

ENVI 442: Medical Anthropology

Course Purpose: This course introduces students to the study of medical anthropology. This field examines the concept of “health” from numerous perspectives. In this class, we will trace health patterns and the sources of variation in human morbidity and mortality, from antiquity to the 21st century. Some of the issues we will study this semester include the health status of hunter-gatherers, the health impact of the agricultural revolution, epidemiological transitions, medical authority/medical experimentation, health disparities, impact of modern medicine/public health, and the threat of bioterrorism.

Professor: Dr. SM Phillips

Office hours: Wed noon to 1pm & 5-6pm, and by appt.

Meeting time: MW 3:30-4:45

Location: Science 174

Required Readings:

Barnes, E. *Diseases and Human Evolution*.

Albuquerque: U. of New Mexico Press, 2006.

Dully, H. *My Lobotomy: A Memoir*. New York: Crown Press, 2007.

Pisani, E. *The Wisdom of Whores: Bureaucrats, Brothels, and the Business of AIDS*. New York: W.W. Norton Press.

Preston, R. *Demon in the Freezer*. New York: Ballantine Books, 2009.

Course Learning Objectives for ENVI 442

The following outlines how students in this class will meet all of the Ethics and Social Responsibility objectives, including the Skilled and Applied Learning Objectives that pertain to Ethics and Social Responsibility courses, and most of the Foundational Studies objectives.

Content Objectives

By the end of this course, students will have...

Gained an understanding of the interrelationships between human populations and microbes and how human behavior, medical practices, and political & economic practices can improve or exacerbate a population's health status. Students will read scientific studies, interpret primary data, and journal articles [Ethics and Social Responsibility Objectives (ESRO) 1,3 and 4; Foundational Studies Objectives (FSO) 1,2,3,5,6,7,8]

In this course students closely examine the context in which specific health patterns develop. Students are asked to consider multiple factors in cultural systems – in other cultures and their own – in order to understand who and why specific problems arise and persist. In this effort, students consider the ethical dilemmas in social decision-making and the political economics that can underlay some such health issues. [ESRO 1, 2, 3, 4; FSO 2, 6, 7, 8]

Gained some comprehension of the ways in which societal institutions are organized around cultural systems that impact health. The course asks students to analyze the ways in which local custom, government policies, and political/economic systems affect health in local populations and in populations around the world. [ERSO 1, 2,4; FSO 3, 5, 8]

Skill Objectives

By the end of this course, students will have been given...

the opportunity to apply what they have learned to real world scenarios by collecting vital statistics data from the local population and another regional population in the world (these data are anonymous and are available on the CDC and WHO websites) students can evaluate how health problems, public health measures, economic status, political forces, and medical practices between communities. In addition, students gain an opportunity to understand how and why various populations experience differing health problems. [SLO-ERSO 1, 3; FSO 1, 2, 5, 7, 8]

opportunities for experiential learning and community engagement; Students will write an essay based on vital statistics data collected from an organizational website such as the WHO, CDC, or PAHO. These sites have specific data on all the world's populations that report a wide range of morbidity and mortality data. In this project, students will compare populations in order to explain how the populations differ, why they differ, and evaluate the ethical considerations for such differences in health status between human populations. [SLO-ERSO 2, 3; FSO 1, 2, 5, 8, 9]

the opportunity to identify and solve problems; Throughout the semester students will lead and participate in discussions based on scientific studies of health issues in various populations around the world. The issues will revolve around several aspects of human behavior such as medical practices, cultural practices, economic inequities, etc. In addition, students will complete a number of in class writing exercises that investigate matters of social responsibility and ethical

decisions. Furthermore, students will write two essays in this course in which they must identify an issue, articulate the health consequence, explain the factors underlying the issue, and provide strategies for ameliorating the problem. [SLO-ERSO 3, 4; FSO 1, 3, 4, 5, 6, 7, 8, 10]

opportunities to critically read and analyze text-based materials beyond textbooks There are no traditional textbooks for this course. Instead, students will read scholarly books and articles, and one memoir. These readings will serve as a jumping off point for more detailed readings students will locate for their essay assignments. In addition, students will glean original, un-interpreted data from reputable sources and conduct their own analyses. [SLO-ERSO 4; FSO 2, 6, 7, 8]

Assignments: Students will complete class exercises, written assignments, and class discussions in order to accomplish the course's objectives. Students will gradually build up knowledge of content related to Medical Anthropology and about a wide range of health issues all the while considering the moral and ethical implications of those decisions and honing their abilities to think and communicate effectively in preparation for becoming responsible citizens.

Class Exercises: In-class exercises will be analytical writing assignments, in which students will utilize ethnological, epidemiological, and medical concepts and tools to interpret aspects of health patterns in human cultures. Students will consider cultural attributes such as gender systems, subsistence strategies, cosmological systems, medical practices, trade relations, and their impacts on health.

Exams: There will be two exams during the class, one midterm and one final. These exams will be comprehensive covering information from the whole semester for the final exam. You can expect mostly short answer and essay questions on the exam.

Essays: Students will write three short (5-7pp) essays in this course. Each essay will be linked to a particular book assigned in the course (such as My Lobotomy) and the particular course topic linked to it (such as Medical Authority).

Class Discussions: Throughout the semester students will participate in class discussions. Students are expected to come to each class prepared to discuss the assigned material. This grade will be based on frequency and quality of participation throughout the semester.

Assignment	Points
Class Exercises	20
Mid-Term Exam	30
3 Essays	30
Class Discussion	20
Total	100

Grading Scale:

A+	=	97-100%	C+	=	77-79.9%
A	=	93-96.9%	C	=	73-76.9%
A-	=	90-92.9%	C-	=	70-72.9%
B+	=	87-89.9%	D+	=	67-69.9%
B	=	83-86.9%	D	=	63-66.9%
B-	=	80-82.9%	D-	=	60-62.9%
			F	=	<60%

COURSE OUTLINE AND READING ASSIGNMENTS:

Wk 1: Course Intro – Pathogens & the Immune System
1-9 & 11 Barnes, Preface, 1,2,3

Wk 2: Health & the Rise of Agriculture
1-16 No class meeting, MLKJr observance
1-18 Barnes, 4,5,6,7,8,9

Wk 3: Leprosy & Morality
1-23 & 25 Barnes, 10, TBA

Wk 4: Syphilis & Civilization
1-30, 2-1 Barnes 11, 12, TBA

Wk 5: Smallpox
2-6 & 8 Barnes, 13, TBA

Wk 6: Plague
2-13 & 15 Barnes, 14, TBA

Wk 7: Epidemiologic Transition
2-20 & 22 Barnes 15,16,17,18,19,20,21

Wk 8: Mid Term Exam / Medical Authority
2-27 Mid Term Exam
2-29 Medical Authority, TBA

Wk 9 Spring Break

Wk 10: Knowledge, Power, & Medicine
3-12 & 14 Dully, Preface, Chs 1-9, TBA

Wk 11: Lobotomy & Medical Experimentation
3-19 & 21 Dully, Chs 10-16 & One last word, TBA,
Paper 1 due

Wk 12: Pharmaceuticals & Diagnostic Labels
3-26 & 28 Pisani, Preface, 1,2,3, TBA

Wk 13: Global Health Disparities
4-2 & 4 Pisani, 4,5,6, TBA

Wk 14 AIDS & Funding Distribution
4-9 & 11 Pisani, 7,8,9, TBA,
Paper 2 due

Wk 15 Bioterrorism & Emerging Pathogens
4-16 & 18 Barnes 22,23 and 1st half of Preston

Wk 16 Bioterrorism & Emerging Pathogens II
4-23 & 25 Preston, 2nd half

Wk 17 **Final Paper on Emerging Pathogens**

Code of Student Conduct: Academic dishonesty, which includes cheating, plagiarism, and other forms of dishonest or unethical behavior is prohibited. If a student is suspected of academic dishonesty, he/she will be required to meet with the chair of the department and their own academic advisor to determine further action. Please review the University's Academic Dishonesty Policy found in the Student Code of Conduct at <http://web.indstate.edu/sjp/docs/code.pdf>

Attendance: Attendance to this course is mandatory. You have two allotted excused absences, if you miss more than twice for any reason, 4% will be deducted from your final grade. If you miss a class because of an emergency you will need to bring a note from your doctor or other responsible person to be able to make up that day's work.

Academic Freedom: Academic Freedom assures that teachers and students can have free expression, fair procedures and equality of treatment. Students and teachers alike will behave in a responsible manner in the classroom. For more information please refer to http://debs.indstate.edu/a505a24_1952.pdf

Electronic Devices: Please do not use your laptop in this course. Please turn off your cell phone and do not have it in sight during class time and remove earphones and headsets. Texting, playing games, listening to music, etc will result in dismissal from class. Do not record class without my expressed permission. Students who are repeat offenders will

be required to meet with the chair of the department and their own academic advisor to determine further action. Please speak with me if you have special circumstances for using electronic devices in class.

Students with Disabilities: The University makes every effort to provide reasonable accommodations, for help or further information please refer to Student Academic Services Center www.indstate.edu/sasc

