**Health and Healing**

**Anthropology/Sociology 315   Sections 01 & 02**  
**Fall 2011**

<table>
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<tr>
<th>Instructor: Andrea Klimt</th>
<th>Time: T/Th 01 12:30 - 1:45</th>
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<tbody>
<tr>
<td>Email: <a href="mailto:Aklimt@umassd.edu">Aklimt@umassd.edu</a></td>
<td>02 2 - 3:15</td>
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<tr>
<td>Phone: of: 999-8831</td>
<td>Classroom: Group 1, Rm 111</td>
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<tr>
<td>Office hrs: T/Th 9:45-11:15, Thurs 3:30-4:30, &amp;</td>
<td>Office: GR1 393B</td>
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<td>Wed afternoon by appointment</td>
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**COURSE DESCRIPTION**

In this course we will explore the nature of health and healing in our own as well as other societies around the world. You will have the opportunity to develop an understanding of:

- the complex relationships between health, healing, illness and broader cultural, social, economic and political systems
- the ways in which health, disease, illness, healing and the well-being of the human mind and body are conceptualized in different cultures around the world
- the complex dynamics of therapeutic encounters especially with regards to culture, social status, and power
- the process through which various biological and social conditions come to be defined as pathologies in need of professional intervention
- the impact of factors such as poverty, inequality, discrimination, and global location on the health and health care of vulnerable populations
- the possible ways in which the health and health care in developing as well as developed countries could be improved.

This course emphasizes skill-development in critical thinking and self-expression through writing, discussion, and primary research. Assignments will encourage you to develop your own positions – in writing and through discussion with your classmates – on key questions about health and healing. You will also have the opportunity to conduct two field research projects and explore questions about healing of particular interest to you. One will focus on the experiences of a recipient of health care in the area of birth and maternal/infant health care; the other will focus on the practices and experiences of a provider of health care.

**READINGS**

The following books are required for the course and are available in the bookstore.


Fadiman, *The Spirit Catches You and You Fall Down. A Hmong Child, Her American Doctors, and the Collision of two Cultures*

Farmer, *Infections and Inequalities: The Modern Plagues*

Copies of selected journal articles and book chapters will be handed out in class.
EVALUATION

Response Papers: (30%; 3 points each) Class assignments are designed to help you understand the material, develop your own positions on the issues, and effectively contribute to class discussions. You will be expected to complete a total of 10 class assignments over the semester (5 in the first half, 5 in the second half). There will be numerous opportunities to choose from. They will either be reflective notes on class readings, short projects, or in some cases, presentation of research findings. Late Response Papers will not be accepted as it won’t do the rest of us any good if you reflect on the readings after we’ve already discussed them in class.  

30 points

2 Research Papers: (30% each; total 60%) A key component of the course is conducting your own primary research on health-related questions of particular interest to you. For the first paper, you will have the opportunity to reflect on the experiences of someone who has been the recipient of health care – specifically, you will interview a woman who has given birth (or her personal attendant). For the second paper, you will interview a provider of health care and explore his/her ideas about healing. Both papers are expected to be between 7-9 pages and to integrate relevant class readings into the analysis.  

60 points

Poster Presentation: (10%) During the last week of class, you will be able to share the results of your second research paper with the rest of the class via a poster presentation.  

10 points

Attendance: Class attendance is required. Please see information under Policies.  

100 points

A range : 90-100 points
B range: 89-80 points
C range: 79-70 points (lowest grade for course to count for major is C-)

POLICIES

Due Dates
In fairness to your classmates, late research papers will receive a grade penalty. If you anticipate difficulty in meeting any of the deadlines, discuss your situation with me via BEFOREHAND in writing. I will consider extensions, BUT ONLY if there are serious, unavoidable, and documented reasons (eg. illness, family emergency, etc.).  

Response Papers will only be accepted on the date they are due.
Attendance
Your active engagement in class discussion is an essential component of this course. It’s where we share ideas, argue, and figure out what each of us thinks about the issues at hand. Coming to class is thus required and carefully preparing for class (i.e. thoughtfully completing reading and assignments) and actively participating in the discussions is expected. You may have 3 absences without penalty – regardless of the reason (i.e. I don’t want any notes or excuses.). Further absences can be made up with an additional class assignment (beyond the required 10). If you do not do an extra class assignment, each additional absence will result in a 10 point deduction from your final grade – and more than 6 absences will result in a failing grade for the course. I reserve the right to adjust this policy in case of extenuating circumstances.

Out of consideration for your classmates as well as for the instructor, please make a point to be in class on time. Being late (i.e. more than 5 minutes) will count as an absence. Going in and out of the classroom during class is also disruptive – please be considerate and plan accordingly. You are responsible for information covered in class even if you are not present (including assignments, changes in due dates).

Academic Honesty - You are responsible for understanding and following the guidelines for academic honesty. Please read the appropriate sections in the Student Handbook. This includes properly citing other people’s work (published and unpublished) and not passing off other people’s work as your own. Plagiarism is the stealing of ideas and intellectual work - and I consider it a VERY serious offence. Failure to follow the code of academic honesty will result in an “F” for the course and disciplinary action will be considered for serious violations. If you are not sure what plagiarism is or how to avoid it, check with me. A useful explanation of plagiarism can be found at http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html. An explanation of university policy can be found in the student handbook – http://www.umassd.edu/studenthandbook/academicregs/ethicalstandards.cfm.

Special Accommodations
In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please meet with me at the beginning of the semester so that we can make appropriate arrangements. Please be sure to provide the appropriate paperwork from the Center for Access and Success (phone: 999-8711).

Communication with Professor Klimt
I can be reached via e-mail or phone. Feel free to call me at home, just make sure it’s before 9PM!! I can also be reached via my office phone – but please note that I may not check my messages there every day. In all e-mail communications, be sure to put “Health” in the subject line – otherwise I won’t open your attachment. Announcements, assignments and other class-related information will be posted on the class website.

I have regular office hours during which I would welcome the chance to talk with you. If the times are not convenient for you, I will be glad to schedule an appointment. If you can’t make an appointment, be sure to let me know ahead of time.

Schedule
Unless you have been notified, the schedule below holds – which means you are responsible for having completed the readings and assignments on the days they are due. I reserve the right to make changes in the schedule that will better serve our collective needs – the overall workload will remain the same. Any changes will be announced well ahead of time in class and on the course website.

Incompletes
If you are considering taking an incomplete in the course, please discuss this with me before the end of the semester. I will discuss the options with you as well as the deadlines for completing outstanding assignments. You need to make the request in writing by December 15th.
SCHEDULE

Introduction – What is health?
We will begin our conversations about the connections between health, illness, culture, and power. Questions we will explore include:
* What constitutes “health”?
* What does it mean to be “ill” and to “suffer”?
* What does – or should – “healing” entail?

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<th>Date</th>
<th>Thursday</th>
<th>Tuesday</th>
<th>Reading</th>
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Birth – Sorting out Biology, Culture, and Power
Women have babies in every society around the world, but they do so in dramatically different ways. We will explore differences in ideas and practices around birth in both developed and developing countries and critically compare the birthing process and health outcomes for mothers and their babies in various contexts. This focus on birth will allow us to better understand the complex relationship between health and biological needs, cultural frameworks and expectations, social and economic inequities, and the nature of power relationships in any particular society.

Specific questions we will consider include:
* How do women go about having babies in such places as Mexico, Zimbabwe, Holland, Sweden, Japan, the U.S?
* What do the expectations and practices around birth tell us about the wider society?
* Who, in these various places, participates in the birth process? Who has the power to make decisions?
* What kinds of technologies are used and to what end? Who controls the available technology?
* What social, economic, political and cultural factors affect the options and outcomes for women and their babies?
* How could the process and health outcomes of giving birth be improved?

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<th>Date</th>
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<td>9/15</td>
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<td>Jordan, <em>Birth in Four Cultures</em>, chapter 1 &amp; 2</td>
<td><em>Nyamakuta: The One who Receives</em></td>
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<td>9/20</td>
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<td>Jordan, chapter 3</td>
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<td>9/22</td>
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<td>Jordan, chapter 4 &amp; 5</td>
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<td>9/27</td>
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<td>Jordan, chapter 6</td>
<td><em>Spirit Doctors</em></td>
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<td>9/29</td>
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<td>Jordan, chapter 7 &amp; 8</td>
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<td>10/4</td>
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<td>Wendland, <em>The Vanishing Mother: Cesarean Section and “Evidence-based Obstetrics”</em></td>
<td><em>When the Bough Breaks</em></td>
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<td>Assignment: Draft of Birth Paper Due; Peer Review Exchange</td>
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<td>Presentations: Research Papers on Birth</td>
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Healers – Expectations, Legitimacy, and Authoritative Knowledge

Every society has a wide range of “healers” who tend to a community’s physical and psychic well-being. We are going to develop a cross-cultural perspective on the following questions:
* What kinds of healers are recognized in different cultures and how do they engage in “healing”?  
* How do they acquire the knowledge and authority to “heal”? Who and what do they seek to “heal”?  
* Why do some healers have more status and legitimacy than others?  
* How do people select a “healer”? What constitutes, in their eyes, the “success” or “failure” of the healing process?  
* What are some strengths and weaknesses of different healing traditions and how could they be improved?

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<th>Date</th>
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<tr>
<td>Tues 10/11</td>
<td>NO CLASS – follow Monday’s schedule</td>
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| Thurs 10/13 | Reading: Finkler, Sacred Healing and Biomedicine Compared  
|           | Film: Soothsayers, Cigars, and San Simon     |
|         | Assignment: Birth Paper DUE                   |
| Tues 10/18 | Reading: Singer & Garcia, Becoming a Puerto Rican Espiritista: Life History of a Female Healer  
|           | Kendall, Initiating Performance: The Story of Chini, a Korean Shaman |
| Thurs 10/20 | Reading: Good & Good, “Learning Medicine” The Constructing of Medical Knowledge at Harvard Medical School  
|           | Davies, Necessary In-Betweens: Auxiliary Medical Care in the Home  
|           | Sankar, Patients, Physicians, and Context: Medical Care in the Home |
| Tues 10/25 | Reading: Green, Engaging indigenous healers in the prevention of AIDS and STDs  
|           | Koss, The Therapist-Spiritist Training Project in Puerto Rico: An Experiment to Relate the Traditional Healing System to the Public Health System. |

Defining Disease – Culture, Money, and Vested Interests

“Disease” is often assumed to consist of biological changes in our bodies. We will discover that this process is much more complex as we explore the following questions:
* How and why does a particular condition come to be defined as a “disease”? Specifically, what role do financial interests and cultural expectations play? What is the impact of these factors on health and health care options?  
* Why are some diseases socially stigmatized? What consequences does stigma have for people’s well-being and treatment needs?

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| Thurs 10/27 | Reading: Ware, Suffering and the Social Construction of Illness: The Delegitimated Illness Experience in Chronic Fatigue Syndrome  
|           | Low, Medical Practice in Response to a Folk Illness: The diagnosis and Treatment of Nervios in Costa Rica |
| Tues 11/1 | Film: Attention Deficit Syndrome: A Dubious Diagnosis  
|           | Reading: TBA                                 |
| Thurs 11/3 | Reading: Healy, The New Medical Oikumene  
|           | Healy, Good Science or Good Business?         |
| Tues 11/8 | Reading: Waxler, Learning to be a Leper: A Case Study in the Social Construction of Illness  
|           | Becker, Coping with Stigma: Lifelong Adaptation of Deaf People  
|           | Inhorn, Genital Herpes: An Ethnographic Inquiry into Being Discreditable in American Society  
|           | Quam, The Sick Role, Stigma, and Pollution: The Case of AIDS |
Health as a Human Right – Inequalities, Disparities, & Structural Violence

* How do differences in socio-economic class, global location, race and ethnicity, and gender influence health and access to health care?
* Are the possibility of wellness and access to health care and health environments human rights?
* How do structural realities – the quality of the environment, the presence of violence and war, access to food and clean water, the extent of transportation and communication, educational opportunities – affect the health of a population?
* How could the health and access to health care of underserved populations in the US and around the world be improved?

| Thurs  11/10 | Reading: | Farmer, Chapter 3, Invisible Women: Class, Gender, and HIV
|             |          | Farmer, Chapter 5, Culture, Poverty and HIV Transmission: The Case of Rural Haiti
|             | Film:    | 6000 a day: An account of a catastrophe foretold
| Tues  11/15 | Reading: | Farmer, Chapter 7, The Consumption of the Poor: Tuberculosis in the Late Twentieth Century
|             |          | Farmer, Chapter 8, Optimism and Pessimism in Tuberculosis Control: Lessons from Rural Haiti
| Tues  11/22| Reading: | Fadiman, pp. 3-77
|             | Film:    | Place Matters
| Thurs  11/24|          | NO CLASS – Thanksgiving

Therapeutic Encounters & Communication across Cultures

* What is the nature of the relationship between health care providers and people seeking health care – especially when providers and recipients of health care bring culturally very different views to the interaction?
* What are particular health concerns of immigrant communities and how can they best be addressed?

| Tues  11/29 | Reading: | Fadiman, pp. 78-118
|             |          | Kingfisher and Millard, "Milk makes me Sick but my body needs it": Conflict and Contradiction in the Establishment of Authoritative Knowledge
|             | Film:    | Worlds Apart
| Thurs  12/1 | Reading: | Fadiman, pp., 140-209
|             | Film:    | A Choice for K’aila
|             | Assignment: Draft of Second Research Paper Due – Peer Review Exchange
| Tues  12/6  | Reading: | Fadiman, pp. 210-261
|             | Film:    | Between Two Worlds: The Hmong Shaman in America
| Thurs  12/8 | Reading: | Fadiman, pp. 262-288
|             | Assignment: Second Research Paper DUE

Student Research Presentations

| Tues  12/13 | Poster Presentations | Assignment: Group I Posters DUE
| Thurs  12/15| Poster Presentations | Assignment: Group II Posters DUE
Reading List:


