

Term Information

Effective Term Spring 2023
Previous Value Spring 2022

Course Change Information

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

New GE status

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

This course aligns well with the Health and Well-being GE.

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	Graduate, Undergraduate
Course Number/Catalog	5702
Course Title	Anthropology in/of the Clinic
Transcript Abbreviation	Anth in/of Clinic
Course Description	Investigates how health systems are products of historical, socio-political, and economic forces. Explores how anthropological perspectives, concepts and ethnography can be practiced in clinical settings to facilitate culturally competent care, inform public policy and programs, and reduce health disparities. An ideal course for students pursuing careers in healthcare related professions.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 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, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.0201
Subsidy Level Doctoral Course
Intended Rank Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

Health and Well-being

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

- Acquire foundational knowledge concerning the theoretical frameworks in medical and psychological anthropology
- Describe and discuss a structural approach to health and medicine
- Discuss how history, political economy, and social policy shape population and individual health
- Learn and develop skills in ethnographic methodology that can be used in the arenas of healthcare and health policy

Content Topic List

- Locating the "Clinic"
- Fat Health
- LGBTQ+ Health
- Nursing
- Public Health and Policy
- Humanitarianism and International NGOs
- From Cultural to Structural Competency
- Social Work and Addiction
- Psychiatry and Mental Health

Sought Concurrence

No

Attachments

- submission-health-well-being_ANTH 5702_Mar 11.pdf: Syllabus and Rational
(Syllabus. Owner: Healy, Elizabeth Ann)

COURSE CHANGE REQUEST
5702 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
05/03/2022

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Healy, Elizabeth Ann	03/14/2022 04:00 PM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	03/14/2022 04:01 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/03/2022 01:51 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	05/03/2022 01:51 PM	ASCCAO Approval

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Health & Wellbeing

GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Anthropology in/of the Clinic

Anthropology 5702 | Spring 2022

Time Thursdays, 2:15-5pm
Location Stillman Hall 131, or Zoom as appropriate

Instructor Dr. Erin Moore
Email moore.4540@osu.edu

Office Hours Wednesdays 12-2:00pm, by appointment
Location Smith Laboratory, 4th Floor, or Zoom



Malangatana Ngwenya, *The Dentist* (1961)

Overview

This course brings anthropological theory and method into the “clinic”—very broadly defined. Our first task will be to explore what constitutes a clinical encounter and how that might vary across contexts. Our second task will be to develop a set of theoretical and methodological tools to bring *into* the clinic, to help us to understand people’s health experiences as more than the product of individual choices. We will also bring these tools *to* the clinic by investigating health systems and health experiences as products of particular social, historical, and political economic arrangements.

A reading seminar, the course is centered around careful, critical readings of recent ethnographies that unfold in clinical settings. Drawing inspiration from different ethnographic approaches to clinical research, over the course of the term students will develop research proposals for a clinic of their choosing. Each proposal will attend to the political economic and sociohistorical context surrounding the clinic, ascertain the sites beyond the clinic necessary to the research, articulate theoretical and practical stakes of the research questions, identify appropriate methods to answer research questions, and discuss the ethics of the methodological approach. Students will develop these proposals in dialogue with their peers and the professor in and outside of class.

Learning Outcomes

After completing this course, you will

- 1) be familiar with theoretical frameworks in medical and psychological anthropology,
- 2) have a firm understanding of a structural approach to health and medicine,
- 3) be able to discuss how history, political economy, and social policy shape population and individual health, and
- 4) have developed skills in ethnographic methodology that you can take with you into the fields of healthcare and health policy.

GE—ELOs

As a course offered as part of the **Health and Well-Being GE Theme**, you will also

- 1.1 Engage in critical and logical thinking about the topic or idea of health and well-being.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and well-being.
- 2.1 Identify, describe and synthesize approaches or experiences as they apply to health and well-being.
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1 Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy and/or personal perspectives.
- 3.2 Identify, reflect on, or apply strategies for promoting health and well-being

You will leave “Anthropology in/of the Clinic” with a skillset that allows you to contextualize human health and behavior in broader social, economic, and geopolitical contexts, and to articulate how and why these contexts matter for urgent questions in the study and practice of healthcare. For those seeking future professions in health and healing, this course will encourage you to redress glaring inequalities in healthcare access and outcomes. Our course assignments and in-class activities will not only teach you advanced content for careers in healthcare, but they will help you develop a sense of self-efficacy in mastering new and challenging materials. You will be empowered to draw your personal experiences into the classroom and to understand your capacity to change healthcare systems for the better.

Required Texts

We will be reading several textbooks for this class, listed below. They are available to you as e-books via the OSU library, and to order hard copies online, see thriftbooks.com or betterworldbooks.com.

- 1) Eugene Raikhel (2016). *Governing Habits: Treating Alcoholism in the Post-Soviet Clinic*. Ithaca: Cornell University Press. ***available open access
- 2) Julie Livingston (2012). *Improvising Medicine: An African Oncology Ward in an Emerging Cancer Epidemic*. Durham: Duke University Press.
- 3) Sameena Mulla (2014). *The Violence of Care: Rape Victims, Forensic Nurses, and Sexual Assault Intervention*. New York: New York University Press.
- 4) Angela Garcia (2010). *The Pastoral Clinic: Addiction and Dispossession along the Rio Grande*. Oakland: University of California Press.

All other materials will be made available to you through Carmen. To organize your notes and readings electronically, I strongly recommend that you download Mendeley (www.mendeley.com), free PDF annotation management software.

Evaluation

Course evaluation will consist of five components:

Seminar Participation

- 1) **Individual participation (20%)** This course is organized as a discussion-based seminar, so it is expected that you come to class having read or viewed assigned course materials, taken notes, and are prepared to ask questions and share your thoughts with the class. To assist you with reading critically and creatively, I have provided a reading guide on Carmen. You will write a **1-page self-assessment** of your participation on which you will receive instructor feedback, due weeks 6 and 10.
- 2) **Group presentations (30%)** Each group will create a document in the style of the reading guide to share with class and to facilitate class discussion, including with visiting speakers.

Clinical Ethnographic Writing

- 3) **Clinic narrative (10%)** Due week 5, **2-3 pages**, you will write a paper narrating your experience at a clinic, putting the narrative in conversation with course readings. You will share your narrative with a classmate for feedback and turn in a final draft week 7.
- 4) **First research proposal draft (10%)** – Due week 12, **6-8 pages**, your first proposal draft will identify your clinical setting, outline relevant sociocultural, historical, and political economic context, articulate a research question, suggest the importance of that question and the clinic at hand to broader problems in medical anthropology and the social study of health, and list key methods ideal for answering your question.
- 5) **Final research proposal and presentation (30%)** – Due the last day of class, **8-10 pages**, your final research proposal will refine the draft turned in during week 12, describe the practical and ethical considerations of your proposed research, and include a statement describing plans to share findings with the clinic or community.

Grades will be determined as follows: A ≥ 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.

Deadlines

Deadlines help you manage your time. Every student may have one 3-day extension with no questions asked. Please email me if you need an extension on any individual assignment.

Classroom Etiquette

To build an effective learning environment we must respect one another's perspectives, effort, and time. Each of us bring to the class not only our personal interpretations of the course materials but also our lived experiences in the world around us. Most importantly, our course is a space for trial and error: for trying out new ideas and refining and revising those ideas through discussion.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

- Online reporting form at equity.osu.edu,
- Call 614-247-5838 or TTY 614-688-8605
- Or Email equity@osu.edu

E-Communication

I will use CARMEN to communicate with you regarding important class news, including class cancellations. Outside of class and office hours, please feel free to contact me via CARMEN or email (moore.4540@osu.edu).

Academic Integrity

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. For more information, see the Code of Student Conduct: <https://trustees.osu.edu/bylaws-and-rules/code>.

Accommodations for Students with Disabilities

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request](#) process, managed by Student Life Disability Services.

If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: 614-292-3307/slds@osu.edu.

Student Wellness

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities.

The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting <https://ccs.osu.edu/mental-health-support-options/> or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Additional Resources

- OSU COVID-19 Updates: <https://safeandhealthy.osu.edu/current-students>
- OSU Student Emergency Fund: <http://advocacy.osu.edu/student-emergency-fund/>
- OSU Food Pantry: <http://www.buckeyefoodalliance.org>
- OSU Disability Resources: <http://advocacy.osu.edu/health-personal-crisis/disabilities>
- OSU Advocate that Maintains Confidentiality When One is Hospitalized: <http://advocacy.osu.edu/health-personal-crisis/hospitalization/>
- Confidential Access to OSU Mental Health Resources: <http://advocacy.osu.edu/health-personal-crisis/mental-health/>
- OSU Resources for Students that are Veterans: <http://veterans.osu.edu/current-students/academic-resources>

Course Readings + Schedule

Jan 13 WELCOME AND INTRODUCTION TO THE COURSE

In-class film: [Girl, Interrupted](#) (1999, 127 minutes)

Jan 20 BODIES, MEDICINES, CLINICS, CARE

Michel Foucault (1994). *The Birth of the Clinic: An Archaeology of Medical Perception*. New York: Vintage Books. Selections.

Byron J. Good et al. (2014). "Medical Humanitarianism: Research Insights in a Changing Practice." *Social Science & Medicine* 120: 311-316.

Hi'ilei Julia Kawehipuaakahaopulani Hobart and Tamara Kneese (2020). "Radical Care: Survival Strategies for Uncertain Times." *Social Text* 38(1): 1-16.

Audre Lorde (1988). "A Burst of Light," pp. 1-41.

Marcel Mauss (1934). "Techniques of the Body" (in *Beyond the Body Proper*, pp. 50-68).

Jan 27 FROM CULTURAL TO STRUCTURAL COMPETENCY

Arthur Kleinman and Peter Benson (2006). "Anthropology in the Clinic: The Problem of Cultural Competency and How to Fix It." *PLoS Medicine* 3(10): 1673-1676.

Che Guevara (1960). "On Revolutionary Medicine," pp. 1-8.

Jonathan M. Metzl and Helena Hansen (2014). "Structural Competency: Theorizing a New Medical Engagement with Stigma and Inequality." *Social Science & Medicine* 103: 126-133.

Kelly Baker and Brenda Beagan, 2014. "Making Assumptions, Making Space: An Anthropological Critique of Cultural Competency and Its Relevance to Queer Patients." *Medical Anthropology Quarterly* 28(4): 578-598.

Guest lecturer: **Mensur Koso**, Columbus Free Clinic Steering Committee Member

Feb 3

METHODOLOGIES: ETHNOGRAPHY AS ACTIVE SEEING, PART I

~~CLASS FIELDTRIP → COLUMBUS MUSEUM OF ART~~ → *rescheduled*

Stacy Leigh Pigg (2013). "On Sitting and Doing: Ethnography as Action in Global Health." *Social Science & Medicine* 99: 127-134.

Lorna Amarasingham Rhodes (1986). "The Anthropologist as Institutional Analyst." *Ethos* 14(2): 204-217.

Feb 10

IN/OF THE CLINIC: ALCOHOLISM

Eugene Raikhel (2016). *Governing Habits: Treating Alcoholism in the Post-Soviet Clinic*. Ithaca: Cornell University Press. pp. 1-76.

Assessment: Clinic narrative due for peer feedback.

Feb 17

IN/OF THE CLINIC: ALCOHOLISM

Eugene Raikhel (2016). *Governing Habits: Treating Alcoholism in the Post-Soviet Clinic*. Ithaca: Cornell University Press. pp. 77-184.

Guest lecturer: **Eugene Raikhel**, author and Associate Professor of Comparative Human Development, University of Chicago. Founder and chief editor, *Somatosphere*.

Assessment: reflection on class participation – 1 page

Feb 24

METHODOLOGIES: ETHNOGRAPHY AS ACTIVE SEEING, PART II

~~CLASS FIELDTRIP → COLUMBUS MUSEUM OF ART~~

Assessment: Final clinic narrative due, including first draft with peer feedback.

Mar 3

IN/OF THE CLINIC: HEROIN ADDICTION

Angela Garcia (2010). *The Pastoral Clinic: Addiction and Dispossession along the Rio Grande*. Oakland: University of California Press. Introduction, Chapters 1-2.

Mar 10 **IN/OF THE CLINIC: HEROIN ADDICTION**

Angela Garcia (2010). *The Pastoral Clinic: Addiction and Dispossession along the Rio Grande*. Oakland: University of California Press. Chapters 3-5, Conclusion.

Assessment: reflection on class participation – 1 page

Mar 17 **SPRING BREAK**

Mar 24 **IN/OF THE CLINIC: ONCOLOGY**

Julie Livingston (2012). *Improvising Medicine: An African Oncology Ward in an Emerging Cancer Epidemic*. Durham: Duke University Press. pp. 1-92.

Mar 31 **IN/OF THE CLINIC: ONCOLOGY**

Julie Livingston (2012). *Improvising Medicine: An African Oncology Ward in an Emerging Cancer Epidemic*. Durham: Duke University Press. pp. 93-182.

Assessment: first proposal draft due (6-8 pages)

Apr 7 **IN/OF THE CLINIC: SEXUAL ASSUALT**

Sameena Mulla (2014). *The Violence of Care: Rape Victims, Forensic Nurses, and Sexual Assault Intervention*. New York: New York University Press. pp. 1-129.

Apr 14 **IN/OF THE CLINIC: SEXUAL ASSUALT**

Sameena Mulla (2014). *The Violence of Care: Rape Victims, Forensic Nurses, and Sexual Assault Intervention*. New York: New York University Press. pp. 130-230.

Apr 21 **WRAP-UP AND PROPOSAL PRESENTATIONS**

Assessment: final presentation and proposal due (8-10 pages)