5 March 2009

SOCIO-CULTURAL DIMENSIONS OF INTERNATIONAL HEALTH -
Or
“Gender, Power and Ethnicity: Examples of Inequity and Health”

(To be held at the Centre for International Health (CIH), Overlege Danielsens Building, University of Bergen, Bergen, Norway—15 April -28th April, 2009)

Instructor:  Kris Heggenhougen, Ph.D.
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Place:  CIH’s Teachings facilities, Overlege Danielsens Building

Meeting: 9:15 – 13:00

1. Wednesday, 15th April  Introduction to the Socio-Cultural Dimensions of International Health course.
2. Thursday, 16th April  Culture and Health: An Anthropological Perspective on Global Public Health
3. Friday, 17th April  Health and Development: Health Consequences of Development; Definitions of Development
4. Monday, 20th April  Political Economy of Health: Poverty and Malnutrition, Equity and Empowerment
5. Tuesday, 21st April  Anthropology, Health Education and Community Participation
6. Wednesday, 22nd April  Traditional Medicine and Medical Pluralism: Strengths and Weaknesses
7. Thursday, 23rd April  Culture and Mental Health
8. Friday, 24th April  Women and Health in Developing Countries
9. Monday, 27th April  Culture, Inequity, Poverty and Infectious Diseases
10. Tuesday, 28th April  Anthropology and Health Policy and Planning
Course Requirements and Evaluation:

The final grade will be made up of 25% for general course participation, 25% for formal presentation and review of one of the readings and 50% for the final paper, project proposal, field project report, due by the last day of the course.

1. Readings and class discussion

Each participant is expected to have read the required reading for each session.

Each student will also be responsible for making a formal review of at least one of the assigned readings for one of the sessions.

2. Final paper, choose one of the following (no less than 2500 and no more than 5000 words. Emphasis will be made on writing concisely—length does not necessarily equal quality):

   a. Final paper: Socio-cultural analysis of a relevant public health issue or problem (2500—5000 words). Please give me your suggested topic/title of your paper by Friday the 17th of April. The paper is due on the last day of class, the 28th of April 2009

   b. Research proposal: In terms of the focus of this course, develop a complete research proposal to study a health problem which will incorporate some of the issues discussed in this class.

   c. Field Project: Interview one or more persons with a current or recent medical problem to assess their perceptions of illness and preferred sources of help, based on concepts and methods presented in the course. The interviewee should not be a health professional. Write a “clinical ethnographic account” of each subject's illness, characterizing at least the following: 1. patterns of distress, 2. perceived causes, 3. help-seeking preferences over the course of the illness, 4 preferred treatments, and 5. satisfaction with treatment.

   Compare your interviewee's illness-related perceptions, beliefs and practices to the assessment a professional clinician might have made. Compare your assessment with the kind of clinical evaluation a physician earns in medical school, based on your own medical training or experience with doctors. Comment on your interviewees' response to this interview.

   [or: Suggest an alternative field project!]
Sessions and Readings

1. Wednesday 15th April, 9:15 – 13:00

Introduction to the Socio-Cultural Dimensions of International Health course. Discussion of the importance of socio-economic and political conditions as fundamental risk factors in health.

Public Health Care and Anthropological Models:

Anthropology and Epidemiology: Comparison and Contrast

What are the underlying conceptual frameworks of epidemiology and the medically applied social sciences? How are their methodologies similar, and how do they differ? What kinds of questions does each answer best?

Are there connections between socio-cultural patterns and epidemiological patterns?

Showing of the film: "The Carpet"

Required Reading

Eisenberg, L., 1984, "Rudolf Ludwig Karl Virchow, Where are you now that we need you?", Am Jour Med 77:524-532.

2. Thursday, 16th April, 9:15 – 13:00

**Culture and Health: An Anthropological Perspective on Global Public Health**

How does culture influence experience, expectations and behavior with respect to health, illness and help seeking behavior? Moving from culture to the larger socio-economic and political context.

**Required**


**Recommended**


3. Friday 17th April, 9:15 – 13:00

**Health and Development: Health Consequences of Development; Definitions of Development**

How is development defined? Is economic development equal to social development? What are aspects of the "underside of development" or the "failure of success"? What are the requirements for a development which fosters human flourishing across different cultural boundaries? What is the inter-relationship between health and development

**Required**


**Recommended**

4. Monday 20th April, 9:15 – 13:00

**Political Economy of Health: Poverty and Malnutrition/Equity and Empowerment including Racism and Health**

Are poverty and inequity the most important health problem in the world? Why/why not? Why are concepts of equity, community participation and inter-personal power relationships relevant to maintenance and improvement of health? How can health practitioners relate an understanding of the political economy of health to their own practice?

**Showing the film: “Seeds of Health”**

**Required**


**Recommended**


Werner, D., 1999, “From dispossession to self-determination in the Australian outback,” *Newsletter from the Sierra Madre* #41: 1-7
5. Tuesday, 21st April, 9:15 – 13:00

**Anthropology, Health Education and Community Participation**

Why can one expect long term failure from short term gain? How does one distinguish between manipulation and health education? What is the role of social scientists in the promotion of initiatives for improved health? How do social and biomedical scientists work together; and who do they both work with (patients) communities?

**Required**


**Recommended**


Were, M. K., 1985, “Communication on immunization to mothers and community groups,” Assignment Children 68/72, 429-42

Wednesday, 22nd April, 9:15–13:00

Traditional Medicine and Medical Pluralism: Strengths and Weaknesses

Why do traditional healers persist even when biomedical services are easily available? Why do traditional healers successfully heal?

Required


Recommended


Van der Geest, S., 1997, "Is there a role for traditional medicine in basic health services in Africa? A plea for a community perspective" Tropical Medicine and International Health, 2(9):903-911
7. Thursday 23rd April, 9:15 – 13:00

Culture and Mental Health

What are the advantages and problems of applying uniform standards of mental health across cultures? How do local meanings and social networks influence the identification and occurrence of mental illness, responses to it and its course? How do medical and other institutions that nominally are non-medical interact to respond to "mental health" problems or any other kind of health problems?

Required


Recommended


Desjarlais, R., L. Eisenberg, B. Good & A. Kleinman, 1994, “World Mental Health: Problems and Priorities in Low-Income Countries (OUP)— Executive Summary: A call for a United Nations Year of Mental health, and a World Health Organization Decade of Mental Health”


Pedersen, D., 2006, “Reframing political violence and mental health outcomes: outlining a research and action agenda for Latin America and the Caribbean region,” Ciencia & Saude Colectiva, 11(2):293-302

8. Friday, 24th April, 9:15 – 13:00

Women and Health in Developing countries

Gender roles and power differentials will be discussed as an issue of inequity and health

Required readings


Recommended


Theobald, S., R Tolhurst, SB Squire, 2005, “Gender, equity: new approaches for effective management of communicable diseases,” Transactions fo the Royal Society of Tropical Medicine and Hygiene, 100: 299-304
9. Monday 27th April, 9:15 – 13:00

Culture, Inequity, Poverty and Infectious Diseases

What is the role of culture in understanding the etiology and risk factors for infectious diseases? How does an understanding of socio-cultural context—especially situations of inequity and poverty--contribute to fruitful examination of risk factors for infectious diseases? The examination of HIV/AIDS as a special example of the interrelationship of disease, culture and poverty.

Required


Recommended

10. Tuesday 28\textsuperscript{th} April, 9:15 – 13:00 FINAL PAPER DUE

\textbf{Anthropology and Health Policy and Planning}

This session will place health policy and planning formulations within a socio-cultural context. The question will be explored: what can an anthropological perspective contribute to the formulation of health policy and the preparation of specific preventive, promotive and curative health services planning--and why is it important?

Also discussed will be how anthropological, epidemiological and bio-medical research (might) inform policy formulation; the example of the research related to the use of the new measles vaccine will be used in this regard. This example, and the proposal by Prof. Maurice King (see NU...) will also be used in discussing the ethical and "democratic"/equity aspects of health policy formulation.

Final Review of course, including presentation of

\textbf{Required}
