Dr. Erin Moore  
Department of Anthropology  
Spring 2016  
University of Southern California  
Classroom: ??? (see blackboard announcement)  
M and W. 10-11:50  
Office: Kaprielian 340, M W. 9:30, 12:00-2:00, or by appointment, pls. e-mail before you come to office hrs. so I do not have another conflicting appt. epm@usc.edu

Syllabus Anthropology 101g, Section 10601R 1/9/16

Illness and Healing: The Cross-Cultural Perspective

Anthropology is the study of what it means to be human across time and species. Anthropologists study cultural, biological and historical perspectives. This course introduces students to medical anthropology from a cultural perspective. This is not a class for healing ourselves but about the anthropology of the body and how different cultures interpret the body, illness and healing in a surprising variety of ways.

1. The course is divided into two related sections. The class begins by looking at the body. How are bodies interpreted and given meaning in various cultures? We will discuss ideas about the body as a living canvas for the expression of cultural symbols, Buddhism and the body, health, beauty, tattooing, cannibalism, colonialism and community. What is normal?

2. The second part of the class turns to the cross-cultural study of sickness and healing. People everywhere get sick and all societies have developed practices, technologies and medicines to treat illness. However, not all peoples understand sickness, healing, or even what it means to have a body in the same way. What kinds of healing rituals have been developed and what gives them their power? We will discuss placebo, nocebo, shamans, possessions, acupuncture, religious healers, and biomedical doctors.

I have chosen material from a wide variety of cultures including India, Brazil, China, Fiji, native North America, Europe, Indonesia, New Guinea, Mexico, and California.

Student Learning Goals: Analyzing, Sharing Perspectives, Writing and Presentations

1. Students will see the application of anthropological concepts, theory and methodology to their own lives.

2. They will learn that we all see the world with our own eyes; through discussion in class, the research project, and our texts, students will be introduced to a wide variety of perspectives.

3. Students will practice their critical thinking, reading and writing skills through the daily responses due to the professor. They will continue this practice through analyzing their research in the context of the classroom materials in the final paper.

4. Students will be introduced to a variety of healers and healing modalities through class materials, films, a field trip and our guests: a Buddhist monk, a hypnotherapist and a modern urban shaman.

5. Students will practice anthropological research by participating and observing an alternative healer at work.

6. Students will practice their oral communication skills through participating in class discussion, debates and by presenting a final Power Point.
Texts:

You can find books cheap on Amazon, order now. But get the right edition.

Bring the books that we are currently reading to class with you.

Materials are also available on reserve at Leavey library (check Course Reserves) and there are additional readings on Ares e-reserves and Blackboard (under assignments).

Learn the Ares system ahead of time.

_Sideways??_ Click to open the article you need. Click “View This.” It is sideways. Save to your desktop (under file at top of computer, “Save As…..”), once on your desktop you can open in acrobat reader or just under View, “Rotate View” (counter clockwise) to see it straight.

Course Requirements:
Participation and Quizzes 15%
Written Reflections 10%
1 fieldtrip experience and report, Spiritualist Church in Hollywood 5%
1 Experiential Paper 15%, 5% Power Point presentation
2 Exams 25%, 25%

1. Class Participation and Quizzes 15%
a. This class is a combination of seminar and lecture. Come prepared to class and to bring your experiences to the materials. We all learn from each other.

Please do not come in late.

Please, no food, drink, chewing gum or texting in the class. If this is a problem see me early in the semester. If you are surfing the web on your computer, I will ask you to permanently switch to pen and paper notes.

There will also be quizzes (5%). Quiz: no bluebook, very short, quick.

2. Written Reflections : (10%) All students must write approx. 400 word response on the readings assigned for EACH class. Descriptive, Comparative or Critical. Write your own thoughts, experiences and connections with other readings. Write on all the readings assigned for the day and cite page numbers.

This may not be turned in LATE. Remember, even if you can’t attend the class, you can e-mail the comment to me on time.

NOTE: E-mail to: epm@usc.edu, WRITE 101 in the subj. line.

Please PASTE it into the email.

Send by ten pm the day before the class in which we will discuss the material. Please mail early (weekend before) if you can.

3. Comprehension Tests (25, 25%) This will be a combination of map, short answers and essays. Bring a blue book to be given to another. There are no phones or bathroom trips allowed during the exams. If you get an A on the first midterm, you are excused from the daily responses until the next quiz. More As, more free time.
4. FIELD TRIP Sunday March 20th or 27th Bring paper and pen.
Class trip to Spiritualist healer in Los Angeles, 1:00 (meet at USC) 2 pm (meet at the
Spiritualist center)-4:00pm. No shorts, church clothes. More directions below. 5%

5. Experiential Paper (15%) and class presentation on paper (5%)
Plagarism 11.16 Using an essay, term paper or project in more than one course without
permission of the instructors of the courses.
http://www.usc.edu/student-affairs/SJACS/nonacademicreview.html

1. Interview a healer, IN PERSON. The healer must work outside Western medicine (not
acupuncture/acupressure - we do that in class, nor psychotherapy). You must have a new
experience NOT write something from an earlier visit (you can revisit the site though).
Find out about a particular healing event, a story told by the healer of a particular patient or
healing session that stands out as particularly successful, difficult, or memorable. Include some
brief background information on this particular healing tradition. What are this healer's education,
licensing, fees, and clientele? What does this healing say about conceptions of the body?

2. Observe a practice or receive a treatment.
You may be the patient, if you cannot find another to observe. Parents, special friends, etc. are
good patients. This assignment is not just an interview but PARTICIPANT OBSERVATION.

3. CITE (with pages) SPECIFIC CLASS READING
Type a 10 page double-spaced paper (I stop reading at 10), Times New Roman 12 pt., 1 in
margins.
a.) Describe your research (who, where, how, technological devices, what was said, quotes) AND
b.) Relate your own research to the class readings and cite them. (Kendall 23, for example – no
need for bibliography or footnote cites) Cite a variety of our readings, at least 2-3 a page.
There will be a list of required topics to cover with your healer.
c.) Attach to the paper: the healer's card, your notes and a picture of you with the healer.
Turn in with a folder in class as well as file it on Blackboard on TURN IT IN (under
assignments).
d). Oral presentation in Power Point including pictures of you with the healer, the location, etc.
Describe how you met the healer, the healing technique and how it relates to class. About 6 slides,
six minutes total. Do a short demonstration, include a video clip, if possible.

Dates:
3/21 Topic, type a paragraph (who – IN PERSON, what, when, where, why) and bring it to me in
class;
4/11 OUTLINE OF PAPER DUE IN CLASS, 1-2 page, outline format with thesis. Topic
sentences and how this healing relates to our class.
4/20 Paper due, start of class.
After this time it is late and loses 1 grade per day (first day late is after start of class on this day).
After 6 days the grade is a ZERO.
Get started thinking about topic possibilities today. Ask friends and relatives for ideas (mothers, aunties), go to ethnic neighborhoods, the internet, religious sites, come ask me ... I have a folder of places.

Begin NOW, people flake out on you or you might discover that the healer is too expensive.

Students who get special accommodations, please advise me during the first week of school. **Special help:** USC has a variety of options if you need special help. If you need special help for this class or any other, pls. see the Center for Academic Support (http://sait.usc.edu/academicsupport/) and the Writing Center (http://dornsife.usc.edu/writingcenter/) or the Counseling Office at the Student Health Center (http://engemannshc.usc.edu/counseling/).

Come talk to me in my office as well.

Unit 1. Introducing The Field
1/11 Organizational meeting, Introductions
   Blackboard Scan under assignments: Brown 1st edition, Intro. materials pgs. 10-18
   **Remember, your first response is due Tuesday night/tomorrow night. Just one response for all the readings.**

1/13 The Field of Medical Anthropology
Spirit Catches You and You Fall Down:
   1. “Birth,” 3-11; this chapter is also on google books, Link: http://books.google.com/books?id=DUHAXXvSUeYC&printsec=frontcover#v=onepage&q&f=false
   (just for your information: readers guide from Fadiman for her students: https://umdrive.memphis.edu/dshinbrg/www/4851/TheSpiritCatchesYou.pdf)
Film Clips: The Hmong Shaman in America, Asru

1 min. reflection in class, what learn and what still unclear?

1/18 MLK DAY Holiday HOMEWORK

1/20 Applying Medical Anthropology
1. Ares Reserve: (from The Spirit Catches You and You Fall Down, pgs. 32-37 “Do Dr. Eat Brains?” “Take as Directed” pg. 38-59.
2. Ares reserve: Understanding and Applying Medical Anthropology, The Hot and Cold Theory of Disease, pgs. 251- 257. (are you familiar with this?)
Please write on all of the readings.

Unit 2: What does your body say about you and your culture?
Our Bodies: Three Bodies: Individual, Social and Political Interpretations
1/25 PDF on Blackboard under Assignments. Read this slowly and carefully.
   Maybe Film Clip: Tatua (Samoan tattooing)
1/27 GEN RIGPA, American Buddhist Monk will talk on the Buddhist view of the body. Bring your friends.
Begin reading: Becker, *Body, Self, Society*: pgs. 1-6, 24-37
SEE GLOSSARY in back

2/1 FIJI, The Body as Owned by the Community,
Becker, *Body, Self, Society*: pgs. 50-85

2/3 Fiji continued. The Transparent Gaze, **Quiz 1**
Becker, pgs. 85-126 (Ch. 6 has a summary if you are interested)

2/8 What is the work of the medical anthropologist in the field?
*Kuru Sorcery* pgs. 3-30
NEW GUINEA, (Classic study)
In class: “Kuru: Science and Sorcery” Film by Alpers, 52 min., 2010.

2/10 Lindenbaum: *Kuru Sorcery* pgs. 55-99

2/15 President’s Day holiday

2/17 *Kuru Sorcery* pgs. 100-137, 144-146, Sorcery and Polluters,
Sorcery is the dark side of the healing shaman.

2/22 *Kuru Sorcery*, Conclusions and The End of Kuru: pgs. 173-194,
If you bought the old version of the book, the end pages are on Ares reserve also.

2/24 Neocannibalism: The Traffic in Organs, Slavery, Dowry
(kidney for an IPAD)
Film on same topic

2/29 Exam REVIEW with your questions, catch-up. Breaking Bread breakfast. ??

3/2 Exam bring a Large Bluebook.

**Unit 2: The Rituals of Healing: Sickness and Healing in Cross-Cultural Perspective**

3/7 The Role of Community in Healing: A California Retreat Center
Ares Reserve: Healing and the Mind. Ch. 5 Wounded Healers, “Healing” and “Wholeness”
pages 317-363
After you write your response, be prepared to read in class the part you liked best/ or least of the article.
In class: we will discuss the exam, the paper and upcoming topic due and the field trip.

3/9 Hypnotherapy, The Relaxation Response: Guest Speaker Lisa Hubler, on Meditation: amindmatters@me.com
Our guest's web address with a free relaxation download, 7 minutes to heaven: www.amindmatters.com
Try this: http://abcnews.go.com/video/playerIndex?id=7392433
See the yelp reviews of the business.

3/14 – 3/16 SPRING BREAK

FIELD TRIP: Sunday March 20 or 27th, Bring paper and pen.
6417 Lexington Ave., Los Angeles 90038
class trip to Spiritualist healer in Los Angeles, 2:00-3:30 pm (at the center), meet at school
at 1 for the carpool, no shorts.
Visit the website and see the interview with Lee Jones before you come, 26 minutes.
http://www.spiritualistcenter.org/history.html
A brief introduction to Spiritualism: http://en.wikipedia.org/wiki/Spiritualism,

Spiritualist Center 323 856-8646, Healing service begins at 2 p.m. come early to chat and to sign up for a healing or reading. Bring $7. for a spirit healing. (optional)
Can you do participant observation and not get too critical OR sucked in?
HOMEWORK: Write a 2 page response relating visit to our readings. Include cites. DUE 3/30 along (in class). You are an anthropologist what did you observe, what was the language, how was it used to draw you in? Gender, dress, theatre.
Pls. contribute $2. to your driver’s gas costs.

3/21 Healing Shamans: Introduction to Shamanism: Native American and Southern Africa
2. Blackboard Scan: Understanding and Applying Medical Anthropology, #14, The Sorcerer and His Magic pgs 129-137, Levi-Strauss,
We will see films on healers among the !Kung San (N!um Tchai).

TOPIC DUE in class today

3/23 Raven Lee, Guest Mystic Shaman Healer. Chapters from her book, Unbinding the Soul, to be assigned.
3/28  Becoming a healer: It is not easy (Born/genetic? and Trained/Culture),
Short film on Chini

3/30  The Shaman’s Power: Quiz 2
https://www.youtube.com/watch?v=O2hO4rUEe-4
Film: Magical Death, Yanomamo.

4/4  John of God and the Placebo effect, Is he a Shaman?
1. PDF Scan on Blackboard: “John of God, The Tailor’s Son”
3. Ares reserve: The Brazilian Healer with the Kitchen Knife: Beyond Placebo, by Sandy Johnson

4/6  Healing through Pilgrimage (another aspect of John of God)
Camino de Santiago – healing on the Camino in Spain.
Readings: http://en.wikipedia.org/wiki/Camino_de_Santiago

In class: Phil's Camino


4/11  Religion as healing
1. Ares Reserve: Spiritualist Healers In Mexico pg. 1-4, 13-16, 82-92, (these are three separate Chapters on Ares, Ch. 1 Introduction; Ch. 2 Spiritualism as Religion; and Ch. 7 Healing Techniques.) by Kaja Finkler.
2. Blackboard readings: Sacred Healing and Biomedical Compared pgs. 118-126. Finkler Curandero short film

OUTLINE OF PAPER DUE in class and Reading response. For the outline I expect 2 page bullet points of your paper. Begin with who you interviewed (name, address, phone -- remember to include a card with the final paper). Then what you found and how it relates to the class. Think about the whole semester.

2. Blackboard Scan: Understanding and Applying Medical Anthropology, #22: Susto in Hispanic America pg. 196-206.
In Class: Spirits at home: Film by Meyerhoff: Healing in the Orthodox Jewish Community in Los Angeles, “In Her Own Time” (maybe)
4/18 Acupuncture in **China**
Ares Reserves: “Oriental Medicine: An Introduction”
(just for fun: Ares Reserve: *Trick or Treatment*, “The Truth About Acupuncture” pg. 55-88)
In Class: Bill Moyers: Film on Medicine in China

4/20 Exam review

4/25 **PAPERS DUE TODAY** at the start of class, if they walk in later they are late and penalized one grade. Paper presentations in class today, BRING PowerPoint on flash drive.

4/27 Paper presentations

Exam May 9th, **8-10 am** bring a bluebook. NOTE THE TIME, not class time.

**Statement for Students with Disabilities**
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to your course instructor (or TA) as early in the semester as possible. DSP is located in STU 301 and is open from 8:30am to 5:00pm, Monday through Friday. Website and contact information for DSP [http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu

**Statement on Academic Integrity**
USC seeks to maintain an optimal learning environment. General Principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. Scampus, The Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: [http://usc.edu/dept/publications/SCAMPUS/gov/](http://usc.edu/dept/publications/SCAMPUS/gov/) Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review should there be any suspicion of academic dishonesty. The Review process can be found at: [http://usc.edu/student-affaris/SJACS/Information on intellectual property at USC is available at: [http://usc.edu/academe/acsen/issues/ipr/index.html](http://usc.edu/academe/acsen/issues/ipr/index.html)

**Emergency Preparedness/Course Continuity in Crisis**
In case of emergency, when travel to campus is difficult, if not impossible, USC executive leadership will announce a digital way for instructors to teach students in their residence halls or homes using a combination of the Blackboard LMS (Learning Management System), teleconferencing, and other technologies. Instructors should be prepared to assign students a "Plan B" project that can be completed 'at a distance.' For additional information about
maintaining your classes in an emergency, please
access:http://cst.usc.edu/services/emergencyprep.html