement of how comprehensively you have done what is required. The instructions for each development task will be found in the lesson module in Canvas

**Community**

Please remember to make your written comments to your classmates to be “positively critical,” that is, find some point of agreement (no matter how small) you have with what they have written and make a remark about that *before* you offer a different point of view.

This strategy isn’t about “making nice-nice”. It promotes dialogue and makes people feel more comfortable about sharing “ideas in formation.” Here’s a link that provides some useful suggestions for positive online communication from the University of Wisconsin: <http://online.uwc.edu/technology/etiquette>

**What Should You Do First?**Once you have read this syllabus, go to the “Start Here” module and complete the zip code quiz. You can NOT proceed with any of the other modules until you have completed this quiz. Once the quiz has been taken, click on “Introduction Discussion.” Once you have responded to this post, you can move on to the first module.**How You Should Proceed Each Week for Class Activities**At the beginning of each week, you should refer to “weekly tasks” (see below) for reading assignments for that week. After completing each reading assignment in its entirety, you’ll want to open the corresponding module and review my comments on the readings in the lesson. Complete details for any assignments are in the lesson as it is presented on Canvas. Except for the first week of class, discussion posts are due Wednesdays by 11:59 PM and responses are due Thursdays by 11:59 PM. Near the very beginning of Canvas you will find a summary of due dates for all assignments.

Outside of the second week of class I haven’t decided on the dates for all the real time sessions. You will not be graded for participating in these sessions because I know that not everyone can come to at the time decided by the majority.

**WEEKLY READING ASSIGNMENTS**

**Lesson 1, week of August 27 – Getting familiar with Canvas, the concept of a research problem, and this class.**

*.* VIEW: My short welcome comments

READ: This syllabus and the “policies” document

READ: Instructions for final project

POST: A brief introduction of yourself on canvas with a .jpg picture. Introduction should be no more than about 100 words. Please include one sentence describing **topics** within medical anthropology that you are interested in.

**Lesson 2, week of September 3 - The Scope of Medical Anthropology**

READ: Singer and Baer, chapters 1 and 2

POST: See Canvas for details

**Lesson 3, week of September 10 - Meaning Centered Approaches to Health and Illness**

READ: Singer and Baer, Chapter 3

READ: Scheper-Hughes and Lock, 1987. “The Mindful Body,” *Medical Anthropology Quarterly* 1(1): 6-41

RECOMMENDED: Kleinman, Eisenberg and Good, 1978. “Culture, Illness, and Care: Clinical Lessons from Anthropologic and Cross Cultural Research,” *Annals of Internal Medicine* 88:251-278.

POST: See Canvas for details

**WRITE: Developmental exercise #1**

**WRITE: Paper #1**

**Lesson 4, week of September 17 - Positivist v. Naturalistic Research Epistemologies**

READ: Kiefer, Chapters 1, 2, 3

POST: See Canvas for details

**WRITE: Developmental exercise #2**

**Lesson 5, week of September 24 – Ethnomedicine, Shamanism, and Plural Medical Systems**

READ: Singer & Baer, Chapters 4 and 5

READ: Barnes, Linda L., 2005. “American Acupuncture and Efficacy: Meanings and Their Points of Insertion*,” Medical Anthropology Quarterly* 19 (3):239-266

READ: McGrath, B. B., 1999. “Swimming from Island to Island: Healing Practice in Tonga, “Medical *Anthropology Quarterly* 13(4): p. 483-505.

POST: See Canvas for details

**Lesson 6, week of October 1 – Epidemiology in the post-Enlightenment world**

READ: Lupton, Chapter 2, “Epidemiology: governing by numbers” IN Lupton and ??, date *The New Public Health,* PUBLISHER

POST: See Canvas for details

**WRITE: Developmental exercise #3**

**Lesson 7, week of October 8 - The Risk Discourse**

READ: Rose, Nikolas, 2001. “The Politics of Life Itself,” *Theory, Culture & Society* 18(6):1-29

POST: See Canvas for details

**WRITE: Paper #2**

**Lesson 8, week of October 15 - Research Perspectives 2**

READ: Kiefer, chapters 4, 5, and 7

POST: See Canvas for details

**WRITE (developmental exercise #4)**

**Lesson 9, week of October 22 - Health and the Environment:**

READ: Singer and Baer, chapter 7

READ: Chapter 9, “Some Recent Trends in the Application of Environmental Anthropology,” pp. 123-138 IN Alexander Ervin, *Applied Anthropology: Tools and Perspectives for Contemporary Practice.*  Boston: Pearson.

READ: Guillette, Elizabeth A., 2000. “Examining Childhood Development in Contaminated Urban Settings. *Environmental Health Perspectives,* 108 (Suppl. 3): 389-394

READ: Harper, Janice, 2004. "Breathless in Houston: A Political Ecology of Health Approach to Understanding Environmental Health Concerns." *Medical Anthropology*, 23:295-326.

POST: See Canvas for details

**Paper #3**

**Lesson 10, week of October 29 - Cultural Competence?**

READ Singer and Baer, chapter 6

READ: Jenks, Angela C. From ‘‘Lists of Traits’’ to ‘‘Open-Mindedness’’: Emerging Issues in Cultural Competence Education, *Cult Med Psychiatry* (2011) 35:209-235

READ: Tervalon, Melanie and Murray-Garcia, Jann. "Cultural Humility Versus Cultural Competence: A Critical Distinction in Defining Physician Training Outcomes in Multicultural Education." *Journal of Health Care for the Poor and Underserved*, 1998, 9(2), pp. 117-25. article posted in readings folder

READ: Handley, Anna and Joseph, Mary Allison, 2008. “When ‘Sort of Right’ is Not Enough: A Study of Medical Interpretation FOR Monolingual Spanish-Speaking Patients in South Carolina,” *Practicing Anthropology* 30(3):37-41.

READ: Brown, Dawson, “The Barrier of Fear: An Ethnographic Interview About Native American Health Disparities,” *The Permanente Journal,* Winter 2007, 11(1):62-64

POST: See Canvas for details

**WRITE (developmental exercise #5)**

**Lesson 11, week of November 5 - Inequalities and Disparities**

WATCH “Unnatural Causes” – all episodes – this documentary series is available online through the UNT library, “Video on Demand”

READ: Nguyen, Vinh-Kim and Peschard, Karine, 2003. “Anthropology, Inequality, and Disease: A Review,” *Annual Review of Anthropology,* 32:447-474 OR Bailey, Krieger et al. 2017

POST: See Canvas for details

**Lesson 12, week of November 12 – The Case of diabetes policy (from Singer and Castro)**

READ: needs to be uploaded, coming soon

WRITE AND POST YOUR DISCUSSIONS, Part 1 and Part 2

**Lesson 13, week of November 19 - Research Perspectives 3**

READ: Kiefer, Chapters 9 and 10

READ: Garro, Linda, 2005. “The unjust world problem revisited: What should health providers and researchers care about?” *Communication & Medicine* 2(2):195-200.

READ: Hemmings, Colin, 2005. “Rethinking Medical Anthropology: How Anthropology is Failing Medicine,” *Anthropology & Medicine*, 12(2):91-103

**Paper #4**

**Lesson 14, week of November 26 - Pathologies of Power**

READ: Foreword, Preface and Introduction of Farmer, Paul, *Pathologies of Power*

Sen, Amartya, 1992. “Introduction: Questions and Themes,” pp. 1-11 IN *Inequality Reexamined.* Cambridge: Harvard University Press. **posted in readings folder**

Butt, Leslie, 2002. “The Suffering Stranger: Medical Anthropology and International Morality,” *Medical Anthropology* 21:1-24

WRITE AND POST YOUR DISCUSSIONS, Part 1 and Part 2

**Research proposal due Monday December 9, 11:59 PM**