

Anthropology 3533—Medical Anthropology

T R, 9:30-10:50am, Old Main 329

Spring Semester 2006

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Overview of the course.

Medical anthropology is the study of the human's relationship to disease and illness and how it has changed over time through culture. Medical anthropology crosses all subfields: cultural anthropology, physical anthropology, archaeology, and linguistics. In this class, we will consider the various ways in which the concepts of illness and medicine cross-cut these subfields in meaningful ways. Medical anthropology is obviously amenable to many perspectives and epistemologies. Medical anthropologists in any of the four subfields are symbolists, cognitive scientists, paleopathologists, political economists, positivists, and Marxists. In this course, we will examine the latest school of thought: applied medical anthropology. Applied medical anthropology entails a number of fascinating inroads into culture and illness, including ethnopsychiatry, epidemiology, sociobiology, demography, and evolutionary ecology. In addition, we will complement the applied approach by examining the numerous expressive and symbolic components of medical systems such as ethnopharmacology, ritual curing, and shamanism.

Textbooks (7 required):

Freund, Peter, Meredith McGuire, and Linda Podhurst, editors.

2003. *Health, Illness, and the Social Body: A Critical Sociology*. Prentice Hall, Saddle River, NJ.

Kirkland, James, Holly F. Matthews, C.W. Sullivan, and Karen Baldwin, editors.

1997. *Herbal and Magical Medicine: Traditional Healing Today*. Duke University Press, Durham, NC.

Laderman, Carol and Marina Roseman, editors.

1996. *The Performance of Healing*. Routledge, New York.

McNeill, William.

1998. *Plagues and Peoples*. Doubleday/Anchor Books, New York.

Romanucci-Ross, Lola, Daniel E. Moerman, and Laurence R. Tancredi, editors.

1997. *The Anthropology of Medicine: From Culture to Method*. Bergin and Garvey, Westport, CT.

Scheper-Hughes, Nancy.

2001. *Saints, Scholars, and Schizophrenics: Mental Illness in Rural Ireland*. University of California Press, Berkeley.

Stearns, Stephen C., editor.

1999. *Evolution in Health and Disease*. Oxford University Press, Oxford.

Other assigned articles (to be provided):

Lawson, William B.

2000. Issues in Pharmacotherapy for African Americans. Pp. 37-47 in *Ethnicity and Psychopharmacology*, edited by Pedro Ruiz. American Psychiatric Press, Washington, DC.

Nolan, Justin and Michael C. Robbins.

1999. The Cultural Conservation of Medicinal Plant Use in the Ozarks. *Human Organization* 58(1):57-62.

Quinlan, Marsha B., Robert J. Quinlan, and Justin M. Nolan.

2002. Ethnophysiology and herbal treatments of intestinal worms in Dominica, West Indies. *Journal of Ethnopharmacology* 80:75-83.

Course Format:

- I will lecture on Tuesdays, and Thursdays will generally be reserved for videos and class discussions of the weekly reading assignments. Videos will be shown here in our regular classroom in Old Main on the days designated on this syllabus.

Attendance:

- Regular attendance is expected. Good attendance is crucial to your success in my class and to my success as your instructor!

Exams, Assignments, and Grading:

- There will be two exams in this class, each of which will count toward 30% of your semester grade. These exams will consist of multiple choice questions and short essays. The second of the two exams will **not** be cumulative, but will be given on the designated day during finals week in accordance with University policy.
- You will be required to complete a total of six critical responses of any of the assigned readings of your choice. Each critical synopsis should be only one typed page, double spaced, consisting of two paragraphs. The first paragraph should summarize the author's goals, findings, and discussion of the results; the second paragraph should consist of your own critical analysis of the reading. For example, was the reading worthwhile? What were the strengths and/or weaknesses in the study? How did the paper enhance your understanding of the topic at hand? In completing these critical synopses, you will have created a very useful annotated bibliography for your own reference in the future. Each critique will consist of five percentage points; thus, the combined six will comprise 30% of your semester grade. The due dates for these responses are indicated on the course outline below.
- You will also be responsible for leading the class discussion of one of the assigned readings. Discussion leaders will bring a list of questions and topics to facilitate the intellectual exchange of ideas and perspectives about the readings. Note: this is NOT a mere summation of the assignments—rather, it is an opportunity for you to acquire practice in organizing a stimulating forum for discussion and debate. Your team will be graded on the basis of preparedness, thoroughness, and effectiveness in elucidating the methods and findings of the readings, and in your success in generating group feedback. Your group's performance will constitute an additional 10% of your semester grade. You are free to form your own groups and to choose which selection of readings you would like to present. Discussions will begin on Week 3, and assignments will be made on a first come, first serve basis.

Your semester grade will be based on the following percentages:

Exam 1:	30%
Exam 2:	30%
Critical responses:	30%
Presentation:	<u>10%</u>
	100%

The following grading scale will be used to determine your semester grade:

- A: 90–100%
- B: 80–90%
- C: 70–80%
- D: 60–70%
- F: below 60%

- ***Note: absolutely no make up exams will be given without prior consent from the instructor. If a make-up exam is required, it will be given after stop day during finals week. A word to the wise: make-up exams are considerably more difficult, consisting entirely of essay questions!***

Other Concerns:

- Students who have special conditions as addressed by the Americans with Disabilities Act and who need any test or course materials furnished in an alternate format should notify me immediately. Reasonable efforts will be made to accommodate the needs of these students.
- You are expected to observe the University's standards for academic honesty. Any student suspected of academic dishonesty will be reported to the Provost's office.

Inclement Weather Policy:

- In the case of inclement weather, please call my voice mail at 575-3855 for announcements about possible class cancellations. You are also welcome to call me at home at 442-5509. The bottom line is this: when roads become icy, please do not attempt to drive or walk to campus.

*******Course Outline and Assigned Readings*********Week 1: January 18, 20**

Introduction to Medical Anthropology

- *Freund, McGuire, and Podhurst: Chapter 1, 2, 3
- *Romanucci-Ross et al.: Preface

Week 2: January 25, 27

Materia medica: The social lives of medicine

Decision Modeling in traditional Communities

- *Freund, McGuire, and Podhurst: Chapters 5, 6, 8, 9, 11

Week 3: February 1, 3

Evolutionary medicine

Anthropology of infectious disease

- *Stearns: Chapter 1: Introducing Evolutionary Thinking (Stearns)
- *Stearns: Chapter 8: Human Evolution and Disease (Strassman and Dunbar)
- *Stearns: Chapter 14: The evolution and expression of parasite virulence (Ebert)

Week 4: February 8, 10

Paleopathology and epidemiology

- *McNeill: whole book

First two critical responses due, Thursday, February 10**Week 5: February 15, 17**

Medical ecology, past and present

- *Romanucci-Ross et al.: Chapter 2: Aztec and European Medicine in the New World, 1521-1600 (Kidwell).
- *Romanucci-Ross et al: Chapter 4: Poisoned apples and Honeysuckles: The Medicinal Plants of Native America (Moerman).
- *Provided article: Concepts and Treatments of Intestinal Worms in a Rural Caribbean Village (Quinlan, Quinlan, and Nolan)

Week 6: February 22, 24

Degenerative diseases and senescence

- *Stearns: Chapter 23: Testing evolutionary hypotheses about mental disorders (Nesse)
- *Stearns: Chapter 24: The evolution of non-infectious and degenerative disease (Smith et al)
- *Romanucci-Ross et al: Chapter 17: The Aging: Legal and ethical personhood in culture change (Tancredi and Romanucci-Ross)

Week 7: March 1, 3

Ethnopsychiatry and culture-bound syndromes

*Romanucci-Ross et al: Chapter 3: Phantoms and Physicians: Social Change through Medical Pluralism (Crandon-Malamud)

*Kirkland et al.: Chapter 7: The Cultural Epidemiology of Spiritual Heart Trouble (Camino)

*Provided article: Issues in Pharmacotherapy for African Americans (Lawson)

Week 8: March 8, 10

MIDTERM EXAM: TUESDAY, MARCH 8th

Southern Anthropological Society Conference this week (a video will be shown in class on Thursday, March 10th)

Week 9: March 15, 17

Ethnopsychiatry and culture-bound syndromes

*Scherper-Hughes (whole book)

Week 10: March 22, 24

NO CLASSES: SPRING BREAK

Week 11: March 29, 31

Childbirth in cross-cultural perspective

Infertility, taboo, and the “evil eye”

*Kirkland et al: Chapter 9: Childbirth education and Traditional beliefs about Pregnancy and Childbirth (Sullivan)

Second two critical responses due: Thursday, March 31

Week 12: April 5, 7

Ethnopharmacology and the placebo effect

Phytochemicals and the search for botanical cures

*Romanucci-Ross et al: Chapter 11: Physiology and Symbols: The Anthropological Implications of the Placebo Effect (Moerman)

*Romanucci-Ross et al: Chapter 12: Narratives of Chronic Pain (Kugelmann)

Week 13: April 12, 14

Shamanism and sorcery

*Romanucci-Ross et al: Chapter 9: The Impassioned Knowledge of the Shaman (Romanucci-Ross)

*Romanucci-Ross et al: Chapter 10: Anarchy, Abjection, and Absurdity (Roberts)

Week 14: April 19, 21

Expression, performance, and ritualized healing

*Laderman and Roseman: Introduction (Laderman and Roseman)

*Laderman and Roseman: Chapter 3: Imaginal Performance and Memory in Ritual Healing (Csordas)

*Laderman and Roseman: Chapter 6: Sounds and Things: Pulsations of Power in Songhay (Stoller)

Week 15: April 26, 28

CAM: Complementary and alternative medicine

*Kirkland et al.: Preface (Matthews)

*Kirkland et al.: Chapter 1: Folk Medicine in Contemporary America (Hufford)

*Kirkland et al: Chapter 4: Parallels between Magico-Religious Healing and Clinical Hypnosis Therapy (Sammons)

Week 16: May 3, 5

The cultural conservation of folk medicine

The politics of health care in the United States

*Kirkland et al.: Chapter 10: Aesthetic Agency in the Folk Medical Practices and Remembrances of North Carolinians (Baldwin)

*Provided article: Cultural Conservation of Medicinal Plant Use in the Ozarks (Nolan and Robbins)

Last two critical responses due, Thursday, May 5

Final exam is Wednesday, May 11th, from 3:00-5:00 pm here in our regular classroom.