Anth 474/574: Cross-Cultural Health and Healing (4 credits)
Class Schedule: TR 8:00-9:50 AM

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Course Credits: 4, class meets for four hours each week.

Course Description
All human beings -- irrespective of class, culture, or nationality -- experience sickness and all societies -- irrespective of ecology, sociopolitical context, and technological complexity -- have healing systems that help people cope with illnesses. This course provides a comprehensive overview of current issues in global health with particular emphasis on social and behavioral interventions. Through lectures, class discussions, videos, and student/guest presentations, we will explore issues of health and development in the international context, focusing on such issues as inequality, structural adjustment, economic development, and community-based approaches to health care. We will also examine how specific cultural beliefs and practices influence people's perceptions of health, illness, and healing. How does a culture define health? How does it perceive illness and healing? How does it “accommodate” health intervention from “outside?” We will answer the above and additional questions by exploring the intricate and complex relationship between culture and health.

Prerequisites, Co-requisites and Enforced Prerequisites: None

Learning Resources
  Summary: This book reflects a distinctive collaboration between the disciplines of sociology and social anthropology and is the product of scholars from North America, Europe and Australasia all of whom responded to a challenge posed by the editors who invited a distinguished group of social scientists to provide authoritative overviews of their fields of expertise together with ‘horizon scanning’ of where they felt the field was going. To give shape to the book an international editorial board was identified and consulted about topics and potential authors. The text is intended to be an essential resource for courses in the sociology and anthropology of health and illness and for researchers involved in promoting the health of populations via the contribution of social science and understanding of the social significance of health and health care at the turn of the millennium.
Summary: The editors and their colleagues investigate the relationship between the gross inequality, neoliberal policies that have shaped the global political economy for the past 20 years, and the consequences for the health of the poor.


Summary: In this path-breaking collection, international activists and scholars reveal how plans implemented by the World Bank, the World Trade Organization, and other first world interests drastically limit access to medical care and essentially sentence millions to disease and premature death. This collection of essays critically explores how militarization, privatization, and unfair trade policies are linked to such global diseases as malaria, cholera, and AIDS.

Student Learning Outcomes

Upon completion of this course, students will be able to:
1) explain key concepts, methods and the relevance of sociocultural frameworks of analysis in health care.
2) describe the cultural, environmental, economic and political factors that impact the health of people.
3) develop a critical perspective on global health.
4) compare different health care systems and their impacts on the health care of populations
5) discuss the relevance of social science in addressing international health concerns.

In addition, graduate students will be able to:
6) apply knowledge in the development of effective health care programs in a multicultural contexts.
7) critically evaluate theoretical and methodological debates relevant to cross-cultural health and healing research.

Evaluation of Student Performance

1. Reading of course material and attendance/participation in class discussion are required. All assignments must be submitted on time. Late assignments will receive partial credit. This class will be governed by the OSU formal policies and standards of academic integrity. These standards are available on the OSU website. Course requirements will be explained in details in the first week of classes. If students miss these classes or require further clarification, it is the students’ responsibility to approach the instructor to obtain the necessary information.

2. Midterm exam (@ 30%): The midterm exam (Oct. 26) will include identification and short-answer questions.

3. Student Facilitated Discussions (10%): Students will work in groups (maximum four per group) on the readings marked with an asterisk (*) in the lecture schedule. Students work together outside of the class setting to prepare an interesting presentation of 15-20 minutes for the class. Presentations can be in different forms such as panels, workshops, dramatizations, skits, audio-visual shows, etc., followed by a discussion or debate period. Presentations must generate discussion of the relevance of the weekly readings in understanding health across cultures. In order to facilitate class discussion, each group must have at least two discussion questions for the class. Each group will submit a short presentation report within one week after their presentation. A group grade will be assigned based on the evaluation in four main areas: 1) summary of readings; 2) integration of readings with themes of the course; 3) discussion and 4) overall presentation. After discussion groups are set up, students must obtain the contact information of the members of their respective groups to prepare for the facilitated discussions in advance.
4. **Health Research Competency Portfolio (@ 40%)**: Each student will select a broad topic/country/region to follow throughout the term. Student will research relevant background material, follow health related news reports, and generate an annotated bibliography of health research on the selected topic/country/region. Anth 574 students will be required to work closely with the instructor to prepare comprehensive panel presentations based on their portfolio topics. Your portfolio must coherently organize your efforts, findings, copies of the relevant background literature, and analysis of causation (physiological, social, economic, and political) of health outcomes. Your portfolio must have an appropriate logical structure, complete references and citations, and an appropriate format (language and grammar, headings, a conclusion, etc.), and must synthesize material drawn from readings, lectures, and discussion with your own thinking. A typical portfolio is a work in progress and includes the following sections:

1. Portfolio topic and its goals
2. Portfolio summary
3. List of important readings (including an annotated bibliography of the most relevant readings)
4. Copies of the relevant readings, theoretical frameworks/paradigms, data tables, etc.
5. Discussion & conclusion

You must carefully adhere to the following timeline for your portfolio assignment:

**I. Discuss portfolio topic with instructor (by Oct. 11th; @ 5%)**

**II. Submit a brief topic summary and portfolio plan (by Oct. 18th; @ 5%)**

**III. Submit relevant reading list or bibliography (by Nov. 8th; @ 5%)**

**IV. Submit portfolio for final evaluation (by Dec. 3rd; @ 25%)**

5. **Final Paper (@20%)**: You will write a 6-8 page final term paper (not including bibliography), discussing a well-defined issue related to globalization and health. You must decide on your topic before midterm and consult with me. The issue chosen must not be vague or too general; it must be specific enough to generate discussion and critical commentary. Your paper should situate the topic in its wider knowledge context and borrow considerably from course readings and class discussions. The key to a good paper is to critically think about the topic and to evaluate it in the context of course readings and class discussion. If you do this, you will write a “solid” paper. Do not simply skim the readings; this will come through in your writing. Should you choose to incorporate actual quotes or paraphrase, cite your sources? Do not forget to include a detailed bibliography. When you write your paper, be sure to give it a proper format. Your paper must have an appropriate logical structure, appropriate references and citations, and an appropriate format (language and grammar, headings, a conclusion, etc.). Additionally, your paper should synthesize material drawn from readings, lectures, and discussion with your own thinking in a coherent and articulate manner.

6. **Book Report (@ 40%)**: For this assignment, Anth 574 students will review *Sickness and Wealth* and a critical paper in 6-8 double-spaced typed pages. A critical book review is not a book report or a summary. It is basically a reaction paper in which you point out strengths and weaknesses of the material, and how it helps -- or misleads you -- in understanding the content of your course. Book report is due on Nov. 9th.

**Course Readings & Class Schedule (*represents presentation readings)**

**Week 1 (Sept. 25 & 27)**

**SOCIAL AND CULTURAL FRAMEWORKS OF ANALYSIS**
Readings:
- Social Theorizing About Health and Illness (HSHM)
- Classification and Process in Sociomedical Understanding (HSHM)*

Week 2 (Oct. 2 & 4)
SOCIAL AND CULTURAL FRAMEWORKS OF ANALYSIS
Readings:
- Social Causation of Health and Illness (HSHM)
- The Social Construction of Medicine and the Body (HSHM)*

Week 3 (Oct. 9 & 11)
SOCIETY, GENDER, AGING, AND HEALTH
Readings:
- Socioeconomic Inequalities in Health (HSHM)
- Gender and Health (HSHM)*
- Critical Perspectives on Health and Aging (HSHM)*

Week 4 (Oct. 16 & 18)
EXPERIENCES OF HEALTH AND ILLNESS
Readings:
- Cultural Variation in the Experience of Health and Illness (HSHM)
- Personal Experience of Illness (HSHM)*
- Clinical Narratives and the Study of Contemporary Doctor-Patient…(HSHM)*
- Accounting for Disease and Distress: Morals of the Normal…(HSHM)*

Week 5 (Oct. 23 & 25)
HEALTH CARE ACCESS, HEALTH STATUS, AND HEALTH BEHAVIOR
Readings:
- Health-Care Utilization and Barriers to Health Care (HSHM)
- Concepts and Measurements of Health Status…(HSHM)*
  Midterm exam in class on Oct. 25th

Week 6 (Oct. 30 & Nov. 1)
HEALTH-CARE SYSTEMS AND PRACTICES
Readings:
- The Medical Profession: Knowledge, Power, and Autonomy (HSHM)
- Alternative Health Practices and Systems (HSHM)*
- Comparative Health Systems: Emerging Convergences and Globalization (HSHM)*
- The Patient’s Perspective Regarding Appropriate Health Care (HSHM)*

Week 7 (Nov. 6 & 8)
HEALTH AND GLOBALIZATION
Readings:

- The Globalization of Health and Disease: The Health Transition and Global Change (HSHM)
- Introduction: Who is Growing? Who is Dying? (DG)
- Getting a Grip on the Global Economy (DG)

*Book report due on Nov 8th (Anth 574 students only)*

Week 8 (Nov. 13 & 15)

HEALTH, DEVELOPMENT, AND GLOBALIZATION

Readings:

- Hypocrisies of Development and the Health of the Haitian Poor (DG)*
- Theoretical Therapies, Remote Remedies...(DG)*
- Sickness Amidst Recovery: Public Debt and Private Suffering in Peru (DG)*
- Neoliberal Economic Policy, “State Desertion,” and the Russian...(DG)*

Week 9 (Nov. 20)

TRANSNATIONALISM, INEQUALITY, AND HEALTH

Readings:

- Dying for Growth, Part I...(DG)*
- Dying for Growth, Part II...(DG)*
- Tragedy Without End: 1984 Bhopal Gas Disaster (DG)*
- Neoliberal Trade and Investment and the Health of Maquiladora (DG)*

Week 10 (Nov. 27 & 29)

ALTERNATIVES

Reading:

- Consumer and Community Participation: A Reassessment...(HSHM)
- “The Threat of a Good Example” : Health and Revolution in Cuba (DG)*
- The Smoke and Mirrors of Health Reform in El Salvador...(DG)*
- Conclusion: Pessimism of the Intellect, Optimism of the Will (DG)

*Portfolio and final paper due on December 3rd*

Students with Disabilities

Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD 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 SSD should contact SSD immediately at 737-4098.

Expectations for Student Conduct

Cheating, plagiarism, or fabrication are acts of academic dishonesty and, in accordance with OSU’s policy on academic dishonesty, will not be tolerated. Members of the college community are expected to be honest and forthright in their academic endeavors. To falsify the results of one’s research, to present the words, ideas, data or work of another as one’s own, or to cheat on an examination corrupts the essential process of learning. Anyone caught engaging in any form of academic dishonesty will fail the course.
OSU Academic Dishonesty Policy:
http://oregonstate.edu/admin/stucon/achon.htm.