NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus.

ANTH 383
Introduction to Medical Anthropology

COURSE CREDITS:
(3) This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:
None

COURSE DESCRIPTION FROM CATALOG

ANTH 383. INTRODUCTION TO MEDICAL ANTHROPOLOGY (3).
Examines human health and healing systems from evolutionary and cross-cultural perspectives. Using a case study approach, this class explores individual- and population-level experiences of illness and healing, while providing students with the tools to evaluate global disease patterns and international health promotion and education programs. (Bacc Core Course)

Baccalaureate Core Course Attributes: Core, Synth, Global Issues
Anthropology 383: Medical Anthropology is part of the OSU Baccalaureate Core (Category: Contemporary Global Issues). Learning outcomes for this category include:

1. Analyze the origins, historical contexts, and implications of contemporary global issues.
2. Explain the complex nature and interdependence of contemporary global issues using a multi-disciplinary approach.
3. Articulate in writing a critical perspective on contemporary global issues using evidence as support.

CONTACT INFORMATION:
For more information, contact: Leah Houtman, 270 Waldo, houtmanl@oregonstate.edu

Sample syllabi may not have the most up-to-date information. For accuracy, please check the Ecampus Schedule of Classes to see the most
current instructor information. You can search for contact information by name from the OSU Home Page.

LEARNING RESOURCES:
Brown, P. and R. Barrett

Cheyney, M.
2010 *Born at Home: The Biological, Cultural and Political Dimensions of Maternity Care in the United States.* Wadsworth Publishing. (*Required*)

NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

Students can also click the OSU Beaver Store link associated with the course information in the Ecampus schedule of classes for course textbook information and ordering.

COURSE SPECIFIC MEASURABLE STUDENT LEARNING OUTCOMES:

Class Overview:

Anthropology 383: Medical Anthropology is part of the OSU Baccalaureate Core (Category: Contemporary Global Issues). This class will examine human health and disease from a comparative, biocultural perspective. This perspective examines the interface of: 1) biological/evolutionary; 2) cultural; and 3) political/socioeconomic factors and the ways they interact to influence current health and disease profiles. This class differs from non-anthropology biological, epidemiological or public health science classes in three important ways. First, long term evolutionary processes are examined within an ecological framework as significant factors affecting human biology and susceptibility to disease. Second, global relations of power and inequity are examined as pathogenic (disease producing) principles that affect who gets sick, how diseases are perceived and treated, and who is likely to recover (or not) from various ailments. Third, cross-cultural examples are used to illustrate the diversity of individual and population level experiences of disease and the ways this variation influences global health patterns. Students will also develop an understanding of how medical anthropology can be useful in identifying and explaining disease occurrence worldwide and in proposing sustainable health promotion and education programs.

Learning Competencies:

Upon completion of this course, students will be able to:

1) Identify biocultural, cultural and applied approaches in medical anthropology.
2) Discuss the limitations and benefits of an integrated biocultural approach to the study of contemporary and historical diseases and disorders.
3) Discuss the ways human evolutionary biology can inform debates over the treatment of contemporary illnesses.
4) Critically evaluate the ways biological, cultural and political-economic variables interact to influence differential disease transmission and recovery rates.
5) Describe methods for investigating explanatory models, ethnomedical systems and emic perspectives.
6) Explain how reservoirs of poverty contribute to global, re-emerging and multi-drug resistant infections.
7) Identify the methods used to evaluate the efficacy of international health promotion programs.
8) Analyze the origins, historical contexts, and implications of contemporary global issues.
9) Explain the complex nature and interdependence of contemporary global issues using a multi-disciplinary approach.
10) Articulate in writing a critical perspective on contemporary global issues using evidence as support.

COURSE CONTENT AND POLICIES:

Evaluation of Student Performance:

1) Examinations – Students will take two examinations during the term -- a midterm that covers materials from weeks one through five and a final exam that covers materials from weeks one through ten. Midterm examinations are essay exams, the final is broken up into a multiple choice-fill in the blank test and a photovoice project. The exams are cumulative, many of the concepts introduced in the first half of the class appear again in later readings and, thus, may appear on the final exam. Each examination is worth 30% for a total of 60% of your final grade.

2) Discussion Board Posts (10 points each): You will be engaging in an online discussion forum with your peers using the Discussion Board feature of Canvas during weeks 1, 2, 3, 4, 9, and 10. The Discussion posts are designed to help you integrate class concepts, interact with classmates, and to essentially use writing as a tool to help you think more deeply. The discussion topics will be posted by the instructor, will relate to content material for the week, and will require critical thought and strong understanding of the material at hand to succeed. The discussion posts have two components: First, you are required to post an initial post (5 points) of 300-400 words on the topic statement and question(s) for the week. Second, you are required to respond to two additional posts from a fellow classmate(s) (5 points) of 150-200 words. Your grade reflects the quality of your post, i.e. posts should demonstrate that you have read and thought about the assigned material as well as your classmates’ responses. Simple responses such as “good post” or “I agree” are not acceptable nor are posts that heavily repeat information already posted (that means you must read your classmates’ posts each week). Feel free to make these discussions lively by adding additional responses, bringing in outside materials, musical examples, etc., but be sure to cite appropriately! (If you have questions about proper citation guidelines, please do not hesitate to ask me!) Discussions are an excellent way to learn, retain and critically engage the material. Please consider this a core component of the course!

3) Discussion Post Assessment: In addition to the above requirements and instructions, posts will be graded and assessed on the following: 1) Posts demonstrate critical thought and personal reflexivity; 2) Posts incorporate appropriate and applicable course terminology, key concepts, and other information from assigned readings, PowerPoint presentations, and films; 3) Posts are well-
organized and polished with little to no errors in grammar, spelling, syntax, etc.; 4) Posts follow the specified instructions for length and quality; and 5) Posts answer all topic components and questions posed by the instructor.

THE INITIAL POST IS DUE BY WEDNESDAY AT 5PM PST OF EACH WEEK. YOUR FOLLOW-UP RESPONSE POSTS ARE DUE BY SUNDAY AT 5PM PST OF EACH WEEK. PLEASE DO NOT POST ANY RESPONSE POSTS UNTIL AFTER WEDNESDAY 5PM, IN ORDER TO GIVE EVERYONE A CHANCE TO POST THEIR INITIAL POST FIRST.

4) **Reading Journals:** Each week, you will be asked to complete a reading journal in which you reflect on the readings that are assigned for that week. Each entry should be 350-500 words and should demonstrate critical thinking about the topic. This may include making connections to other topics we have discussed throughout the course, things you are learning in other classes or reading in the news, and even questions and critiques, but above all should demonstrate an engagement with the concepts in the readings. Personal experiences as they relate to the content are welcomed, as long as they are couched in a larger scholarly discussion. Please remember to cite outside sources appropriately.

5) **Word Cloud:** In Week 10, you will be provided with a prompt related to learning objectives #8, 9, & 10. Using a Word Cloud generator, you will create a visual representation of terms, ideas, and key concepts that demonstrate your understanding of these learning objectives. 10 points.

6) **Narrated PowerPoint Lectures:** Narrated PowerPoint presentations will be posted on Canvas weekly. The presentations will elaborate on the topics and readings for the week. Material covered in the lectures will appear on the mid-term and final exam.

7) **Classroom etiquette:** I feel that the learning environment needs to be one of polite discourse. Not everyone is going to have the same life experiences and/or perspectives that would make us all agree on every point. I have no problem with people not agreeing, just be polite and do not use the classroom environment to start a flame war. Please remember I will be monitoring these boards. If I need to intercede, I will delete offensive posts and ask the poster to please rewrite their assignment. If I need to do this more than twice with the same person, I will take the matter to e-campus. Examples of unacceptable behavior includes: name calling, discriminatory language, deliberately baiting another student, etc. This is NOT Facebook, please remember that while I do not require all aspects of this class to be strictly academic, I do require that we all be respectful towards each other.

**Grading Summary:**

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<th>Points Possible</th>
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<tr>
<td>Midterm Examination 30%</td>
<td>120</td>
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<tr>
<td>Final Examination 30%</td>
<td>130</td>
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</tbody>
</table>
Discussion Board 25%  
Word Cloud and Blog Posts 15%  
Total Points: 400

Schedule Outline

PART I: UNDERSTANDING MEDICAL ANTHROPOLOGY: BIOCULTURAL AND CULTURAL APPROACHES

BIOSOCIAL APPROACHES  TOPICS AND READINGS

Week One

Course

Agreements

An Introduction to the Field
UAMA ch.1 (Brown et al.)

Film: “In Sickness and in Wealth”

Discussion Board – Class Introduction,

Due Sunday 5 pm PST

Week Two

Evolution, Health and Medicine

UAMA ch.2 (Boyd Eaton et al.)

UAMA ch.3 (Nesse)

Discussion Board – Reflection on 24-hours of Paleo-diet, due Sunday 5 pm PST

See PowerPoint lecture for instructions

Week Three

Human Biological Variation

This course is offered through Oregon State University Extended Campus. For more information, contact:
Web: ecampus.oregonstate.edu  Email: ecampus@oregonstate.edu  Telephone: 800-667-1465
UAMA ch.4 (Bogin)
UAMA ch.5 (Goodman)
Film: “When the Bough Breaks”

Bioarchaeology and the History of Health
UAMA ch.7 (Armelagos)
UAMA ch. 8 (McKeown)

**Discussion Board – Free Write, Due Sunday 5 pm PST**

See PowerPoint lecture for instructions

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**CULTURAL APPROACHES**

**TOPICS AND READINGS**

**Week Four**

Cultural and Political Ecologies of Disease
UAMA ch.10 (Farmer)
UAMA ch.11 (Singer)

Belief and Healing
UAMA ch.15 (Levi-Strauss)
UAMA ch.16 (Moerman)

Film: “Ceremonial Dance of the N/um tchi”

**Discussion Board – Free Write, Due Sunday 5 pm PST**

See PowerPoint lecture for instructions.

**Week Five**

Culture, Illness and Mental Health
PART II: APPLYING MEDICAL ANTHROPOLOGY

TOPICS AND READINGS

Week Six

Case Studies in Explanatory Models

UAMA ch.28 (Dressler)

UAMA ch.29 (Heurtin-Roberts and Reisin)

Film: “The Medium is the Masseuse: A Balinese Massage with Jero Tapakan”

Week Seven

Working with the Culture of Biomedicine

UAMA ch.30 (Johnson)

UAMA ch.31 (Berlin and Fowkes)

Week Eight

Culture and Nutrition: Fat and Thin
Week Nine

International Health Issues and Programs

UAMA ch.46 (Nichter and Cartwright)

UAMA ch.48 (Green)

Stigma and Coping with Chronic Illness

UAMA ch.40 (Farmer and Kleinman)

Film: “A Walk to Beautiful”

Discussion Board – Free Write, Due Sunday 5 pm PST

See PowerPoint lecture for instructions

Week Ten

Gender and Women’s Health

Ethnography: Born at Home (Cheyney 2010)

Film: “Orgasmic Birth”

Word Cloud Due Sunday 5pm PST

Discussion Board – Free Write, Due Sunday 5 pm PST

See PowerPoint lecture for instructions

Final Exam: The final exams are due Wednesday of Finals Week by 11:59 pm.
EVALUATION OF STUDENT PERFORMANCE:
In the OSU online catalog, refer to AR 18 and AR 19 regarding assignment of grades.

STATEMENT REGARDING STUDENTS WITH DISABILITIES
Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our Getting Started with DAS page.

Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

ACADEMIC INTEGRITY AND STUDENT CONDUCT (OSU POLICY)
Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:
- Statement of Expectations for Student Conduct
- Student Conduct and Community Standards - Offenses
- Policy On Disruptive Behavior

PLAGIARISM

You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”
- Statement of Expectations for Student Conduct
- Avoiding Academic Dishonesty

TECHNICAL ASSISTANCE:

If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

TUTORING

For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:
- Writing Center
- Online Writing Lab

STUDENT EVALUATION OF TEACHING

We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to “Online Services/MyOSU” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/ supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/ supervisor.