

Term Information

Effective Term Autumn 2015
Previous Value Autumn 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We are requesting GE status in the Diversity (Global Studies) category.

What is the rationale for the proposed change(s)?

This course meets the rationale and learning outcomes for the GE category or categories we are requesting, as outlined in the Curriculum and Assessment handbook.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Anthropology
Fiscal Unit/Academic Org Anthropology - D0711
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3302
Course Title Introduction to Medical Anthropology
Transcript Abbreviation Intro Med Anthrop
Course Description Relationship of anthropology to the art and science of medicine.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Previous Value

Prereq: 2220 (200) and 2202 (202), or permission of instructor.

Exclusions

Not open to students with credit for 302.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	26.0102
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Define medical anthropology and describe the discipline's theoretical and methodological contributions to understanding human health and well being.
- Define "culture" and why it matters to health.
- Evaluate how personal experience, cultural meanings, and subjectivity shape the perception and management of health conditions.
- Compare and contrast different forms of treatment and healing cross-culturally.
- Describe the culture of biomedicine.
- Identify the importance of structural factors in creating health disparities.
- Discuss how the natural and socially constructed environments shape human health.

Previous Value

Content Topic List

- Human health
- Illness
- Bio-cultural
- Evolution
- Cultural variation
- Theory
- Nutrition
- Growth
- Reproductive health
- Aging
- Infectious disease
- Mental health

Attachments

- 3302 GE Assessment Plan.docx: 3302 Assessment Plan
(GEC Course Assessment Plan. Owner: Freeman,Elizabeth A.)
- Dr Larsen letter 10 07 14.doc: Letter from Chair
(Cover Letter. Owner: Freeman,Elizabeth A.)
- 3302 Syllabus.docx: 3302 Syllabus
(Syllabus. Owner: Freeman,Elizabeth A.)
- 3302 Global Diversity Rationale.docx: 3302 GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Freeman,Elizabeth A.)

Comments

- - Please select one of the two Diversity categories. Both cannot be chosen for a course.
-Please make sure that GE assessment plan addresses the GE expected learning outcomes of the chosen GE category specifically. This is not the same as assessment of student learning (of course goals). *(by Vankeerbergen,Bernadette Chantal on 10/08/2014 01:33 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Freeman,Elizabeth A.	10/07/2014 09:52 AM	Submitted for Approval
Approved	McGraw,William Scott	10/07/2014 10:16 AM	Unit Approval
Approved	Haddad,Deborah Moore	10/07/2014 12:54 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/08/2014 01:36 PM	ASCCAO Approval
Submitted	Freeman,Elizabeth A.	10/22/2014 04:37 PM	Submitted for Approval
Approved	McGraw,William Scott	10/23/2014 08:53 AM	Unit Approval
Approved	Haddad,Deborah Moore	10/23/2014 11:52 AM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	10/23/2014 11:52 AM	ASCCAO Approval



Department of Anthropology

4034 Smith Laboratory
174 West 18th Avenue
Columbus, OH 43210-1106

Phone (614) 292-4149
Fax (614) 292-4155
<http://anthropology.ohio-state.edu>

7 October 2014

Dear Curriculum Panel Members,

I am pleased to submit this curricular bundle for your review. This bundle includes a number of new courses, courses for General Education consideration, and several course changes. These submissions reflect the evolving profile of our teaching mission and what we have to offer our students and the institution generally. The Department of Anthropology has taken on one of its biggest curriculum revisions, involving both undergraduate majors (Anthropological Sciences, Anthropology) and graduate program, in its recent history. I am excited to endorse all of these submissions, and look forward to implementing the revisions to the Anthropology curriculum.

Best regards,

A handwritten signature in blue ink that reads "Clark S. Larsen".

Clark Spencer Larsen
Distinguished Professor of Social and Behavioral Sciences and Chair

ANTH 3302: INTRODUCTION TO MEDICAL ANTHROPOLOGY

Course Instructor: Jennifer L. Syvertsen, PhD, MPH

Email: Syvertsen.1@osu.edu

Office Location: 4046 Smith Laboratory

Office phone: 614-247-6815

Office hours: Thursday, 11 am -1 pm, or by appointment

Course schedule: Tuesday/Thursday, 9:35-10:55 in Smith Lab 1048

COURSE DESCRIPTION

This course is an introduction to the basic concepts and theories in medical anthropology, which critically assesses ideas about health, illness, and disease from a cross-cultural perspective. Students will compare both western biomedical and “traditional” approaches to understanding health. Students will evaluate and engage with cross-cultural variation in causal explanation, diagnosis, perception, management, and treatment of illness and disease. Readings will incorporate both research and theory from anthropological work in a variety of national and international settings. Topics covered include: the meaning of health, illness and disease, narrative and subjective experience of illness and healing, perspectives on birth and death, plural medical systems, structural perspectives of health, health disparities, ethical issues in health research, and social constructions of medication and drug misuse. Students will gain a basic mastery of anthropological approaches to understanding human health through reading, discussion, videos, reflective activities, and written assignments.

GE LEARNING OUTCOMES WILL BE ADDED IF APPROVED

LEARNING OBJECTIVES

This course will help you develop critical thinking skills relevant to the cross-cultural study of health (no matter your disciplinary background). At the end of the course, you will be able to:

1. Define medical anthropology and describe the discipline’s theoretical and methodological contributions to understanding human health and wellbeing.
2. Define “culture” and why it matters to health.
3. Evaluate how personal experience, cultural meanings, and subjectivity shape the perception and management of health conditions.
4. Compare and contrast different forms of treatment and healing cross-culturally.
5. Describe the culture of biomedicine.
6. Identify the importance of structural factors in creating health disparities.
7. Discuss how the natural and socially constructed environments shape human health.

COURSE EXPECTATIONS AND LOGISTICS.

Attendance. Students are expected to attend every session. Attendance will be verified by participation in class activities. No make-up work is available for missed class activities. Class participation is critical and student involvement will help create a dynamic and stimulating learning environment.

Creating a Respectful Classroom Environment. Use of laptops as it relates to course activities is permitted; otherwise, multitasking is distracting and disrespectful to classmates and instructors, so please refrain from doing so. Use of cell phones during class is not permitted. Please turn it off and put it away.

Academic misconduct: The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic

integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

Email. At times, I will email you with information about upcoming assignments and readings, so please read these emails. If you have a question about course material (check the syllabus first), want to set up a time to meet, need to miss a class, or have a particular concern, please contact me. Please put ‘ANTH 3302’ in the subject line and a keyword summarizing your topic.

Disability Accommodations. Please see me the first week of class to make arrangements.

COURSE READINGS, GRADING & EVALUATIONS.

Required Readings:

1. Singer, M., and H. Baer. 2012. *Introducing medical anthropology: a discipline in action*. Lanham, MD: AltaMira Press.
2. Fadiman, A. 1997. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus and Giroux.
3. There will be additional readings assigned each week posted on Carmen.

Discussion. Students are expected to complete the readings for each week prior to attending class and should come to class prepared for discussion. Some readings will be challenging. When reading scientific literature, get in the habit of highlighting text, taking notes, and writing out questions you would like to discuss in class. One of the best parts of these classes is the diversity of ideas that is brought to the classroom. In addition to being respectful of different opinions, I encourage you to try to understand alternative viewpoints. Moreover, I encourage you to ask your classmates what they think of your point, and do not be afraid to respectfully disagree with others – this is how we advance science!

Assignments & Grading. Students are responsible for completing all readings and assignments by their due dates. **Readings and assignments are due in class on the day they are noted on the syllabus.** I will provide specific instructions and a grading rubric for the assignments. Grades are based on the quality and on-time submission of the deliverables.

1. Attendance, readings, in-class discussion, and pop quizzes (20%). Students will be required to complete weekly assigned readings and arrive to class prepared to engage in a critical discussion. In class film guides, written exercises, and quizzes will be collected each week as a marker of attendance. You must be in class to receive credit!
2. Writing notebook (15%). We will begin each class with 5-10 minutes of writing based on prompts from the assigned readings and previous class discussions. Students should have a notebook dedicated to this writing that will be handed in at the end of the semester.
3. Illness narrative (25%). This is an anthropological analysis of an individual’s physical and emotional experience with the diagnosis, management, and treatment of an illness.

4. Mid-term and final exam (20% each). Multiple choice, short answer, and essays.

The final course grade will be determined using the following formula: A \geq 93, A- 90-92, B+ 88-89, B 83-87, B- 80-82, C+ 78-79, C 73-77, C- 70-72, D+ 68-69, D 60-67, <60 is a failing grade.

Course Evaluations. In order to assist me in teaching a relevant and meaningful course, I will hand out brief evaluations mid-way and at the end of the quarter. You do not have to sign your names on the forms. Your honest feedback is appreciated.

GENERAL SCHEDULE OF TOPICS:

Week 1: What is medical anthropology?

Week 2: Medical anthropology, continued

Week 3: What medical anthropologists do

Week 4: Understanding health, illness & disease

Week 5: Sex and reproduction

Week 6: Illness narratives & the patient experience

Week 7: Ethnomedicine

Week 8: Medical pluralism

Week 9: **MID-TERM EXAM**

Week 10: Health disparities

Week 11: Health & the environment

Week 12: Ethics & health

Week 13: Miracle medicines or dangerous drugs?

Week 14: ** ILLNESS NARRATIVE DUE**

Week 15: Death and dying

Week 16: Dead week – study hard!

FINAL EXAM: December 12th from 10:00-11:45 am

****NOTE: The instructor reserves the right to make any changes to the syllabus****

SPECIFIC SCHEDULE OF TOPICS, READINGS & ASSIGNMENTS

DATE	TOPICS
WEEK 1	<i>What is medical anthropology?</i>
Aug 28	Introduction and in-class activity
WEEK 2	<i>Medical anthropology, continued</i>
Sept 2	Singer & Baer, Chapter 1: "Introduction to Medical Anthropology"
Sept 4	**NO CLASS**
WEEK 3	<i>What medical anthropologists do</i>
Sept 9	Singer & Baer, Chapter 2: "What medical anthropologists do"
Sept 11	What medical anthropologists do, continued
WEEK 4	<i>Health, illness & disease</i>
Sept 16	Singer & Baer Chapter 3: "Understanding Health, Illness, and Disease"
Sept 18	Spirit book, chapters 1-5
WEEK 5	<i>Sex & reproduction</i>
Sept 23	Singer, M. & P.I. Erickson, Eds. 2011. Chapter 13, "Sexuality, Medical Anthropology, and Public Health" In: <i>A companion to medical anthropology</i> . West Sussex, UK: Wiley-Blackwell.
Sept 25	Spirit book, chapters 6-8 Small, M. 1997. Our babies, ourselves. <i>Natural History</i> , 1-7. In class film & discussion: <i>The business of being born</i>
WEEK 6	<i>Illness narratives & the patient experience</i>
Sept 30	Kleinman, Arthur. 1988. Chapter 2, In: <i>The Illness Narratives: Suffering and Healing and the Human Condition</i> : Basic Books. In class film & discussion: <i>Curtis</i>
Oct 2	Csordas, T.J. 2002. The affliction of Martin. In: <i>Body/meaning/healing</i> . New York: Palgrave Macmillan.
WEEK 7	<i>Ethnomedicine</i>
Oct 7	Singer & Baer Chapter 4: "Ethnomedicine: The world of treatment and healing"
Oct 9	Spirit book, chapters 9-11 Research methods lecture and illness narrative assigned
WEEK 8	<i>Medical pluralism</i>
Oct 14	Singer & Baer Chapter 5: "Medical Pluralism in the Contemporary World"
Oct 16	Spirit book, chapters 12-15
WEEK 9	
Oct 21	Finish Spirit book In class film & discussion: <i>The Split Horn</i>
Oct 23	**MID-TERM EXAM**
WEEK 10	<i>Health disparities</i>
Oct 28	Singer & Baer Chapter 6: "Health Disparity, Health Inequality"
Oct 30	Davenport, Beverly Ann. 2000. "Witnessing and the Medical Gaze: How Medical Students Learn to See at a Free Clinic for the Homeless." <i>Medical Anthropology Quarterly</i> , 14(3):310-327. Kleinman, A., and P. Benson. 2006. "Anthropology in the clinic: The problem of cultural competency and how to fix it." <i>PLoS Med</i> , 3(10):e294.
WEEK 11	<i>Health & the environment</i>
Nov 4	Singer & Baer Chapter 7: "Health and the Environment"
Nov 6	Holmes, S. M. 2006. An ethnographic study of the social context of migrant health in the United States. <i>PLoS Medicine</i> , 3(10), e448. In class film & discussion: <i>Unnatural Causes</i>

WEEK 12	<i>Ethics & health</i>
Nov 11	**Veterans Day – NO CLASS**
Nov 13	Petryna, A. 2005. Ethical variability: Drug development and globalizing clinical trials. <i>American Ethnologist</i> , 32(2):183-197.
WEEK 13	<i>Miracle medicines or dangerous drugs?</i>
Nov 18	Singer & Erickson, Eds. 2011. Chapter 17, “Generation Rx: Anthropological Research on Pharmaceutical Enhancement, Lifestyle Regulation, Self-Medication, and Recreational Drug Use,” In: <i>A companion to medical anthropology</i> . West Sussex, UK: Wiley-Blackwell.
Nov 20	Bourgois, P. 2008. The mystery of marijuana: science and the US war on drugs. <i>Substance Use & Misuse</i> , 43(3-4):581. Seppa, Nathan. 2010. Not just a high: Scientists test medicinal marijuana against MS, inflammation and cancer. <i>Science News</i> , 177(13):16-20. Reinarman, et al. 2011. Who Are Medical Marijuana Patients? Population Characteristics from Nine California Assessment Clinics. <i>Journal of Psychoactive Drugs</i> , 43(2):128-135
WEEK 14	
Nov 25	** ILLNESS NARRATIVE DUE**
Nov 27	**Thanksgiving – no class**
WEEK 15	<i>Death & dying</i>
Dec 2	Behuniak, S. 2001. The living dead? The construction of people with Alzheimer’s disease as zombies. <i>Aging & Society</i> , 31(1):70-92.
Dec 4	Njue, C. 2009. Disco funerals, a risk situation for HIV infection among youth in Kisumu, Kenya. <i>AIDS</i> , 23(4):505-509.
WEEK 16	
Dec 9	<i>Dead week – study for the final!!</i>
	FINAL EXAM: FRIDAY, DECEMBER 12TH 10:00-11:45 AM

Course change request

ANTH 3302: INTRODUCTION TO MEDICAL ANTHROPOLOGY

Application for GE in Diversity (Global Studies)

Rationale for *Introduction to Medical Anthropology* (ANT 3302) as a Diversity GE course.

Question: Why does this course qualify for GE status in Diversity (Global Studies)?

This course is an introduction to the basic concepts and theories in medical anthropology, which critically assesses ideas about health, illness, and disease from a cross-cultural perspective. This course helps students evaluate and engage with cross-cultural variation in causal explanation, diagnosis, perception, management, and treatment of illness and disease. Through readings, lectures, films, writing assignments, and in-class discussion and activities, students compare both western biomedical and “traditional” approaches to understanding health and wellbeing in diverse political economic and sociocultural contexts. Activities are designed to help students develop critical thinking skills relevant to the cross-cultural study of health in global contexts. This course provides a solid foundation in medical anthropology for students interested in all aspects of health, including those enrolled in anthropology and other social sciences, public health, pre-med, and other allied health tracks.

Specific learning outcome for Global Studies:

- 1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.A.**

Response: This course draws on case studies from global contexts to highlight how political, economic, and sociocultural factors are differentially embodied and experienced as health conditions by diverse populations (e.g., HIV is a global pandemic, but manifests very differently in the U.S.A. compared to countries in sub-Saharan Africa). On a global level, course materials also compare and contrast ethnomedical systems and diverse traditions of healing (e.g., shamanism, use of medicinal plants), which helps students to understand how culture, environment, and society converge to shape humans’ understanding of health and wellbeing.

- 2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.**

Response: Students critically examine how diverse cultural traditions shape individuals’ perceptions of health, including their own. For example, students evaluate systems of medical pluralism in different global contexts whereby patients are increasingly integrating elements of western biomedicine with “traditional” healing techniques in the management of health conditions. This part of the course helps students understand that there is not one “correct” path toward health, but rather that diverse systems of healing evolve in response to local cultural contexts.

Assessment plan for ANT 3302 (*Introduction to Medical Anthropology*)

Assessment: This course will use two assessment tools to evaluate student learning. First, we will use a pre- and post- course 10 question test to gauge knowledge of basic concepts in medical anthropology that are obtained over the course of the semester. The test will be delivered on the first and final day of classes and graded anonymously. Results of the tests will be tracked annually to provide longitudinal data on class performance. Results (paper and electronic) of the assessments will be archived in the Department of Anthropology. Pre and post course testing of expected learning outcomes will use 80% as the standard during the first year of administration, similar to other measures used by the department. If an insufficient number of students achieve this standard, we will revise the course in order to focus more on those areas (e.g., concepts of disease and illness, ethnomedicine) that students find problematic. In addition, we will qualitatively assess the course at the mid-point and again at the end of the semester. These anonymous assessments will ask open-ended questions about what students find most and least helpful in terms of the content, including any suggestions for additional topics that they would find helpful. These assessments will also be archived in the Department of Anthropology. We will use these semi-structured assessments in tandem with the quantitative tests to conduct annual reviews of the syllabus and keep the material current, engaging, and relevant to students' interests.