Welcome to:

Culture, Disease & Healing

ANT 4408M – Spring 2019
Mondays & Wednesdays: 2:30 – 3:20 pm,
& Online Component: to be completed between Thur. and Sun.
Location: BA-2 Building, Room 207

Professor: Joanna Mishtal, Ph.D.
Associate Professor of Cultural & Medical Anthropology
Faculty Adviser for:

- Medical Anthropology Minor
- Anthropology of Global Health Certificate

Office Hrs: Mon 3:30 - 5 pm, and by appointment, Howard Phillips Hall 409Q
E-mail: jmishtal@ucf.edu (preferred contact method) Phone**:** (407) 823-3797

Graduate Teaching Assistant (GTA): Amber Grissom, MA Candidate
Office Hrs: Thursdays 3 - 5 pm, and by appointment, Howard Phillips Hall 409Q
E-mail: amorrison346@Knights.ucf.edu Phone: (407) 823-2227

Course Description and Objectives:
This medical anthropology course focuses on the role of culture in shaping the experiences and perceptions of health, sickness, and well-being in a variety of contexts. Using engaging contemporary ethnographies, the course explores cultural notions of disease and wellness, the dilemmas of cross-cultural (mis)communication in healthcare settings, and emerging global health concerns. Specifically, the course will include topics of reproduction and sexuality, HIV/AIDS, illegal organ trade, in vitro fertilization, refugee health, mental health, and the questions of stigma, marginality, and citizenship as they relate to health and illness. We will use examples, from the US, Russia, Ireland, Haiti, South Africa, Poland, Egypt, Lebanon, Israel, and other locations.

This course counts as credit toward:

- **Global Health Certificate** http://ucf.catalog.acalog.com/preview_program.php?catoid=3&poid=740
- **Medical Anthropology Minor** http://ucf.catalog.acalog.com/preview_program.php?catoid=3&poid=937
- **Diversity GEP Credit**

Learning Outcomes - Upon completion of the course, the students will:

- become familiar with the ways in which health and illness are understood and experienced in varied cultural contexts
- understand key theoretical paradigms and concepts in medical anthropology

- gain an appreciation of critiques emerging from medical anthropology and their usefulness in biomedicine, as well as in global and local health concerns

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Course Materials (required):

1. Books:

- *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. Fadiman, Anne. 1997. New York: Farrar, Straus & Giroux. ISBN-10: 0374525641

  Access: (a) used copies on Amazon from $4; (b) UCF bookstore; (c) free: UCF library on reserve

- *Saints, Scholars, and Schizophrenics: Mental Illness in Rural Ireland.* Scheper-Hughes, Nancy. 2001. Berkeley: University of California Press. ISBN-10: 0520224809

  Access: (a) used copies on Amazon from $15; (b) UCF bookstore; (c) free: UCF library on reserve

- *Women's Health in Post-Soviet Russia: The Politics of Intervention*. Rivkin-Fish, Michele. 2005. Indiana University Press. ISBN: 0253217679

  Access: (a) used copies on Amazon from $19; (b) UCF bookstore; (c) free: UCF library on reserve

2. Articles (provided):

Several articles are also required and are available to students electronically on the Canvas (Webcourses) website. All assigned articles are listed in the class schedule below which specifies when students are expected to read them. Please download texts to your computers as we go through the semester. Technical support for Canvas: call Center for Distributed Learning (CDL), 407-823-4910, https://cdl.ucf.edu/support/

3. Required Films (provided):

Students are required to see all films and videos shown in class and stay alert for the duration of the showing; these will be on exams. Titles of films will be provided in class or in the syllabus. During films, students cannot use computers because of the glare.

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Expectations:

I hope that you will want to attend this class and that you will be eager to participate in discussions. If it is particularly difficult for you to speak up in class I invite you to the GTA's or my office hours to discuss any of the topics in a smaller, less intimidating setting.

Students are expected to attend lectures and films, complete assignments, observe deadlines, and take notes on lectures, films, class discussions, and the assigned readings. Students are expected to read all of the material assigned for each class and be prepared to discuss it. If you attend classes, take thorough notes, and do the readings seriously, you should do very well in this course.

Respectful Behavior: Students are expected to have a respectful demeanor in all class discussions and interactions with other students, professor, and the GTA. Professional courtesy and respect are especially important with regard to topics dealing with differences of race, color, culture, religion, politics, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Any inappropriate behavior will be reflected in the final grade and may be reported to student conduct office.

Punctuality for Lectures: coming late to class is distracting to me and to the students. Please make every effort to be on time. Tardiness will be noted and marked on students' attendance records.

If you have to miss a class please ask to borrow a fellow student's notes because lectures will not

always cover the same material as the reading for that day. Make-ups of assessments or assignments will not be permitted unless it is for university-sponsored events, religious observances, or legal obligations (such as jury duty) and with documentation.

Electronics: You can use a computer/tablet in class for only for taking notes, but you cannot use them for other purposes such as calls, texting, emailing, and browsing the internet. Please keep your phones silenced in class, as per UCF policy, and in your pocket or bag for the duration of the class. Audio or video recording of classes are allowed only for personal use with professor's advance written consent. These recordings are not authorized to be shared with anyone without the separate written approval of the professor.

Knights Email Communication: There may be important emails between the professor, the GTA, and the class, thus students are responsible for checking their "knights.edu" email.

Academic Integrity: I adhere to academic honesty rules of this and other universities and expect you to do your own work; cheating on exams or plagiarism is unacceptable and will carry serious consequences. The *Turnitin* plagiarism checker will be used. In the case of cheating or plagiarism there will be a zero given for the course. Students are required to follow the Rules of Conduct found in the Golden Rule, UCF's Student Handbook (www.goldenrule.sdes.ucf.edu). Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z (www.goldenrule.sdes.ucf.edu/zgrade).

Special Needs: UCF is committed to providing reasonable accommodations for students with disabilities. Students who need accommodations must first register with the Student Accessibility office (http://sas.sdes.ucf.edu/) and bring an accommodation letter during the first week of class. Deployed active duty military student who need a special accommodation due to that unique status should contact the professor to discuss the circumstances.

Academic Activity Record: UCF requires that all students complete the Academic Activity Record task in our course on Canvas during the first week. This is necessary for receiving financial aid.

Campus Safety: Should an emergency arise in our class, we'll all need to work together. Please be aware of surroundings and familiar with basic safety concepts. In emergency, dial 911. Emergency procedure guides are posted on classrooms' walls near the door (http://emergency.ucf.edu/emergency_guide.html).

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Grading Policy:
My approach is to give you smaller and more frequent assignments to make it easier for you to improve your grades over time by giving more chances at being evaluated. Below are the exams and assignments.

Descriptions of Exams, Quizzes, and Online Work:

1. Exam I (40 points)
The exam consists of up to 40 questions (multiple choice, true/false). The exam covers concepts from all texts, videos, lectures (including any guest lectures) that were covered since the start of the semester. Please bring a brown scantron and #2 pencils to the exam.

2. Exam II (40 points)
The second exam (on the last day of classes) will consist of up to 40 questions (multiple choice,
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true/false). The exam covers everything since Exam I and a few questions from the first half of the course. Please bring a brown scantron and #2 pencils to the exam. Do not plan to leave town before this examination – students cannot pass this class if they miss Exam II.

3. 10 out of 12 Quizzes (60 points; 6 points each)

Twelve quizzes will be given for 6 points each, and 2 lowest scores will be dropped. The quizzes are based on assigned readings for that day and will consist of 1 or 2 questions (narrative, fill in the blank or multiple choice, or some combination of these) meant to assess whether or not the student read and understood the assigned material. They will take approx. 5-7 minutes at the start of the class. There will be no make-ups for the quizzes because 2 scores are dropped. The dropping of 2 lowest scores is designed to help students in such situations as when the student happens to get sick, has jury duty, the car breaks down, or has some other sudden emergency and is unable to attend class on the day of the quiz. *No exceptions, for fairness to everyone.*

4. Online Component – Research Paper (60 points)

I hope these research papers will be fun for you! The papers should be 2300-2500 words in length, plus bibliography. Papers will be based on a *close reading* of 3 full-length "core" articles that go together (or 1 ethnography instead) that you select from specific journals and relevant articles/books from class material; total 6 references for close reading (some additional references may be used with Professor's or GTA's approval). In lieu of one of the 3 "core" articles, you can interview somebody about a relevant health issue and incorporate these data (de-identified) into your paper. In-depth analysis of fewer references is better than superficial review of many references! Online Assignments are designed as a step-by-step process to develop and write a great research paper. **Topic**: choose any topic relevant to health and culture. For example, you can examine how ideas about health or the body manifest themselves in culturally-specific ways, or you can select a specific disease/illness as a lens through which to analyze cultural meanings of health and experience of being sick. A list of topic ideas will be provided to help you think about possibilities, and you'll also be taught how to search for ideas in key journals during our Research Paper Workshop in week 3. To have fun with this project, it is most important to choose a topic based on your own interest and on information available. The 3 "core" articles must come only from these 7 journals: *Medical Anthropology Quarterly*; *Anthropology & Medicine*; *Culture, Medicine and Psychiatry*; *Medical Anthropology*; *Culture, Health, & Sexuality*, *Human Organization*, and *Social Science & Medicine*.

Note: Students cannot pass this class if they fail to submit their Research Paper.

- **Lateness with Online Assignments**: assignments are due when they are due. If truly extraordinary circumstances make it impossible for you to meet a deadline, please contact me or the GTA *beforehand*. Otherwise, late assignments are graded down accordingly, in fairness to students who have met the deadline.
- **Punctuality for testing:** is expected for all exams and quizzes. After the first student who completed the test leaves the room, the test is "DEAD" and students who arrive late will not be permitted to take the exam. Students who miss the exam in this way will receive a zero for that exam.

Summary of points:
1.) Exam I: 40 points
2.) Exam II: 40 points
3.) 10 quizzes: 60 points
4.) Research Paper (Online Work): 60 points
5.) Attendance, class participation, computer/phone abuse will be used in borderline cases.

Total: 200 points (100%)

The Grade Scale for this course:

A	186 – 200 points
A-	180 – 185 points
B+	174 – 179 points
B	166 – 173 points
B-	160 – 165 points
C+	154 – 159 points
C	146 – 153 points
C-	140 – 145 points
D+	134 – 139 points
D	126 – 133 points
D-	120 – 125 points
F	119 and below

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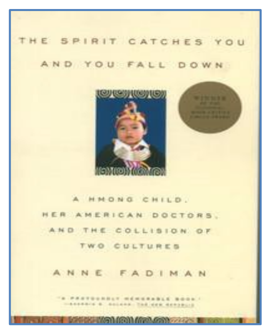
Weekly Schedule

WEEK 1: ***Week's Topics:*** **Syllabus and Overview of Class.**

Mon, 1/7: First class – introduction of the course & overview of the syllabus.

Wed, 1/9: Overview of medical anthropology from a cultural perspective. Who is Lia and what happened to her?
Read for Wed:
Book: *The Spirit Catches You and You Fall Down*.
Read pages 3-37.



Online Component:
Assignment # 1: Instructions on Canvas
(Become familiar with Canvas, and our course site. Make sure you can access articles.)

WEEK 2: ***Week's Topics:*** **"Collisions" with the health care system in North America: The Case of the Hmong in California.**

Mon, 1/14: Lia's treatment
Read for Mon:
Book: *The Spirit Catches You and You Fall Down*. Read pages 38-77.

→ Quiz 1

Wed, 1/16: Research Paper Workshop #1
Read for Wed: None
Please bring questions about your research papers to class. Laptops can also be useful to follow along, but not necessary.

Online Component:
Assignment # 2: Instructions on Canvas
(*Submit: preliminary paper topic ideas, keywords, and preferred geographic areas. Examples of topic ideas listed on the Assignment)

WEEK 3: ***Week's Topics:*** **"Collisions" with the health care system in North American: The Case of the Hmong in California & Preparation for Research Papers**

Mon, 1/21: No Class – MLK Holiday

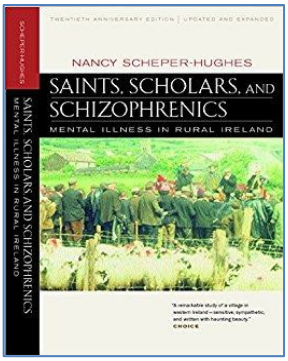
Wed, 1/23: Could Lia have been saved?
Read for Wed:
Book: *The Spirit Catches You and You Fall Down.* Read pages 225-288.
(*Note: yes, we're skipping some chapters, but feel free to read them for your own pleasure)

Online Component:
Assignment # 3: Instructions on Canvas
(proceed with search for articles)

WEEK 4: ***Week's Topic:*** **Ireland & mental health.**

Mon, 1/28: ***New Section*****: Ireland - mental health & sexuality.**
Read for Mon:
Book: *Saints, Scholars, and Schizophrenics.*
Read pages xiii-75.

→ Quiz 2



Wed, 1/30: Mental health and sexuality.
Read for Wed:
Book: *Saints, Scholars, and Schizophrenics.* Read pages 76-170.

→ Quiz 3

Online Component:
Assignment # 4: Instructions on Canvas
(*Submit: list of proposed articles; then wait for approval/feedback)

WEEK 5: ***Week's Topics:*** **Ireland: mental health, unwanted celibacy, and guilt.**

Mon, 2/4: Brothers, sisters and lovers
Read for Mon:
Book: *Saints, Scholars, and Schizophrenics.* Read pages 173-221.

→ Quiz 4

Wed, 2/6: The idea of "sex roles" and destinies
Read for Wed:
Book: *Saints, Scholars, and Schizophrenics.* Read pages 222-328.

Online Component:
Assignment # 5: Instructions on Canvas
(*Submit: revised list of articles & wait for approval; or start reading and annotating)

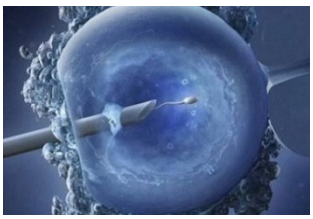
WEEK 6: ***Week's Topic:*** **Declining Fertility & Assisted Reproductive Technologies (ARTs).**

Mon, 2/11: ***New Section:*** **Declining fertility around the globe.**
Read for Mon: none

Wed, 2/13: Declining fertility in Poland
→ Quiz 5
Read for Wed:
"'Irrational' Non-reproduction? The 'dying nation' and the postsocialist logics of declining motherhood in Poland." *Anthropology & Medicine, 19(2):153-169.* 2012. By J. Mishtal

Online Component:
Assignment # 6: Instructions on Canvas (read and annotate)

WEEK 7: ***Week's Topic:*** **High tech baby-making: infertility and assisted reproductive technologies.**



Mon, 2/18: Men and infertility in Egypt and Lebanon.
→ Quiz 6
Read for Mon:
"Middle Eastern Masculinities in the age of New Reproductive Technologies: male infertility and stigma in Egypt and Lebanon." *Medical Anthropology Quarterly* 18(2):162-182. 2004. By Marcia Inhorn

Wed, 2/20: Infertility in Israel – Jewish religion and high tech medicine.
Read for Wed:
"Rabbis and reproduction: The uses of new reproductive technologies among ultraorthodox Jews in Israel." 2002. By Susan M. Kahn IN: *Infertility around the Globe*. Eds: Inhorn and van Balen. University of California Press. P. 283-297.

Online Component:
Assignment # 7: Instructions on Canvas
(*Submit: annotated bibliography)

WEEK 8:

Mon, 2/25: Review for Exam I

Wed, 2/27: EXAM I

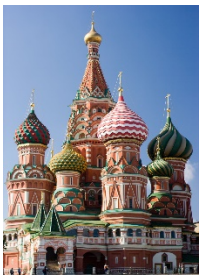
Online Component:
Assignment # 8: Instructions on Canvas
(*Submit: create outline of your research paper – about 1-2 pp)

WEEK 9: ***Week's Topic:*** **New section: Body politics & neoliberalism in Eastern Europe & Russia.**

Mon, 3/4: Research Paper Workshop # 2
Read for Mon: none
Please bring your questions and concerns about your research paper to this class.

Wed, 3/6: ***New Section*****:** Eastern Europe & Russia – What was communism and what came next?
Read for Wed: none

→ **Quiz 7 (attendance)**



Online Component:
Assignment # 10: Instructions on Canvas (Proceed with writing)

WEEK 10:

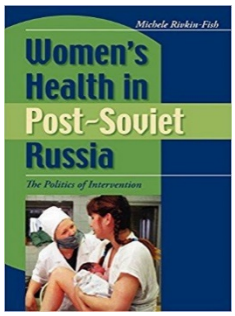
3/11 – 3/15 – SPRING BREAK

Assignment # 9: NO assignment – spring break (rest, catch-up, read ahead)

WEEK 11: ***Week's Topic:*** **The Case of Russia - Body Politics & Neoliberalism.**

Mon, 3/18: Russia – What is "moral correction'?
Read for Mon:
Book: *Women's Health in Post-Soviet Russia.*
Read pages 1-65.

→ **Quiz 8**



Wed, 3/20: Russia **–** Sex Education
Please read for Wed:

Sex education and the idea of "discipline" - *Women's Health in Post-Soviet Russia.* Read pages 66-119.

Online Component:
Assignment # 11: Instructions on Canvas (Proceed with writing)

WEEK 12: *Week's Topic:* The Case of Russia, cont.

Mon, 3/25: GUEST SPEAKER: Dr. Lindsay Taliaferro, PhD, MPH, MS, College of Medicine, "LGB Access to Healthcare"

(Still please read book section:** Book: *Women's Health in Post-Soviet Russia.* Pages 123-178. Topic: taking responsibility.)

Wed, 3/27: Russia: Bribes or "Privatizing strategies" – chocolates, vodka, and other strategies

→ Quiz 9

Read for Wed:
Book: *Women's Health in Post-Soviet Russia.*
Pages 179-222.

Online Component:
Assignment # 12: Instructions on Canvas (Proceed with writing)

WEEK 13: *Week's Topic:* Anthropology of Social Suffering: Haiti: HIV/AIDS & the work of Paul Farmer.

Mon, 4/1: What is structural violence?

→ Quiz 10

Read for Mon:
"On suffering and structural violence: Social and economic rights in the global era." 2003. In *Pathologies of Power: Health, Human Rights, and the New War on the Poor.* By Paul Farmer. University of California Press. Pp. 29-50.

Wed, 4/3: Research Paper Workshop # 3
Read for Wed: None
Please bring questions about your writing process, citations, or any other issues.

Online Component:
Assignment # 13: Instructions on Canvas (Proceed with writing.)

WEEK 14: ***Week's Topic:*** **Anthropology of Social Suffering (cont.): HIV & survival sex.**

Mon, 4/8: HIV infections – risk group or risk behavior?
Read for Mon:
"Risky business: The cultural construction of AIDS risk groups." 1994. *Social Science & Medicine,* 38(10):1337-1346. By Schiller, Nina Glick et al.

Wed, 4/10: Survival Sex & HIV
Read for Wed:
"'She drank his money': Survival sex and the problem of violence in taverns in Gauteng Province, South Africa." 2002. *Medical Anthropology Quarterly* 16(3):267-93. By Wojcicki, Janet Maia

→ Quiz 11

Online Component:
Assignment # 14: Instructions on Canvas (Proceed with writing and final editing)

WEEK 15: ***Week's Topic:*** **Anthropology of Social Suffering (cont.): Substance use & abuse**

Mon, 4/15: Substance Use & Abuse. What is looking "Up-stream"?
Read for Tue:
"Why Does Juan García Have a Drinking Problem? The Perspective of Critical Medical Anthropology." 1992. *Medical Anthropology*, 14(1):77-108. By Singer, Merrill et al.

→ Quiz 12

Wed, 4/17: Review for Exam II

Online Component:
Assignment # 15: Instructions on Canvas
(Finish editing. Try to bring your papers to the UCF Writing Center for review)

WEEK 16: Exam II & Research Papers

Mon, 4/22: Exam II (in last class), 2:30-3:20 pm in BA-2 207

***Thur 4/25: Research Papers due by midnight via Canvas (can submit early)**

~~~~~~~ Have a great summer! ~~~~~~~