

ANSC/GLBH 148: Global Health and Cultural Diversity

Winter 2020

Tues / Thurs 12:30-1:50pm

Center Hall 119



Yanomami Shaman, Amazonia. Photo: Sebastião Salgado

Instructor: Aaron Denham, Ph.D.

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Office Hours: By appointment and Tues and Thurs 1:50-2:50pm (appointments encouraged)

Teaching Assistants:

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SSB 280

10:20-12:20 Thursdays

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TBA

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Course Description:

The causes of disease, and people's healing practices, cannot be reduced to biological processes alone. They are enmeshed in diverse cultural systems and broader social, historical, and political-economic contexts. Culture affects our bodies, our experiences, and even how we identify and define states of illness and wellbeing. In this course, we treat illness and healing practices, including biomedicine, as predicated on cultural systems and larger structures of power. We will pay close attention to how social categories such as class, gender, ethnicity, race, sexuality, and power relationships shape medical systems, illness experiences, and health outcomes. We examine how global flows and disjunctures and growing global economic and technological inequalities contribute to human suffering. We will work from a position that to help people we must first understand the interdependencies of culture, contexts, and institutions and how these intersect with wellness and disease. This course focuses as much on contemporary biomedical practices as on "exotic" topics such as witchcraft and sorcery, to find the exotic within our medical systems and the familiar within others. This course is an introduction to the core concepts in medical anthropology and global health for students interested in medicine and healing careers, social work and community activism, mental health, public and global health, and the social sciences. Upon completing this course, you will have established a toolkit of theories, concepts, skills, and methods essential for working within and across cultural and global contexts.

Learning Outcomes:

At the completion of this course, you will be able to:

1. Discuss the scope of medical anthropology and analyze the central concepts related to medical anthropology and the study of illness and healing practices in their social and cultural contexts.
2. Understand how biology, culture, politics, and ecology interact to shape illness and health, health systems, and patterns.
3. Apply the theories and concepts of medical anthropology to critically evaluate one's own culture and determinants of illness and health.
4. Understand how healing systems often cut across categories of religion, medicine, and social organization.
5. Explain how illness and health (and normality) are constructed within particular social, cultural, political, and environmental contexts.
6. Identify how inequality, social hierarchy, and structural violence generate unequal and often unique health determinants in the global and transnational context.

Assessments

| Topic | Value | Due |
|--|-------|----------------------------|
| Case Study 1: Biomedicine in the Media | 10% | Sunday, Jan 26 at 11:59pm |
| Exam 1 | 25% | Tuesday, Feb 11 |
| Case Study 2: Illness Experience | 20% | Sunday, Feb 23 at 11:59pm |
| Case Study 3: Health Decision-Making | 20% | Friday, March 6 at 11:59pm |
| Exam 2 | 25% | Thursday, March 12 |

No Final Exam

Grading scheme:

| | | | | | |
|-----------|---------|----------|----------------|---------|----------|
| A+ 97-102 | A 93-96 | A- 90-92 | B+ 87-89 | B 83-86 | B- 80-82 |
| C+ 77-79 | C 73-76 | C- 70-72 | Pass 70 | D 60-69 | F 0-59 |

Pass/Not Pass: Students taking this grading option need to achieve a **C-** for a Pass. That means that any point grade below **70** will fail. I do not make exceptions for graduating seniors, international students, scholarship recipients, or anyone else. Do the work.

Exams

There are two exams. Both exams will draw upon readings and lecture material. They are not cumulative, but you will need to draw on information from across the quarter to do well in the second exam. Exam one will cover material from week one through week five (lectures 1-10). Exam two will cover material from week five through week 10 (lectures 12-19). There is no final exam.

You will take both exams on Canvas. They will consist of multiple choice and short essay questions. The exam will be timed. Expect to have between 60-75 minutes. It's an "open note/book." But you will unlikely have adequate time to look up the answers. Be well prepared in advance and ensure you are familiar with the main concepts within all readings. I will not ask about random details. I will circulate a study guide one week before the exam. This will help you prepare for a significant portion of the exam. Several questions might involve applying course concepts—you will be asked to analyze an example or case and identify a key concept within it. I will provide further details as the quarter progresses.

Case Study Essays

The case studies are a set of activities and essays designed for you to apply course concepts and experience "practical" examples of the course material. They are designed to provoke a connection between the material and your own experiences and thoughts. For each essay, you will focus on an aspect of wellbeing or sickness and how culture and contextual factors shape it. How is the subject of your essay shaped by power relations, historical events, cultural constructions, gender, sexuality, ethnicity, the environment, and social class?

Your essays must be free of grammatical and spelling errors. Papers with significant spelling and grammatical errors will be heavily penalized. Essays must connect to the concepts in the readings and lectures. You will find it helpful to connect your essay to outside resources and examples to better develop your argument or analyze what is at hand (particularly for essays two and three). You are free to use any citation method, but do not use footnotes or endnote citations. For in-text citations I recommend (Name Date, Page) or a similar format (note: page number is only needed for direct quotes). Lectures and lecture slides can be cited as “(Denham, date)”. Learn what plagiarism is. You must cite any material that is not from you. The bibliography does not count toward your page length.

High quality essays will offer a clear thesis and argument, seamlessly integrate course material (readings and/or lecture), relevant external material, observations concerning the issue at hand, and demonstrate the effective use of the course “tools” and ways of thinking. I discourage direct quotations from other sources. I am interested in your ability to gather, synthesize, and apply information, not repeating it verbatim. Show me what you know, what you observed, and what you think, not just what others directly said. Creativity is encouraged. You are permitted to use the first person (“I observed...”, “I attended...”) in your essays. Unlike many of the sciences, anthropologists often write in the first person because our research is influenced by our presence and it is important to account for that.

Papers should be double spaced and in 12pt Times New Roman font (or something similar).

The essay topics and proposed due dates follow. Details and additional resources are available on Canvas:

1. Biomedicine in the Media: In this essay, you will examine the representations of biomedicine and biomedical discourse in the media, by critically analyzing a short video clip representing biomedicine in practice. You will select a short video clip (roughly 2-3 min) from a TV show or movie, commercial, news segment, video podcast, or other visual media for the public. Do not use instructional/training videos or material aimed at specialists. The clip should represent some aspect of biomedicine—ensure the scene is showing something related to biomedicine or biomedical care. The clip must be available online. You will discuss how the clip shows the characteristics and assumptions of biomedicine and apply a minimum of three concepts from class to all or selected parts of the clip. The paper will be two pages. Additional details are posted on Canvas.

2. Illness Experience Narrative: You will conduct an interview with a friend or family member about an illness they have experienced and write an “illness narrative” along the lines outlined in the readings and lecture (particularly lecture 8). The purpose of this project is to enhance your understanding of the individual’s illness experience by encouraging the interviewee to recall in rich detail the lived experience of the illness in question. Ideally, the resulting illness narrative will capture the person’s experience of living with the condition and all its emotional, spiritual, physical, structural, and political-economic components. Your essay will be from 4-6 pages. Additional details are posted on Canvas. We will also discuss the project in detail during lectures 8 and 9.

3. Health Decision Making and Context: In this essay, you will apply course concepts to analyze the structural, systemic, and cultural forces shaping health decision-making, interactions,

and people's behaviors. You will don your ethnographer cap and observe a public setting where people receive or are subject to health messages or a location where they make health decisions. These might be health clinics/offices (waiting room), gyms and fitness centers/studios, cafes or restaurants, drug stores, grocery stores, nutrition/supplement stores, etc. You will conduct one or more observations lasting a minimum of 30 min. Take fieldnotes to document what you see. Later you will compile your notes and create an essay analyzing the location and what people are doing. Your essay will be roughly 4-5 pages. Additional details are posted on Canvas.

Lectures and Attendance:

I do not take attendance. If you cannot attend a lecture, I trust you have a good reason. Remember that missing lectures will place you at a significant disadvantage. Lectures are interactive and will be one of your primary sources of material. We will bring together a range of concepts, present theories and ideas, model anthropological thinking, integrate contemporary events, and provide a framework to help make sense of the readings. You likely will not pass this class if you focus on the readings (or lecture) alone. Even if you get notes from someone, you will miss the process of how we work through understanding health issues. Exams and essays are based on lecture material and the readings. ***I will post slides after the lecture.*** Remember that the slides do not represent even a fraction of the complete lecture material. They are only there to help frame and guide the process. If you miss a class, make a friend and borrow their notes before contacting us.

Course Website:

Please check Canvas regularly for updates, event announcements, to ask questions, and to participate in on-going discussions of course material and global health.

Readings:

Complete all readings before each lecture. The readings are available through Canvas. I will often refer to or discuss readings during the lecture, but sometimes I will not. Do not expect me to review the main points of any reading. You will be responsible for actively learning from what you read and asking questions.

Developing the reading list is one of the hardest parts of creating a class. There are too many good articles, chapters, videos, and books to choose from. I wanted to be reasonable and not overload you with too long or too many readings. I often pair long readings with shorter ones, and I try to choose the most engaging and accessible work. If you are ever interested in additional readings on any topic, let me know.

Weekly Schedule

| Lecture | Date | Topic | Readings |
|---------|------|--|--|
| 1 | 1/7 | Foundations I: What is Global Health and Medical Anthropology? | None |
| 2 | 1/9 | Foundations II: What's so cultural about disease? | <p>Wiley, A. & Allen, J. 2013. Introduction: A Biocultural Approach to Medical Anthropology. In Medical Anthropology a Biocultural Approach. Oxford: OUP.</p> <p>Farmer, et al. 2013. Introduction: Reimagining Global Health. In Reimagining Global Health: An Introduction, pp 1-10. Berkeley: University of California Press.</p> <p>Video: Doing Anthropology (8 min) https://www.youtube.com/watch?v=BhCruPBvSjQ</p> |
| 3 | 1/14 | The Normal and Abnormal | Benedict, Ruth. 1959. "Anthropology and the Abnormal." |
| 4 | 1/16 | Belief, Ritual, and Healing | <p>Ehrenreich, Barbara. 2018. Chapter 2: Rituals of Humiliation. In Natural Causes. Boston: Twelve.</p> <p>Lévi- Strauss, C. 1963. The Sorcerer and His Magic. In Structural Anthropology, pp. 167-185. New York: Basic Books.</p> |
| 5 | 1/21 | Ethnomedicine | <p>Paul, B. 1958. The Role of Customs and Beliefs in Sanitation Programs. American Journal of Public Health. 48:1502-1506.</p> <p>Reynolds-Whyte, S., van der Geest, S., and Hardon, A. 2002. Mothers and Children: The Efficacies of Drugs. In Social Lives of Medicines, pp. 23-36. Cambridge: Cambridge University Press.</p> |
| 6 | 1/23 | The Culture of Biomedicine | <p>Ehrenreich, Barbara. 2018. Chapter 3: Veneer of Science. In Natural Causes. Boston: Twelve.</p> <p>Kleinman, Arthur. 1995. What is Specific to Biomedicine? In Writing at the Margin: Discourse between Anthropology and Medicine, pp. 21-40. Berkeley: University of California Press.</p> |

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| 7 | 1/28 | Constructing Illness and Disease | <p>Woloshin, Steven and Schwartz, Lisa M. 2006. Giving Legs to Restless Legs: A Case Study of How the Media Helps Make People Sick. PLoS Medicine 3(4):e170.</p> <p>Waxler, N. E. 1981. Learning to Be a Leper: A Case Study in the Social Construction of Illness. In Social Contexts in Health, Illness, and Patient Care. Cambridge: Cambridge University Press.</p> |
| 8 | 1/30 | Illness Narratives and Explanatory Models I | <p>Kleinman, A. 1988. The Personal and Social Meanings of Illness. In The Illness Narratives: Suffering, Healing & the Human Condition, pp. 31-55. New York: Basic Books.</p> <p>Good, B. (1994). The Narrative Representation of Illness. In Medicine, Rationality, and Experience, pp. 135-164). Cambridge: Cambridge University Press.</p> |
| 9 | 2/4 | Illness Narratives and Explanatory Models II | <p>Hunt, L. 2000. Strategic Suffering: Illness Narratives as Social Empowerment among Mexican Cancer Patients. In Narrative and the Cultural Construction of Illness and Healing, pp. 88-107. Berkeley: University of California Press.</p> <p>Read and analyze: "Max's Illness Narrative"</p> |
| 10 | 2/6 | Historical Perspectives: Epidemiological Transitions and the Global Burden of Disease | No readings |
| 11 | 2/11 | Exam | No readings |
| 12 | 2/13 | Culture and Mental Health I | <p>Kleinman, A. 1988. Do Psychiatric Disorders Differ in Different Cultures? In Rethinking Psychiatry: From Cultural Category to Personal Experience, pp. 18-33. New York: Free Press.</p> |
| 13 | 2/18 | Culture and Mental Health II | <p>Kleinman, A. (2009). Global Mental Health: A Failure to Humanity? The Lancet 374(9690): 603-604.</p> <p>Watters, E. 2010. The Americanization of Mental Illness. New York Times</p> <p>Miller, Greg (2012). Who Needs Psychiatrists? Science 335: pp. 1294-1298</p> |

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|-----------|------|--|---|
| 14 | 2/20 | Pathologies of Power I: Structural Violence and Social Disparities | Farmer, P. 2005. On Suffering and Structural Violence. In Pathologies of Power: Health, Human Rights, and the New War on the Poor, pp. 29-50. Berkeley: University of California Press. Mendenhall, E. (2015). Syndemic Suffering: Rethinking Social and Health Problems among Mexican Immigrant Women. In Understanding and Applying medical Anthropology, pp164. |
| 15 | 2/25 | Pathologies of Power II: Colonialism and Its Legacy | Greene, J. et al. (2013). "Colonial Medicine and Its Legacies." In Reimagining Global Health: An Introduction. Pp: 33-73. |
| 16 | 2/27 | Pathologies of Power III: Race and Bias in Medicine | Holmes, Seth M. 2016. Oaxacans Like to Work Bent Over: The Naturalization of Social Suffering among Berry Farm Workers. Goodman, Alan H. 2000. Why Genes Don't Count (for Racial Differences in Health). American Journal For Public Health 90:1699-1702. |
| 17 | 3/3 | The Body and Body Politics | TBA |
| 18 | 3/5 | Disability and Culture | Ablon, Joan. 2002. The Nature of Stigma and Medical Conditions. Epilepsy and Behavior 3:S2-S9. Ingstad, B. et al. 2011. Where Culture Really Matters: Disability and Well-Being in Yemen. In Disability and Poverty: A Global Challenge. Bristol: The Policy Press |
| 19 | 3/10 | Global Health Futures | No readings |
| 20 | 3/12 | Exam | |
| | | No Final Exam | |

The Fine Print

Knowledge and wisdom are not a gift or an entitlement. Developing these takes effort and practice. You will benefit by actively preparing for and participating in class. I suggest that you highlight and take notes on all your readings. Annotations will help prepare you for the lecture, discussion, and the exams. Rather than expect that the professor will impart knowledge to you, expect to actively engage course content by processing materials creatively.

Note Sharing: You are free to share notes and resources with other classmates during the quarter. **Do not** upload notes, exams, study guides, or other classroom material to online note sharing services. This material is my intellectual property and I do not tolerate anyone making a profit from my work. If I find that you have uploaded any course material (during the quarter or in the future), I will ask you to remove the material and I will initiate disciplinary procedures.

Communication: Email communication is preferred. Although we endeavor to reply to you asap, it may take up to 48 hours to get a response from your TA or professor.

Lecture Conduct: Although we are in a large lecture hall, this course will consist of a combination of lectures, in-class discussions, and other activities. In this course, you will have to ask questions and offer critical analyses. We will support key concepts with facts, relate concepts to case studies, and consider further applications. Simply memorizing facts and definitions will not be enough to pass this course. I sometimes ask students to participate in small group discussions and other work or activities.

1. Research shows you will learn better when using a pen and paper to take notes.
2. If you use a computer, do not distract your neighbor. Laptops or tablets are allowed in the classroom for notetaking or reviewing readings only. If violations occur, all electronic devices will be banned. Don't be that person in the lecture smiling and laughing at your computer or phone when I am talking about something serious. I will call on you or ask you to leave if you appear distracted or are causing a distraction.
3. Observe basic lecture theatre etiquette. Do not converse with your neighbor (I can usually hear all conversations from the front).
4. Please turn your phone off.
5. I recommend bringing all readings to lecture to use and refer to.
6. Have fun! Ask questions. Engage and discuss the material.

Please create an environment of mutual respect and intellectual productivity by listening and speaking with an open mind. Be open to hearing various points of view that may be contentious or conflict with others. Do not expect to feel comfortable all the time. Expect to be challenged mentally and emotionally. Approach me if you feel anyone's participation in the course, including your own, is being impeded. UCSD recognizes the inherent dignity of all individuals and promotes respect for all people. Hostility toward other students will not be tolerated. Free speech does not permit harassment, intimidation, threats, or other behaviors that impede the learning of other students or the work of faculty and staff. As a reminder, please review the UCSD Principles of Community: <https://ucsd.edu/about/principles.html>.

Missed exams, lectures, and accommodations: Anyone in need of classroom or assessment accommodations for a disability is encouraged to contact the Office for Students with Disabilities ((858) 534.4382 (V); (858) 534-9709 (TTY); osd@ucsd.edu, or <http://osd.ucsd.edu>) and should inform me as soon as possible. Students who need accommodation for religious observances, UCSD athletic schedules, or key family events should submit their requests in writing to me by **5:00 PM on the Friday of Week 2** for a change of midterm or assignment due dates. Please note that accommodated due dates will most likely *be earlier for assignments and later for midterms*. There are no make-ups for midterms without documentation of an emergency or other need for accommodation listed above. If you miss a lecture, please check with another student before contacting your TAs and professor about missed content (which should only be done in order to clarify concepts). A student who misses class should not expect the TA or professor to go over all the material again with them individually.

Assignment submissions: All assignments are to be submitted on Canvas. Please make sure you are submitting the assignment under the correct link. Please attach assignment files as Word documents (not as PDFs or as text in the comments box). If you are having difficulty accessing Canvas or upload your assignment under the wrong assignment link, email your assignment to the TA so that it is time stamped. **Late assignments are docked 10%**

per 24-hour period after they are due based on the time of submission on Canvas. Assignments will not be accepted if overdue by more than three days. Rewrites are not allowed. Students should use the writing program, tutoring, and other resources.

Tutoring: The Office of Academic Support & Instructional Services (OASIS) offer free, one-on-one tutoring for students (<https://students.ucsd.edu/sponsor/oasis/>). Tutoring services are designed to guide students to the point at which they become independent learners, no longer needing a tutor.

Academic Policies:

It is your responsibility to review and understand the UC San Diego Academic Politics.

Academic Integrity

academicintegrity.ucsd.edu

UCSD Student Conduct Code

https://students.ucsd.edu/files/student-conduct/ucsandiego-student-conduct-code_interim-revisions1-16-18.pdf

Principals of Community

<https://ucsd.edu/about/principles.html>

Title IX Compliance: Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination. *Sexual harassment or misconduct, whether physical or psychological, will not be tolerated. As a faculty member, I am required to report the matter to the Title IX Coordinator.* Should you want to speak to a confidential source, you may contact the Counseling Center. The Office for the Prevention of Harassment & Discrimination (OPHD <http://ophd.ucsd.edu>) provides information and assistance to students, faculty, and staff regarding reports of bias, discrimination, harassment, sexual harassment, and sexual violence. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at (sarc@ucsd.edu or <http://care.ucsd.edu>) or Counseling and Psychological Services (CAPS <http://caps.ucsd.edu>).

Support Services:

Please speak with Aaron if you need any additional support throughout the course. UCSD offers a range of support services.

Ask a Librarian

<https://library.ucsd.edu/ask-us/>

Writing and Critical Expression

<https://commons.ucsd.edu/students/writing/>

Supplemental Instruction

<https://commons.ucsd.edu/students/supplemental-instruction/>

Tutoring

<https://commons.ucsd.edu/students/math-chemistry-tutoring/>

CAPS Student Health and Well-Being

<https://wellness.ucsd.edu/>

Community Centers

<https://students.ucsd.edu/student-life/diversity/index.html>

Office of Equity, Diversity, and Inclusion

<https://diversity.ucsd.edu/>

Student life: Diversity

<https://students.ucsd.edu/student-life/diversity/>

Policy on University of California Diversity Statement

<https://regents.universityofcalifornia.edu/governance/policies/4400.html>

Basic Needs

Any student with difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in this course, is encouraged to contact:

foodpantry@ucsd.edu | basicneeds@ucsd.edu | (858)246-2632

Technical Support

<https://acms.ucsd.edu/contact/index.html>

CARE at the Sexual Assault Resource Center

858.534.5793 | sarc@ucsd.edu | <https://care.ucsd.edu>

Counseling and Psychological Services (CAPS)

858.534.3755 | <https://caps.ucsd.edu>

Accessibility

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged.

Office for Students with Disabilities (OSD): 858.534.4382 | osd@ucsd.edu | <https://disabilities.ucsd.edu/>

I support the education and social advancement of all students, regardless of their immigration status, religion, race, ethnicity, gender identity, or any other social factor used to limit their life opportunities.

This syllabus is open to modification throughout the quarter. While I will ensure that the overall grading system remains in place, the schedule, topics, readings, and activities may change. I will always alert you before making changes.