

FLORIDA ATLANTIC UNIVERSITY™

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 CATALOG _____

Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT: ANTHROPOLOGY

COLLEGE: ARTS AND LETTERS

RECOMMENDED COURSE IDENTIFICATION:

PREFIX ___ANG_____ COURSE NUMBER ___6306_____ LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT RPOLANSK@FAU.EDU)

COMPLETE COURSE TITLE: ETHNOGRAPHIC PERSPECTIVES ON HEALTH

EFFECTIVE DATE

(first term course will be offered)

CREDITS: 3

TEXTBOOK INFORMATION: EIGHT REQUIRED BOOKS (MINIMUM); SEE SYLLABUS

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES: Culture's role in shaping health and medicine across a range of societies and institutions, is critically assessed through in-depth ethnographic examination of the impact ethnicity, gender, politics, technology, religion, and class have on people's health status, their access to health care resources, and their roles as healthcare providers.

PREREQUISITES *: GRADUATE STANDING

COREQUISITES*: NONE

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:

NONE

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: PH.D.

Faculty contact, email and complete phone number:

Mary Cameron
mcameron@fau.edu
 297-1207

Departments and/or colleges that might be affected by the new course must be consulted and listed here. Please attach comments from each.

Approved by:

Department Chair: Mary Cameron

College Curriculum Chair: Mary Cameron

College Dean: Heather Coltrane

UGPC Chair: _____

Graduate College Dean: _____

Date:

3/16/12

3/16/12

3-16-12

ATTACHMENT CHECKLIST

♦Syllabus (see guidelines for requirements: <http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php>)

♦Written consent from all departments affected by new course

Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

ANG 6306 Ethnographic Perspectives on Health

Dr. Mary Cameron mcameron@fau.edu. 297-1207.

SO 170. Office hours: TBA in semester, and by appointment

Course Description

How does culture affect health for individuals, families, communities and nations? This course critically examines the role of culture, broadly conceived in ethnographic research and writing, in shaping health and medicine in a range of cultural groups and across many institutions. Ethnographic approaches allow in-depth assessment of the consequences that interconnected social factors like ethnicity, gender, politics, technology, religion, and class have on people's health status in a variety of cultures, their access to health care resources, and their roles as healthcare providers. Attention will be paid to approaches that are on the one hand focused studies of people's complex lives, while on the other hand engaging comprehensive conceptual frameworks, for example: culturally figured knowledge of the body; state and local political economies of health care in developing and increasingly globalized countries; women's reproductive health and technology; indigenous medical systems; social difference and biomedical power; the shaping of normal and other by medical praxis; and, maternal and children's health. As such students will receive an in-depth understanding of the essential role ethnographic research plays in more deeply understanding major areas in global health.

An introduction to the main theories in medical anthropology and to the main concepts in ethnographic-based research and writing will be followed by a series of award-winning ethnographies and other important studies in medical anthropology. Topics include infant and child mortality in Brazil, reproductive health care in the United States and Egypt, water and disease in Mexico, hunger and malnutrition in the Philippines, Ayurvedic medicine in Nepal, and mental illness and degenerative disease in Brazil.

Course Objectives

1. To understand various models in medical anthropology and related fields for examining and producing knowledge on the relationship between health and culture;
2. To critically examine the relationship between health and culture in a variety of cultural settings, through reading in-depth ethnographic studies;
3. To gain in-depth knowledge of key global health care issues;
4. To develop communication and writing skills that concisely convey in class discussions and written summaries the main points of class readings;
5. To further develop research skills by identifying the main elements of a research project, including conceiving and writing innovative and verifiable thesis or arguments, ethnographic data-collecting methods, analysis and synthesis of data, and drawing persuasive conclusions.

Required Books

1. Metz, Jonathan Michel. Prozac on the Couch: Prescribing Gender in the Era of Wonder Drugs. Duke University Press. 2003.

2. Fadiman, Anne. 1997 The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures. Noonday Press
3. Cameron, Mary, Forthcoming. Three Fruits: Nepali Ayurvedic Doctors on Health, Nature, and Social Change. Cornell University Press.
4. Rapp, Rayna, 2001. Testing Women, Testing The Fetus. Routledge Press.
5. Kwiatkowski, Lynn. 1998. Struggling with Development: The Politics of Hunger and Gender In The Philippines. Westview Press
6. Inhorn, Marcia. Local Babies, Global Science: Gender, Religion and In Vitro Fertilization in Egypt. New York: Routledge. 2003.
7. Scheper-Hughes, Nancy. 1993. Death Without Weeping: The Violence of Everyday Life in Brazil. Berkeley: University Of California Press.
8. Goldstein, Donna. 2003. Laughter Out of Place. Berkeley: University Of California Press.

Course Prerequisites

Graduate status or instructor's permission.

Course Requirements

1. Response Papers Students will prepare response papers to six of the readings. You should summarize the main points of the reading, identify the sources of data by which the author(s) makes her points, describe weaknesses in the argument, and identify areas that need further clarification or research. Papers are not to exceed 4 typed pages that are spelling- and grammar-checked, and stapled. These are due in class the day of the readings. **6 papers x 5 points each = 30 points total.**
2. Research Paper A research paper on a topic of your choice that addresses issues of culture and health is required for the class. A preliminary outline and select bibliography of your topic is due the week before spring break. Please meet with the instructor to discuss your topic. Further detailed expectations will be distributed in class. **Preliminary outline 5 points + final paper 35 points = total 40 points**
3. Group Discussion Leader Each student will be required to lead one class discussion on the readings for the day. You will be expected to summarize the class readings in the form of the key issues addressed in the readings. The key issues should be emailed to the students and the instructor as an outline (see #4) by 5 pm on the day before the class meets. As a leader, you will be expected to keep the discussion going and to be prepared to ask and answer questions that the other students and the instructor might raise. **Total 15 points.**
4. Group Discussion Outline In preparation for leading the class discussion, discussion leaders will prepare an outline of the readings, to be distributed to all class members via email by 5 pm the day before your presentation. **Total 5 points.**
5. Class Attendance and Participation It is essential that you come to each class prepared to discuss the readings with your peers. Attendance is required and will be taken randomly ten

times during the semester. You will lose one point for each unexcused absence that is noted.
Total 10 points.

Grade Distribution

A/A- = 90-100; B+/B/B- = 80-89; C+/C/C- = 70-79; D+/D/D- = 60-69; F = 59 and lower.

Written Submissions

Written assignments are submitted as paper copies in class on the day the related reading is discussed; with the exception of discussion leader outlines, which are emailed to everyone in the class, no papers may be emailed to the instructor unless prior approval has been obtained. Assignments must be professional, well organized, grammatically correct, and free of misspellings. Additionally, any content quoted, paraphrased, or gleaned from references must be properly cited (see FAU policy on [Academic Integrity](#), [Plagiarism](#), and [APA](#)). In most cases assignments will be graded and returned the next class day.

Email Policy

All email should be sent using FAU email system. Except for Saturdays, Sundays, and holidays, I will respond to messages generally within 24 hours. Such messages should only be used to communicate personal or confidential matters; otherwise, please use the Blackboard Questions/Concerns Discussion Board within the course.

Official university correspondence will be sent to the either the student's physical address on file with the Registrar, or FAU email address if a current student. Students are responsible for the content of university communication sent to their FAU e-mail account and are required to activate that account and check it regularly

Course-related Questions

Post course-related questions to the Blackboard Questions/Concerns Discussion Board. Asking course-related questions in this way allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question; it may have already been asked and answered in previous posts. Except Saturdays, Sundays, and holidays, questions will be generally answered by the instructor within 48 hours.

Announcements

You are responsible for reading all posted Blackboard announcements, which typically will be posted on Blackboard with a copy emailed to you.

Accommodations

Any student with a documented disability which may require special accommodations should self-identify to the instructor as early as possible in order to receive effective and timely accommodation. If you have any questions about accommodations for a disability, please contact

the [Office for Students with Disabilities \(OSD\)](#). The OSD office at FAU offers college constituents equity and excellence in education. By working with participants on all FAU campuses, OSD ensures that appropriate academic adjustments are made to allow all participants equal opportunities online, inside the classroom, and around campus.

Religious Accommodations

Florida Law requires that the University provide reasonable accommodations with regard to class attendance, examinations, and work assignments to students who request such consideration in order to observe their religious practices and beliefs. The details of this policy at FAU can be found in the [University Catalog](#).

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information on what constitutes cheating, plagiarism and other forms of dishonesty, see the [Code of Academic Integrity in the University Regulations](#).

Missed Assignments

FAU policy on excused absences is followed in this class and includes only three situations: illness documented by a physicians' note, death of a family member, and legal matters such as jury duty, also documented. Absences for university-approved reasons such as participation in athletic or scholastic teams, musical or theatrical performances, and debate activities are permitted. Students who miss an assignment(s) for a university-approved reason may make up work missed with no penalty to the student. Written legitimate excuses must be given to the instructor confidentially upon return to class and will be credited to the attendance grade.

Incomplete Grades

A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course. All work required to satisfy an incomplete ("I") grade must be completed by the end of the next academic semester. After that, the incomplete grade automatically becomes a failing grade.

Student Handbook

Visit the [Student Handbook website](#) for more information about what you can expect, and what is expected of you as a student at FAU.

Reading Schedule

1-8 Introduction to class

1-15 Fadiman entire book

1-22 Metzl entire book

1-29 Kwiatkowski chapters 1-4

2-5 Kwiatkowski chapters 5-9

2-12 Scheper-Hughes chapters Introduction and 1-6

2-19 Scheper-Hughes chapters 7-12

2-26 Goldstein Introduction and chapters 1-3

Week of March 2 spring vacation – have fun and be safe!

3-12 Goldstein chapters 4-7

3-19 Inhorn chapters 1-4

3-26 Inhorn chapters 5-9

4-2 Rapp Part One

4-9 Rapp Part Two

4-16 Cameron entire book

Additional Readings / Bibliography

Biehl, João. 2005. Vita : Life in a Zone of Social Abandonment. University of California Press.

Brown, Karen. 1991. Mama Lola: A Vodou Priestess in Brooklyn. University of California Press.

Charles L. Briggs, Clara Mantini-Briggs. 2004. Stories in the Time of Cholera: Racial Profiling during a Medical Nightmare. University of California Press

Cheryl Mattingly and Linda C. Garro, eds. 2000. Narrative and the Cultural Construction of Illness and Healing. University of California Press.

Dettwyler, Katherine A. 1993. Dancing Skeletons: Life and Death in West Africa. Long Grove: Waveland Press.

Evans-Pritchard, E.E., 1934. Witchcraft, Oracles and Magic among the Azande.

Farmer, Paul. 2003. Pathologies of Power: Health, Human Rights, and the New War on the Poor. University of California Press.

Farquhar, Judith. 2002. Appetites: Food and Sex in Post-Socialist China. Duke U. Press.

Gremillion, Helen. 2003. Feeding Anorexia: Gender and Power at a Treatment Center. Durham, NC: Duke University Press.

Goffman, Erving. 1986. Stigma: Notes on the Management of Spoiled Identity. Touchstone.

Ivry, T. 2009. Embodying Culture: Pregnancy in Japan and Israel. Rutgers University Press.

Jennifer Terry and Jacqueline Urla, eds. 1995. Deviant Bodies: Critical Perspectives on Difference in Science and Popular Culture. Indiana University Press.

Kim JY, Millen JV, Irwin A, Gershman J. 2000. Dying for Growth: Global Inequality and the Health of the Poor. Monroe, Maine: Common Courage.

Linda M. Whiteford and Lenore H. Manderson (eds.) 2000. Global Health Policy, Local Realities: The Fallacy of the Level Playing Field. Boulder: Lynne Rienner.

Liu, S. 2010. Passage to Manhood: Youth Migration, Heroin, and AIDS in Southwest China. Stanford University Press.

Margaret Lock and Patricia Kaufert. 1998. Pragmatic Women and Body Politics. Cambridge U. Press.

Moore, R. and S. McClean. 2010. Folk Healing and Health Care Practices in Britain and Ireland: Stethoscopes, Wands and Crystals. Berghahn Press.

Morgen, Sandra. 2002. Into our Own Hands: The Women's Health Movement in the United States, 1969-1990. New Brunswick, NJ: Rutgers University Press.

Nichter, Mimi. 2000. Fat Talk: What Girls and Their Parents Say about Dieting. Cambridge: Harvard University Press.

Rasmussen, Susan. 2006. Those Who Touch: Tuareg Medicine Women in Anthropological Perspective. Northern Illinois University Press.

Susan Reynolds Whyte, Sjaak van der Geest, Anita Hardon (Eds.), 2003. Social Lives of Medicines. Cambridge University Press.

From: Bernadette Lange
Sent: Tuesday, March 13, 2012 2:13 PM
To: Mary Cameron
Subject: ANG 6306

Hello Mary,

ANG 6306 is a good fit for our many of our students and as it can be a cognate for our PhD, DNP and MS programs. The content and course objectives meet the American Association of Colleges of Nursing (AACN) Essentials for Masters and Doctoral education such as *Research, Policy, Organization, Ethics, Human Diversity and Social Issues, Health Promotion and Disease Prevention*. Our students have been very satisfied with the quality and delivery of courses they have taken with you. Offering the course as a Hybrid of live seminar/ Blackboard is especially appealing to many of our students.

Bernadette

Bernadette Lange PhD DNS AHN-BC
Assistant Professor
Christine E. Lynn College of Nursing
Florida Atlantic University
Boca Raton, FL 33431
Visit the college: <http://nursing.fau.edu>

From: Mary Cameron
Sent: Wednesday, March 14, 2012 8:30 PM
To: Nancy Poulson
Cc: Michael Harris; Susan Brown
Subject: FW: new graduate course

Hi Nancy,

Here is one letter in support of the course. I responded to Shirley's query about the title that it is a common title for similar courses at other institutions.

I am forwarding another shortly.

Thanks,
Mary

Mary Cameron, Ph.D.
Professor of Anthropology
Florida Atlantic University

561.297.1207
SO 176
777 Glades Road
Boca Raton, FL 33431

From: Shirley Gordon
Sent: Wednesday, March 14, 2012 8:39 AM
To: Mary Cameron
Subject: RE: new graduate course

Hi Mary, thank you for the opportunity to review your course proposal. It looks like an exciting course! I would be interested in taking it myself. In addition, I have heard very positive comments from our doctoral students about the course.

I anticipate our doctoral students would continue to take this course as a cognate if appropriate to their area of research interest. As you know, our PhD students are required to take cognate courses outside the discipline.

"Medical anthropology" is not captured in the course title but is addressed in the description - was this intentional?

Shirley C. Gordon, PhD, RN, NCSN

Professor

Assistant Dean Graduate Practice Programs

Director Head Lice Treatment and Prevention Project

Christine E. Lynn College of Nursing

Florida Atlantic University

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<http://nursing.fau.edu/>

From: Morton Levitt

Sent: Wednesday, March 14, 2012 3:17 PM

To: Michael Harris

Cc: Julie Servoss; Willis Paull

Subject: RE: Anthropology course

Mike:

My Department enthusiastically supports your new graduate anthropology course, Ethnographic Perspectives of Health, in concept, as we stress the same learning objectives in our medical education program throughout the four years of our MD program. COM IMSD Department resources, however, may not be sufficient to directly contribute to the proposed course in significant blocks of faculty time, if requested, since there is considerable overlap with lectures and small groups in our current medical education program, as well as overlap with our proposed Master's program in Global Health. I have asked Dr. Julie Servoss, who developed the Global Health Program, to respond to you on this latter issue in a separate e-mail.

My best wishes for success in this new course!

Best regards,

Mort

Morton H. Levitt, MD, MHA, FCAP

Chair, Integrated Medical Science Department,

and Professor of Clinical Biomedical Science,

Florida Atlantic University, College of Medicine

Mailing address:

Charles E. Schmidt College of Medicine, BC-71, Room 338

777 Glades Road, P.O. Box 3091

Boca Raton, FL 33431-0991

Telephone: 561-297-0911

Fax: 561-297-2519

From: Julie Servoss
Sent: Thursday, March 15, 2012 3:35 PM
To: Michael Harris; Morton Levitt
Cc: Willis Paull
Subject: RE: Anthropology course

Dear Mike,

Dr. Cameron's course looks very interesting and I really like the broad range of ethnographies that will be examined with respect to geographic location and health issues. One of our proposed global health and bioethics courses will touch on key med anthro theories but is more focused on health diplomacy as a new subdiscipline of med anthro rather than ethnographic based research. Please let me know if I can help in any way!

Best,
Julie

Julie C. Servoss, M.D., M.P.H.
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email: jservoss@fau.edu

From: Charlotte Barry
Sent: Thursday, March 15, 2012 10:55 PM
To: Mary Cameron; Bernadette Lange
Subject: RE: new graduate course approval

Dear Mary, The objectives are lofty and direct a scholarly engagement in the course; your assignments are geared to meet the objectives; your policies are clear; your required readings and supplemental readings are broad with seem to shine a light on various health situations across many cultures and places on our planet. I like it and would like to take it.
Charlotte

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