

IDIS 293
Culture, Health and Disease in the Developing World

Dr. Suzanne Schneider	Spring semester 2008
Office hours: Mon. & Wed. 10:30-12:30pm	Course meetings: Mon. & Wed. 8:50-10:00am
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Course overview:

This course draws on anthropological and global health perspectives to explore challenges in promoting health and treating disease in the developing world. Students will consider how factors such as geography, poverty, race, ethnicity, and gender influence disease susceptibility and access to health care. Drawing on case studies from Latin America to Africa, the class will examine health problems such as malnutrition, HIV/AIDS, tuberculosis, cervical cancer, and other “diseases of poverty” that are particularly pernicious in developing countries. We will explore the role that economic development plays in promoting or undermining health and the impacts of international health policies and public health interventions on the health of local populations. As we broaden our understanding of global health, we will examine the issue of health as a human right.

Required Texts:

Dettwyler, Katherine A. 1994. *Dancing Skeletons: Life and Death in West Africa*. Prospect Heights, IL: Waveland Press, Inc.

Farmer, Paul 2006. *AIDS and Accusation: Haiti and the Geography of Blame*. Berkeley: University of California Press.

Gregg, Jessica L. 2003. *Virtually Virgins: Sexual Strategies and Cervical Cancer in Recife, Brazil*. Stanford, CA: Stanford University Press.

Additional articles are on reserve at Reeves Library. These articles are marked on the course schedule below with an (“RL”).

Course requirements:

In-class exams (40%): There will be two in-class exams, each worth 20% of your course grade. The first exam will be on Feb. 6 and will cover course material for Module 1. The second exam will be on Feb. 27 and will cover course material for Module 2. These exams will consist of short and long essay questions that require critical reflection on course material and class discussions. I will provide you with review guides one week prior to the exams.

Critical reading paper (20%): This paper will reflect on issues pertaining to culture, health, and disease in the context of Gregg’s book *Virtually Virgins*. I will provide you with a set of analytical questions around which you will organize a 4-5 page essay. Your critical reading paper is due on March 26.

Global health research project (30%): You will be placed in groups of three for this project. Your group will collectively select a current international health problem and prepare a report that examines multiple angles of the problem, addresses health effects of inequalities, and suggests possible solutions. I will provide you with a list of potential topics to choose from and specific directions for your research project. An abstract and bibliography are due on February 18 and your final draft is due on April 23. Each group will give a brief (15-20 minute) presentation of their project. Your presentation is worth 10% of your project grade and your written report is worth 20%. The global health research project is worth 30% of your final grade.

Attendance and participation (10%): This course will entail discussion, short lectures, and group activities. Your regular class attendance and active participation in discussion and group work are required. I will periodically collect writing summaries for the course material assigned for that class period. These summaries should be no longer than one typed page and should outline the main argument(s) of the author and two to three subpoints. I will not accept handwritten summaries. The combination of your attendance, active participation, group work, and response papers will amount to 10% of your grade.

Grading:

In-class exams (2)	40%
Critical reading paper	20%
Global health research paper	20%
Global health presentation	10%
Attendance and participation	10%

Course Guidelines

1. All assignments must be typed and double-spaced, with 12-point Times New Roman font. No handwritten assignments will be accepted. Please edit your work carefully and correct your grammar, spelling, and punctuation. All assignments must be handed to the instructor. No e-mailed assignments will be accepted except in the case of emergencies or with prior permission of the instructor. Any assignment that is turned in late will be docked one grade for every course period that it is late.

2. Regular attendance is required. Absences will be excused only in the case of appropriately documented emergencies, extended leave, or school-sponsored commitments. If an emergency should arise, please notify me prior to an assignment's due date and not after it is due. If you need to miss a class, please notify me in advance. Two late arrivals to class will be counted as an absence. Multiple absences from class will negatively affect your grade.

3. The grade scale for this class is as follows: 93-100=A; 90-92.9=A-; 87-89.9=B+; 83-86.9=B; 80-82.9=B-; 77-79.9=C+; 73-76.9=C; 70-72.9=C-; 67-69.9=D+; 63-66.9=D; 60-62.9=D-; less than 60=F. Note that it is within the instructor's purview to apply qualitative judgment in determining grades for any assignment and for the final course grade.

4. Any student who wishes to disclose a disability and request accommodations under the Americans with Disabilities Act (ADA) for this course should contact Learning Services (x

1510). Accommodations will be provided once authorization is received from the appropriate disability support provider on campus.

Academic Honesty

Plagiarism is passing off others' work as your own. The Moravian handbook states, "All work that students submit or present as part of course assignments or requirements must be their own original work unless otherwise expressly permitted by the instructors" (p. 26). Plagiarism can involve directly quoting passages from a text, the web, or any other document. It can also involve having a student write a paper for you or purchasing a paper from a writing service. Any case of suspected plagiarism will be referred to the Academic Affairs Office. Plagiarism will be handled in accordance with the college policy on academic honesty (see Moravian handbook).

Course schedule:

Jan. 14: Introduction to the course

Module 1: Theoretical Frameworks

Jan. 16: Global Health
(Handout) Medical Anthropology and Global Health (425-455)

Jan. 21: No class, MLK Day

Jan. 23: Population and Disease
(RL) Janzen, Population and Disease: The Changing Indicators of Health (83-114)

Jan. 28: Disease and Ecology
(RL) Brown et al., Disease, Ecology and Human Behavior (183-218)

Jan. 30: Health and Development
(RL) McElroy and Townsend, Costs and Benefits of Development (327-374)
Review guide distributed for exam 1

Feb. 4: Medical Knowledge
(RL) Janzen, Medical knowledge (187-210)

Feb. 6: Exam 1

Module 2: Scarcity, Hunger and Health

Feb. 11: The Medical Anthropologist
Dettwyler, Chaps 1-3 (1-36)

Feb. 13: Malian Society and Disease Interpretations
Dettwyler, Chaps 4-6 (37-74)

Feb. 18: Children's Health and Malnutrition
Dettwyler, Chaps 7-10 (75-130)
Research project abstracts and bibliographies due

Feb. 20: Health Projects and Mother's Love
Dettwyler, Chaps 11-14 (131-164)
(RL) Scheper-Hughes, Life boat ethics (31-37)
Review guide distributed for exam 2

Feb. 25: Nerves and Sickness
(RL) Scheper-Hughes, Nervosa: Medicine, sickness and human needs (167-215)

Feb. 27: Exam 2

Mar. 3: SPRING BREAK

Mar. 5: SPRING BREAK

Module 3: Gender, Culture, and Disease

Mar. 10: Culture and Gender in a Brazilian Shantytown
Gregg, Chaps. 1-3 (1-39)

Mar. 12: Cervical Cancer and Risk
Gregg, Chaps. 4 & 5 (40-75)
Presentation #1

Mar. 17: Social Roles and Sexuality
Gregg, Chaps. 6 -8 (76-117)
Film: India: The Sex Workers

Mar. 19: Living and Dying with Cancer
Gregg, Chaps. 9-11 (118-159)
Presentation #2

Mar. 24: EASTER RECESS

Module 4: The Health Effects of Inequality

Mar. 26: The Anthropology of Suffering
AIDS and Accusation, Preface, Intro. & Chap. 2 (1-27)
Critical reading paper due

April 2: The Political Economy of Sickness
AIDS and Accusation, Chaps. 3-6 (28-58)
Presentation #3

April 7: Explanations for AIDS
AIDS and Accusation, Chaps. 7-9 (59-109)
Presentation #4

April 9: The Epidemiology of AIDS
AIDS and Accusation, Chap 10-14 (110-150)
Presentation #5

April 14: History and International Context of AIDS
AIDS and Accusation, Chaps. 15-17 (151-190)
Presentation #6

April 16: Structural Inequalities and Sickness
AIDS and Accusation, Chaps. 18 & 19 (191-228)
Presentation #7

April 21: AIDS and Blame
AIDS and Accusation, Chaps. 20-22 (229-264)
Presentation #8

April 23: Wrap up and reflections
Presentation #9
Research papers due