

**An Ancient Chinese Acupuncture Chart**

**Image courtesy of www.art.com**

**AN 3500**

**SO 3500**

**ILLNESS, WELLNESS, AND HEALING**

**The Sociology and Anthropology of Health**

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|  | **MWF 1:25-2:15** | **Rounds 223** |

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|  |  |  |
|  | Or by appointment | Or by appointment |

ADA Statement: Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should immediately contact the PASS Office in Lamson Library (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Accommodation for this course from the PASS Office, please provide the instructor with that information privately so that you and the instructor can review those accommodations.

Course Description: Concepts of illness, wellness, and healing reflect the societies and cultures in which they are found. This course compares ways in which a variety of Western (e.g., France, Germany, and the United States) and non-Western (South American, African) societies and cultures think about and institutionalize health and illness. Selected topics include: changing health and nutritional status from human prehistory to the present, social and cultural definitions of health and illness, ritual healing practices, ethnomedicine, the relationships of social organization and stratification to health and illness; and the social and personal construction of medical knowledge. Meets the General Education Wellness Connection requirement.

General Education: Wellness courses provide opportunities for students to identify connections between life choices, personal wellness and a field of study. These courses help students develop an appreciation for the connection between mind and body and make a commitment to life skills and life style choices. Wellness courses satisfying the Connections component of the General Education program, such as this one, include content and assignments from several dimensions of societal and personal wellness and their interrelationships. In this course, students will learn to show how models of illness, wellness, and healing reflect the Western and non-Western societies and cultures in which these models are found.

Course Objectives: In this course, students will learn and be able to:

1. apply critical thinking skills as they learn to analyze the ways in which illness and wellness are socially and culturally constructed.
2. conduct research using a variety of sociological and anthropological journals,
3. develop their writing skills in production of a research report, and will enhance verbal and nonverbal communication skills in presenting information in individual and group presentations.
4. use both sociological and anthropological perspectives in the analysis of illness and wellness.
5. learn and reflect on personal wellness practices through writing assignments.

ATTENDANCE: The course won’t work well without you. You are expected to be there and to contribute through discussion of the readings, of your work on your papers, and to work together with small groups when appropriate. More than three unexcused absences and your grade may be lowered a letter grade.

EXAMS, PAPERS:

 There are two exams and a final paper for this course. The final paper will be worked on throughout the semester. You will submit four short assignments during the course of the semester which will then be pulled together into the final paper. You will be asked to hand in a final paper of 8-10 pages which will be a discussion of your particular research theme. It should include a theoretical component (refer to Joralemon, who describes the evolutionary, ecological, critical and/or interpretive theoretical perspectives). The paper may include history, contemporary debates, the way in which your topic relates to various subjects covered in this class. You may use papers you have written earlier in this class for the final paper. Your final paper should flow smoothly, and the theme should be clear throughout.

You will be writing and participating a good deal in this class, which is the goal of a course such as this. Therefore, your grade will be based on the in-class discussions and debates, exams, your paper, and issues you bring to class discussion. Participation is hard to grade, as some of you will be shy about discussion, others not at all. That doesn’t mean the shy ones aren’t thinking about the material. So in-class free-writes may be used, and group discussions as well.

Exams: Mid-term 25%; Final Exam 25%

Paper: 30% of grade (Four short papers will be pulled together into one longer paper)

Class participation: 20%

 Total: 100%

**TEXTS:**

Joralemon, Donald. 3rd ed. 2010. *Exploring Medical Anthropology*. Boston: Prentice Hall.

Pisani, Elizabeth. 2008. *The Wisdom of Whores: Bureaucrats, Brothels, and the Business of AIDS.*  NY: W.W. Norton.

E-Readings on Moodle (See below.)

**COURSE OUTLINE**

Week 1. 8/31. What is So Social and Cultural about Health and Disease? How medical sociologists and anthropologists think about and study the body.

 In class: What has been your experience with Western, or any other type of medicine and healing practice?

 Read: Joralemon, Ch. 1

Week 2. 9/5. (No class 9/5; Labor Day)

Understanding Medical Sociology and Anthropology:

Social, Biocultural and Cultural Approaches.

 Prepare for a discussion of particular sub-fields within medical sociology and anthropology. Which one interests you most? What sort of medical research, culture, agency, or institution do you want to know more about? Write, in class, a page discussing a topic you would like to know more about.

Read: (and discuss/debate); Joralemon, Ch. 2

Applied Medical Sociology and Anthropology: How is it done?

Read: Joralemon, Ch. 7

Week 3. 9/12. The Sociocultural and Critical Foundations of Health and Illness

 Case Study: Interpretations of a Cholera Epidemic in Peru

Read: (and discuss/debate) Joralemon, Ch. 3-4

Week 4. 9/19. Political Economy of Disease and Health

Case Studies: AIDS and TB.

 Read on Moodle: “The War on Cancer”

Week 5. 9/26. Human Rights and Social Justice

Read: (and discuss/debate): Joralemon, Ch. 5;

**Concept paper due. See below for discussion**.

Week 6. 10/3. Healers and the Healing Professions

 Guest speaker

Read: Joralemon, Ch. 6

On Moodle: “The Screening Dilemma”

Week 7. 10/10 Public Health Threats

No Class Monday, October 10

 Read on Moodle: “Diseases in Disguise”

 “ Knowing Your Chances”

 **Annotated Bibliography due October 12**

Week 8. 10/17. 10/12: Discussion and review

**EXAM I on Friday, October 21**

Week 9. 10/24. The Medicalizing Perceptions of Normal and Deviant

 Read on Moodle: “Bedlam”

 “Schizophrenia in the Third World”

 “Lifestyle Medicines”

 **Outline Due Friday, October 28**

Week 10. 10/31. The War on Drugs: What does this mean?

 Read: TBA

Week 11. 11/7. (No class November 11, Veterans Day)

 The Economic and Social Organization of Drugs, Illness, and Wellness

 Read on Moodle : “Disease Mongering:

 “Giving Legs to Restless Legs”

Week 12. 11/14. Medical Ethics, Reproductive Technologies, and Concepts of the Body

Read: Joralemon, Chs. 8 and 9

Week. 13. 11/21. Conclusions/Stratification and Power in Health Care Systems

 No classes Wed, 11/23 and Fri., 11/25 (Thanksgiving break)

Week 14. 11/28. Student Presentations

Week 15. 12/5. Student Presentations

**Final Exam: Friday, December 16, 11am-1:30pm**

(final exam will include the book *The Wisdom of Whores*)

**Paper for Illness, Wellness, and Healing**

Through the semester, you are asked to work on sections of the paper:

**Part I: Concept Paper Due Monday, September 26 (describe what topic and which theoretical approach you will cover, as well as other aspects you wish to include; be sure to take a look at Joralemon’s discussion concerning constructivist, critical, ecological/evolutionary, etc. approaches concerning analysis of a topic). One and a half to three pages.**

**Part II: Annotated Bibliography: Due Wednesday, October 12:** this should include 6-8 sources, no more than half from the internet. This will provide you with much of your References Cited section, as well as material for use in the body of your paper in which you discuss the literature about your topic.

This annotated bibliography consists of the bibliographic information (author, title, publisher, date), followed by a brief synopsis of the content of the source as it relates to the topic of your paper.

**Part III: Outline: Due Friday, October 28.**

The outline should lay out the basic sections of your paper, with a brief discussion of the points you plan to make in each section, and how your paper will be organized. Most outlines contain:

Introduction (with an overview of your paper, including the point or argument you plan to make);

Discussion of the literature;

Description of your theoretical approach or perspectives discussed in class.

Conclusions.

References cited.

**Part IV: Final Paper: Due Monday, November 21.** No later than that, or else. No kidding.

Paper should be 8-10 pages long.

Bibliography (or, References Cited) should have at least 10 sources, of which 6-8 should be periodical articles or books. This means that you can also use online sources (NOT Wikipedia). All sources need to be cited in the text.

You may use APA, ASA, MLA, or Chicago style, just be consistent.

**Moodle Readings**

Angus Bancroft, “Lifestyle Medicines,” from *Drugs, Intoxication and Society*. Cambridge: Polity Press, 2009.

Devra Davis, “The War on Cancer,” from *The Secret History of the War on Cancer*. New York: Basic Books, 2007.

E. Doran and D. Henry, “Disease Mongering: Expanding the Boundaries of Treatable Disease.” *Internal Medicine Journal*, vol. 38, 2008: 858-861.

Medeline Drexler, “Diseases in Disguise,” from *Emerging Epidemics: The Menace of New Infections*. New York: Penguin Books, 2010.

Gerd Gigerenzer, Wolfgang Gaissmaier, Elke Kurz-Milcke, Lisa Schwartz, and Steven Woloshin, “Knowing Your Chances.” *Scientific American Mind*, vol. 20, no. 2, 2009:45-51.

Kate Pickert, “The Screening Dilemma.” *Time*, vol. 77, no. 24, June 13, 2011:60-67.

Richard Warner, “Schizophrenia in the Third World,” from *Recovery from Schiozophrenia*, 3rd ed., Brunner-Routledge, 1998.

Robert Whitaker, “Bedlam,” from *Mad in America: Bad Science, Bad Medicine, and the Enduring Mistreatment of the Mentally Ill*. New York: Basic Books, 2002.

Steven Woloshin and Lisa Schwartz, “Giving legs to restless legs: A case study of how the media helps make people sick.” *PloS Medicine*, vol. 3, no. 4, 2006.

**Useful Web Sites:**

American Sociological Association: <http://www.asanet.org>

American Sociological Association

Medical Sociology Section Homepage:
 <http://dept.kent.edu/sociology/asamedsoc/>

American Anthropological Association [www.aaanet.org](http://www.aaanet.org).

 Society for Medical Anthropology [www.medanthro.net](http://www.medanthro.net)

 American Association of Physical Anthropologists [www.physanth.org](http://www.physanth.org)

 Centers for Disease Control [www.cdc.org](http://www.cdc.org)

 Paleopathology Association [www.paleopathology.org](http://www.paleopathology.org)

 Global Health Council ([www.globalhealth.org](http://www.globalhealth.org))

 Virtual Embryo:

 <http://www.ucalgary.ca/UofC/eduweb/virtualembryo/>

 Visible Embryo: <http://www.visembryo.com/>

 World Health Organization : [www.who.int](http://www.who.int)

Hospitals: Dartmouth-Hitchcock Memorial Hospital [www.dhmc.org](http://www.dhmc.org).

 Cleveland Clinic [www.ccf.org](http://www.ccf.org)

 Speare Memorial Hospital www.spearehospital.com

 Concord Hospital [www.concordhospital.org](http://www.concordhospital.org)

 Rockefeller University [www.rockefeller.edu](http://www.rockefeller.edu)

 Sloan-Kettering [www.amdec.org](http://www.amdec.org)

Ethics Institutes:

 Dartmouth College Ethics Institute <http://www.dartmouth.edu/~ethics/>

 Duke University, Kenan Institute for Ethics: [www.kenan.ethics.duke.edu](http://www.kenan.ethics.duke.edu)

Other sites of interest:

Jeffrey Sachs, Columbia University ([www.columbia.edu](http://www.columbia.edu))

 Earth Institute <http://www.earthinstitute.columbia.edu/about/director/>

Mark Plotkin, Ethnobotany: Amazon Conservation Team <http://www.amazonteam.org/>

Conservation International: <http://www.conservation.org/xp/CIWEB/home>

Shaman Pharmaceuticals <http://www.netsci.org/Science/Special/feature11.html>

World Resources Institute <http://www.wri.org/>