

**MEDICAL ANTHROPOLOGY**  
**ANT 3462 U01 Medical Anthropology**  
**Cross-Listed with 12352 IDS 4920 U02, Liberal Studies Colloquium**  
**Tuesdays 6:25 to 9:05 PM.**

**Course web page:** [www.fiu.edu/~wiedmand/medanthro/](http://www.fiu.edu/~wiedmand/medanthro/)  
**Florida International University, University Park Campus**  
Version of 01-11-06

**Professor:** Dennis Wiedman, Ph.D. Anthropologist  
Associate Professor. Department of Sociology and Anthropology.  
Office: Biscayne Bay Campus AC 1, 310. 305-919-5568  
University Park DM, 336B. 305-348-2262  
Office Hours: By appointment or BBC – Mon. & Wed. 3:00 to 4:00.  
University Park – Tues. 3:00 to 5:00 PM.  
Email: [Wiedmand@fiu.edu](mailto:Wiedmand@fiu.edu) Web Page: [www.fiu.edu/~wiedmand](http://www.fiu.edu/~wiedmand)  
Email communication should be within WebCT. I try to respond to emails within three days.

**Teaching Assistant:** Rhodner Orisma. Email within WebCT.

## **COURSE DESCRIPTION**

Medical anthropology is concerned with human life and wellness. It is the comparative and holistic study of culture and its influence on disease and health care. It stresses the importance of social and cultural factors in governing the type and frequency of disease in a population, the way people explain and treat disease, the way people adapt to changing environments, and the manner in which persons respond and relate to the delivery of modern medicine.

The course will look at human evolution, globalization and the environment as factors for health disparities and the geographic distribution of disease. Emphasis is placed on the comparative analysis of how societies cope with illness, and the delivery of culturally competent biomedicine to indigenous peoples of the Americas and ethnic groups in South Florida. Students will be introduced to the wide array of careers in applied medical anthropology that support healthy communities.

## **COURSE OBJECTIVES: What Should You Get Out Of This Course**

1. Understand the importance of "culture" in governing the type and frequency of disease in a population.
2. Recognize the evolutionary, environmental, and historical basis of current health issues.
3. Be able to identify the unique health beliefs and practices of ethnic communities.
4. Realize that health professionals have the responsibility to provide health services in a culturally appropriate manner.
5. Obtain enhanced research skills, especially qualitative and quantitative methods, and access to anthropological sources.

## **REQUIRED BOOKS:**

McElroy, Ann & Patricia K. Townsend

2004 Medical Anthropology in Ecological Perspective. 4th Edition. Boulder: Westview Press.

Ferreira, Mariana and Gretchen Lang

2005 Indigenous Peoples and Diabetes: Community Empowerment and Wellness. Durham, NC: Carolina Academic Press. ISBN 0-89089-580-5

Jones, David E.

1984 Sanapia: Comanche medicine woman. Prospect Heights, Ill.: Waveland Press.

## **ARTICLES – On Library Reserve**

Wiedman, Dennis

2005 American Indian Diets and Nutritional Research: Implications of the Strong Heart Dietary Study, Phase II for Cardiovascular Disease and Diabetes. Invited Research Editorial. Journal of the American Dietetic Association 105(12):1874-1880.

1990 Big and Little Moon Peyotism as Health Care Delivery Systems. Medical Anthropology 12:4:371-387.

1987 Oklahoma Cherokee Technological Development and Diabetes Mellitus. In Encounters With Biomedicine: Case Studies in Medical Anthropology. Edited by Hans Baer. New York: Gordon and Breech Science Publishing Co. Pages 43-71.

## **WEB ASSISTED COURSE MATERIALS**

**WebCT** supports class presentations and the student learning experience with learning components such as related readings, web page links, study aids, discussions, emails, and extra credit exercises. Read “Announcements” for course instructions and be sure to regularly check “Content” for course information. Email instructor only within WebCT. It is required that students participate in the on-line email, discussions, and assignments within WebCT. Internet access can be through any computer. Computers in the FIU computer labs and the library are available for those who do not have personal computers. Begin WebCT from bottom of FIU main page, or go directly to: [http://webct.fiu.edu/webct/ticket/ticketLogin?action=print\\_login&request\\_uri=/webct/homearea/homearea%3F](http://webct.fiu.edu/webct/ticket/ticketLogin?action=print_login&request_uri=/webct/homearea/homearea%3F)

Learn how to get started with WebCT or find answers to your questions at:

[http://uts.fiu.edu/index.cfm?action=webct\\_studfaq](http://uts.fiu.edu/index.cfm?action=webct_studfaq)

## **COURSE REQUIREMENTS**

1) **Quizzes** focus on class lectures, films, readings, and special presentations up to prior class meeting. Through quizzes the student can demonstrate an understanding of the subject. They are composed of essays, multiple choice, and word identifications, etc.

2) **Discussions** both in-class and on-line demonstrate the student's interest in the course, understanding of the materials, as well as critical thinking, verbal, and writing skills.

3) **Course Essays** demonstrate the student's skills in research methods, analysis and writing. Best scores are given to those that integrate the course readings, discussions, and presentations with the student's research and experiences. Three essays are scheduled: Proposal, Annotated Bibliography and Final Research Paper. The Proposal is a one page statement of interest, the Annotated Bibliography critiques the sources located for the research, and the Final Research Paper presents the final research. This can be based on library research or original anthropological research. Extra points can be earned for a creating a PowerPoint presentation post to WebCT and if selected for a class presentation. Printed versions due at beginning of the scheduled class; enter electronic version in WebCT a half hour before class. Full instructions will be available on WebCT and in class.

Library Research Paper: Students selecting to do a library research paper should focus on the life and works of a major contributor to medical anthropology from the list distributed in class. Student should review and critique the anthropologist's contribution to our understanding of the health issue, the people studied, research methods used, and medical anthropology. An alternate approach would be to focus on a particular health issue, topic or cultural group by primarily using the work of a specific medical anthropologist. Both alternatives should place the medical anthropologist in the context of others who study the same topic.

Original Research Paper: Students conducting original research should work closely with instructor to develop their topic and methods. A research proposal should be developed and then approved by the instructor. According to the methods they may have to complete the NIH Human Experimentation Certificate to insure confidentiality, informed consent, and acceptable ethical standards. The topic must focus on a health issue. It could involve participant-observation with a social group or organization, use of ethnohistorical documents, secondary analysis of datasets, or other methods with instructor's approval.

Final research paper should be in style of the *American Anthropologist* as detailed in WebCT- "Reference Your Sources." Paper must be in MS Word, double spaced using 1 inch top, bottom, and side margins. Use Times Roman 12 point font. **Text should be no more than 15 pages in length, this is 3750 words.** Do not use footnotes. Endnotes and Reference Cited should follow text. Simply staple pages, do not use a binder or fancy cover.

Research papers are due at the beginning of the lecture on the due date. Papers received within a week will receive a half grade less than earned, papers late beyond a week will be reduced by a full letter grade. For example, if a paper receives a score of 90, but it is delivered to the instructor after the class on the due date, then it would receive an 85. If it is late by more than a week, it would receive an 80.

4) **Final Examination** covers the entire course. Failure to take the final examination at the scheduled time will result in a letter grade deduction from the test result. Legitimate reasons for not taking the exam at the scheduled time must be approved by the instructor prior to that date.

5) **Writing Style**: In order to enhance your professional writing style all written text must be in the format and style used by the *American Anthropologist*. Style guidelines are discussed in WebCT – Content - "Reference Your Sources."

## EXTRA CREDIT

Learning projects will become available throughout the course within WebCT. Extra credit points vary. Bring print copy to class, electronic copy via WebCT. April 12 is the last date to submit extra credit projects.

**Presentation Points:** Students with outstanding research produced into a PowerPoint Presentation may earn up to 5 Extra points and 5 more Extra points if selected to be presented in class.

## ATTENDANCE

Attendance will be taken throughout the term. Three or more recorded absences results in a reduction of the student's Total Points for the course. Three Extra Credit points awarded for two or less absences. Students who observe religious holidays should inform the instructor within the first two weeks of the semester.

## ACADEMIC ETHICS

It is strictly prohibited to submit as one's own work material provided by a professional research agency, the internet, or other persons. Student's who violate these principles receive a grade of "F" for the course. Instructor may submit essays to "Turn-It-In" for an assessment of originality. The instructor also has the authority to consider academic misconduct charges that carry considerable penalties. Please consult the University student handbook for further information on plagiarism and its consequences.

## GRADING

Quizzes 3 @ 10 points each	30
Participation: On-line	5
In-Class	5
Research Paper	
Proposal	5
Annotated Bibliography	10
Final Paper	25
Final Exam	25
	<hr/> <hr/>
Total Points	100
Extra Credit	# #
Subtract Attendance	# #
	<hr/> <hr/>
Grand Total	# # #

## FINAL GRADE CALCULATION

### Grand Total Points

A	= 95 – 100	C	= 70 -72
A-	= 90 – 94	C-	= 67 - 69
B+	= 85 – 89	D+	= 63 - 66
B	= 80 – 84	D	= 60 - 62
B-	= 77 – 79	F	= 59 or less
C+	= 73 – 76		

## **COURSE TOPICS AND READING SCHEDULE**

(Topics may shift as guest speakers are arranged.)

### **Week One – January 10**

**Topic:** Introductions and Course Overview

Introduction to Anthropology, Subdisciplines, and Medical Anthropology

### **Week Two – January 17**

**Topic:** Ecology of Health and Disease

Health Culture and Alternative Medicines. Disease-Illness Distinctions

**Readings:** McElroy & Townsend - Chapter 1

### **Week Three – January 22**

**Topic:** Interdisciplinary Research in Health Problems

Professionalization of Medicine

**Readings:** McElroy & Townsend - Chapter 2, 10

Jones - Chapter 1

### **Week Four – January 31**

**Topic:** Genes, Culture and Adaptation

Human Distributions. Genetics. Infections and Immunity

Patient/Healer Models

**Readings:** McElroy & Townsend - Chapter 3

Jones- Chapter 2 & 3

**Essay 1:** Research Proposal Due

### **Week Five – February 7**

**Topic:** Changing Patterns of Disease and Death

Hunter & Gatherers. Demography and Health. Arctic Hysteria

World Theories of Illness

**Readings:** McElroy & Townsend - Chapter 4

Jones – Chapter 4 & 5

**Quiz 1**

### **Week Six – February 14**

**Topic:** Sedentism/Villages. Malaria

Industrialization. Nutrition, Diabetes, Lactose Intolerance

**Readings:** McElroy & Townsend - Chapter 5

Ferreira & Lang – Introduction & Chapter 20

Wiedman 1987

### **Week Seven – February 21**

**Topic:** Gender, Reproduction. Sudden Infant Death Syndrome

Culture Bound Syndromes

Peyotism as Health Care Delivery System

**Readings:** McElroy & Townsend - Chapter 6

Ferreira & Lang – Chapter 1 & 2

Wiedman 1990

**Week Eight – February 28**

**Topic:** Stress, Illness and Healing  
Haitian Health Systems

**Readings:** McElroy & Townsend - Chapter 7  
Ferreira & Lang – Chapter 3 & 5

**Week Nine – March 7**

**Topic:** Health Resources in Changing Cultures

**Readings:** McElroy & Townsend - Chapter 8  
Ferreira & Lang – Chapter 6

**Quiz 2**

**Week Ten – March 14**

**Topic:** HIV and AIDS

**Readings:** Ferreira & Lang – Chapter 8

**March 20-24 – Spring Break – No Class**

**Week Eleven – March 28**

**Topic:** Costs and Benefits of Development

**Readings:** McElroy & Townsend - Chapter 9

**Week Twelve – April 4**

**Topic:** Special Presentations

**Readings:** Ferreira & Lang – Chapter 9  
Wiedman 2005

**Quiz 3**

**Week Thirteen – April 11**

**Topic:** Special Presentations

**Readings:** Ferreira & Lang – Chapter 16

**Final Paper Due**

**Extra Credit:** Last date to submit.

**Week Fourteen – April 18**

**Topic:** Special Presentations

**Readings:** Ferreira & Lang – Chapter 18

**Week Fifteen**

**Final Exam** at scheduled University time: Tuesday, April 25, 6:25 pm.