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Fall 9-1-2022

### CHTH 514.X01: Health and Culture

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## **CHTH 514: Health and Culture: A Global Perspective Fall 2022**

### **Instructor Information**

Instructor: Professor Gilbert Quintero

Email: [gilbert.quintero@umontana.edu](mailto:gilbert.quintero@umontana.edu) (Please include CHTH 514 in the subject line of any correspondence related to this class).

Student meeting hours: Please feel free to schedule a time to meet with me.

### **Course Description**

This course focuses on various cultural, social, and behavioral aspects of local community health projects in the context of global health. This includes examination of a variety of different cultural conceptions, popular health cultures, health-related behaviors, and social representations. The first part of the course examines perceptions of health and well-being, ethnophysiology, and disease etiology and introduces the ethnographic research process as a tool for generating cultural knowledge and understandings of health. The second part of the course consists of an analysis of extensive ethnographic case studies of community health in local settings in the areas of obesity, diabetes, and HIV/AIDS. Finally, the course concludes by considering the nature and impact of climate change in community and global contexts as well as a cultural assessment of some of the challenges posed by the COVID-19 pandemic.

### **Learning Outcomes**

After successfully completing this course the student will be able to:

- Understand cultural, social and behavioral aspects of community health initiatives in local and global contexts;
- Understand the relevance and application of a cross-cultural perspective when working in a community health and/or global health setting;
- Critically apply cultural understandings to analyze health issues;
- Express ideas and thoughts verbally and in writing in a scholarly, professional manner.

### **Course Format**

This course is delivered in both a face-to-face and remote format. Class sessions will typically include pertinent announcements and housekeeping, brief introductions to topical areas, lectures, and summary and discussion of the assigned readings. Class may also include review and discussion of relevant videos. Students in the MPH program enrolled for that course section have the option of

attending the class remotely via Zoom. These Zoom class sessions may be recorded. Please note that this course is co-convened with CHTH 415.

### Course Requirements

Grades will be calculated according to student performance in the following areas:

Attendance	10%	
Active participation	25%	
Book review	25%	<b>(Due 12/9)</b>
Research paper	40%	<b>(Abstract due 9/29, paper due 12/12)</b>

Plus/minus grades will be assigned for this course at the instructor's discretion. Final cumulative grades will be based upon the percentages for each of the requirements outlined above.

Attendance: Two excused absences are allowed for any reason – no questions asked. In addition, students experiencing cough/flu-like symptoms should **not** come to class and will be granted an excused absence. Email the instructor to inform him if this is your situation.

Active participation: Each student should read the materials assigned for each particular class period and be prepared to respond to instructor queries. These questions will generally include attention to the following:

- What questions or issues do the authors examine?
- What key terms or concepts are discussed?
- What theoretical approach or framework do the authors utilize?
- What methods do the authors use?
- What evidence do the authors provide to support their arguments? Did you find this argument and support convincing? Why or why not?
- What themes or issues do these readings address that have been covered in other class materials? How are these texts similar or different?
- What are the strengths and weaknesses of the reading?
- In addition, be able to address your reaction to these readings. What did you particularly agree/disagree with? What did you find to be the most interesting aspect of the reading? What terms, concepts, or explanations are unclear to you?

Making a few notes to yourself on the readings before class will be helpful.

Book review: For this assignment, you are required to write a critical book review and analysis of at least two of the full-length health ethnographies we will examine this semester. The main body of the review must be approximately 3000 words in length. More details and guidance regarding this assignment are forthcoming.

Research paper: Your assignment is to develop a research paper on an approved topic in health and culture. A complete assignment for this course component will consist of the following:

1. An abstract: Each student will submit an abstract of 150-250 words that includes a

descriptive title, research question(s)/thesis statement, and a preliminary bibliography. Abstracts are due on 9/29.

2. A research paper: Each student will complete a research paper on a topic approved by the instructor. The paper must be approximately 17-20 pages in length, typed, double-spaced, in 12-point Times New Roman or Arial font with 1-inch margins all around. Please spell and grammar check your document and provide a bibliography. The paper should conform to any standard style guide of your choice. This paper is due by 12 noon on 12/12.

Please note that this course requirement constitutes the graduate increment for this class. According to Graduate School policy, the graduate increment is work required of graduate students to distinguish their learning from that of undergraduates in a course that is co-convened. The graduate increment should be different in scope and depth from the undergraduate education experience. In general, this requires a higher level of sophistication from the graduate student and should prepare her/him to work as an independent researcher or professional.

### **Policies**

Accommodations: University policy states that it is the responsibility of students with documented disabilities to contact instructors during the first week of the semester to discuss appropriate accommodations to ensure equity in grading, classroom experiences, and assignments. Please notify the instructor via email. He will work with the student and the staff of the Office for Disability Equity (ODE) to make accommodations. Contact ODE for more information.

Email: Conduct any class related email communications with me through your UM account. Also, be sure to put "CHTH 514" in the subject line of any email you send to me regarding this class.

Code of Conduct: All students are expected to act in accordance with the Student Conduct Code (available through the UM webpage).

Electronic devices: Students attending the face-to-face class should turn off cell phones and keep them out of sight. Laptops should be used with course goals and discussion and learning dynamics in mind.

### **Moodle**

A web-based site for this class is available on Moodle: <http://umonline.umt.edu/>.

Technical support is provided at: <http://umonline.umt.edu/studentsupport/default.php>.

### **Required Texts**

- Kenworthy, N., 2017. *Mistreated: The Political Consequences of the Fight against AIDS in Lesotho*. Vanderbilt University Press.
- Mendenhall, E., 2019. *Rethinking Diabetes: Entanglements with Trauma, Poverty, and HIV*. Cornell University Press.

- Nichter, M., 2008. *Global Health: Why Cultural Perceptions, Social Representations, and Biopolitics Matter*. Tucson: University of Arizona.
- Yates-Doerr, E., 2015. *The Weight of Obesity: Hunger and Global Health in Postwar Guatemala*. Berkeley: University of California Press.
- Other assigned materials including journal articles and videos, as detailed in class.

## **Course Schedule**

### **Part 1 – The Intersection of Health and Culture**

#### Week 1, What is Health and What Does Culture Have to Do with It?

Topics:

1. Understanding and contending with personal and popular perceptions, experiences and practices of health in cultural context
2. Cultural aspects of health risk perceptions

Readings:

1. Balshem, Cancer, control, and causality
2. Barsky, The paradox of health
3. Crawford, A cultural account of “health”
4. Goodman, et al., What is “community health”?

#### Week 2, Using Ethnography as a Window onto Health and Culture

Topics:

1. Conceptualizing and understanding culture
2. Ethnography and the anthropological paradigm

Readings:

1. Biehl & Petryna, Critical global health
2. Davison, et al., Lay epidemiology and the prevention paradox
3. D’Houtaud & Field, The image of health
4. Farmer, An anthropology of structural violence
5. Izquierdo, When “health” is not enough
6. Lupton & Chapman, “A healthy lifestyle might be the death of you”
7. Singer & Erickson, Global health and the Anthropological paradigm

### **Part 2 – Cultural Perceptions, Social Representations and Biopolitics**

#### Week 3, Popular Health Culture

Topics:

1. Ethnophysiology: Culture, health and the body
2. Culture and theories of illness etiology and local illness categories
3. Cultural perceptions or pharmaceuticals and quality of care

Readings: Nichter, Global Health

1. Introduction
2. Chapters 1-4

#### Week 4, The Rhetoric of Global Health

Topics:

1. Representations and health development policy
2. Representations of health and social formations
3. NGOs: Issues and agendas

Readings: Nichter, Global Health

1. Chapters 5-7

#### Week 5, Review, Undergraduate Exam

**Abstract due 9/29.**

**Undergraduate Exam 9/29.**

#### **Part 3 – Ethnographic Case Studies**

#### Week 6, Hunger and Global Health in Guatemala

Topics:

1. Disease, modernity and nutrition

Readings: Yates-Doerr, *The Weight of Obesity*

#### Week 7, Community Capacity and HIV Prevention

Topics:

1. HIV/AIDS in a global and local context

Readings: Kenworthy, *Mistreated*

#### Week 8, Syndemic Case Studies: Diabetes in Global Context

Topics:

1. Syndemics
2. Social and cultural dimensions of diabetes

Readings: Mendenhall, Rethinking Diabetes

Week 9, Catch-Up and Review, Undergraduate Exam

**Undergraduate Exam (10/27)**

Week 10, Building and Changing a Culture of Health

Topics:

1. Health as social practice
2. Culture of health
3. Culture and epidemiology
4. Quantifying health
5. Future research

Readings:

1. Crawford, Health as a meaningful social practice
2. Mason, et al., How do you build a “Culture of Health”?
3. Mason, Epidemiologizing culture
4. Lupton, Quantifying the body
5. Schudson & Baykurt, How does a culture of health change?

Week 11, To Be Announced

Topics and readings to be announced.

**Election Day, Tuesday, 11/8 (no class)**

**Part 4 – Health and Culture in an Age of Climate Change and Pandemics**

Week 12, Climate Change, Culture and Health, Part I

Topics:

1. The Anthropocene
2. Human population health, socio-cultural evolution and social-ecological systems
3. Introduction to planetary health

Readings:

1. McMichael, Population health in the Anthropocene
2. Steffen, et al., The Anthropocene: conceptual and historical perspectives

3. Zywert, Human health and social-ecological systems change
4. Horton, et al., From public to planetary health
5. Myers, Planetary health

### Week 13, Climate Change, Culture and Health, Part II

Topics:

1. Planetary health: Responding to health challenges in a changing environment

Readings:

1. Watts, et al., The 2020 report of the Lancet Countdown on health and climate change

### **Thanksgiving, Thursday, 11/24 (no class)**

### Week 14, Cultural Assessments of the COVID Pandemic

Topics:

1. The political culture of public health responses
2. Community responses and conspiracy theories
3. Mental models

Readings:

1. Kenworthy, et al., On symbols and scripts
2. Koon, et al., A spectrum of disbelief
3. Romer & Jamieson, Conspiracy theories as barriers to controlling the spread of COVID-19
4. Westermeyer, Freedom over fear
5. Greenhalgh, Miasmas, mental models and preventive public health

### **Part 5 – Health and Culture: A Future Research and Practice Agenda**

### Week 15, Moving Toward the Next Generation of Research and Practice in Global Health

Readings:

1. Nichter, Chapter 8
2. Farmer, Making Public Health Matter

**Case review due on 12/9.**

**Research paper due on 12/12.**

Note: Please complete reading assignments before the first class meeting of the week indicated. This syllabus provides a general plan. Changes to the reading assignments and the general course schedule may be necessary and will be announced in class.