MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2023-24
Module Code	1802
Module Title	Medical Anthropology and Public Health
Module Organiser(s)	Simon Cohn, Justin Dixon
Faculty	Public Health & Policy
FHEQ Level	Level 7
Credit Value	**CATS:** 15 **ECTS:** 7.5
HECoS Code	100437
Term of Delivery	Term 2
Mode of Delivery	For 2023-24 this module will be delivered by predominantly face-to-face teaching modes. Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification these will be delivered by predominantly face-to-face sessions. There will be a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning).
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	None
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Indicative number of students)	40-60
Target Audience	Any MSc student regardless of specialisation and previous training.
Module Description	This module offers an introduction to the concepts, perspectives, theories and methods of medical anthropology and how these can be applied to contemporary public and global health concerns. The module will equip students with an understanding of how medical anthropology can both complement other forms of other health research and offer critical commentary of it.

Duration	5 weeks at 2.5 days per week
Timetabling slot	D1
Last Revised (e.g. year changes approved)	August 2023

Programme(s) This module is linked to the following programme(s)	Status
MSc Public Health for Development	Recommended
MSc One Health: Ecosystems, Humans and Animals	Compulsory
MSc Control of Infectious Diseases	Recommended
MSc Health Policy, Planning & Finance	Recommended
MSc Public Health (General)	Recommended
MSc Public Health (Environment & Health)	Recommended
MSc Public Health (Health Promotion)	Recommended
MSc Public Health (Health Services Research)	Recommended

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: provide an introduction to concepts, perspectives, theories and methods in medical anthropology, and illustrate their relevance to public and global health issues.

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: - Demonstrate an analytical understanding of a range of concepts, principles and definitions used in medical and social anthropology;   - Apply these concepts and principles in the analysis of particular public health issues;   - Evaluate the role of anthropological inquiry and analysis in public health arenas;   - Critically evaluate, from an anthropological perspective, epidemiological, medical and public health approaches.

Indicative Syllabus

Session Content
The module is expected to cover the following topics: • The way anthropologists have responded to public and global health issues • Anthropological conceptualisations of health, medicine and public health, including those around illness and disease, personhood, risk, structural violence and colonial legacies, medicalization, citizenship, research participation and bioethics • Introduction to anthropological methodologies and how to apply these to issues in public health

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	40	27%
Directed self-study	38	25%
Self-directed learning	31	21%
Assessment, review and revision	41	27%
Total	**150**	**100%**

Student contact time refers to the tutor-mediated time allocated to teaching, provision of guidance and feedback to students. This time includes activities that take place in face-to-face contexts such as lectures, seminars, demonstrations, tutorials, supervised laboratory workshops, practical classes, project supervision as well as where tutors are available for one-to-one discussions and interaction by email.

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive and self-directed study.

Teaching and Learning Strategy
The module is delivered through lectures (11 contact hours), seminars (15 contact hours), one session "essay discussion" (1.5 hours), two film and discussion sessions (3.5 hours), four 'conversations with anthropologists' sessions (6 hours), one session 'tutor group feedback on methods exercise' (1.5 hours), and one session 'tutor drop-in on essays' (1.5 hours).   The module also requires careful reading of key texts listed in the module handbook. Essential references (1-2 per lecture topic, to be read in advance) and additional references are provided via Moodle. Further readings are listed for those interested in the topic for each topic, and for the module overall.   **Lectures:** The lectures will introduce key concepts and debates in Medical Anthropology today, illustrating their relevance and application through examples from anthropological research in the fields of public health and medicine.   **Seminars:** The seminars encourage discussion around the issues raised in the lecture and associated readings. Some entail practical exercises, where students will work with other resources that highlight central themes from the lectures and readings.   **Additional sessions:** A range of additional sessions have been put together to introduce students to different elements of Medical Anthropology practice, through films and 'conversations' with a range of anthropologists.   **Methods exercise:**   Students will also be encouraged to undertake their own practical exercise and feedback their experiences to the group.

Assessment

Assessment Strategy
The assessment for this module has been designed to measure student learning against the module intended learning outcomes (ILOs) as listed above. Formative assessment methods may be used to measure students' progress. The grade for summative assessment(s) only will go towards the overall award GPA.   The module will be assessed through a take home essay-based assignment (100%) to be submitted at the end of the module. Students will be required to write a 2,500 word essay on a subject chosen from a range of questions based on the topics covered in the module.

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Coursework	2500	100%	1, 2, 3 & 4

Resitting assessment
Resits will accord with the LSHTM's Resits Policy

Resources

Indicative reading list

Farmer, P. 2004. An Anthropology of Structural Violence. Current Anthropology 45(3): 305–325

Parker, M. 2006. The Anthropology of Public Health. *Journal of Biosocial Science* 38(1):1–5.

Singer, M. et al. 2017. Syndemics and the Biosocial Conception of Health. *Lancet* 389:941-50

Hlabangane, N. 2014. From object to subject: Deconstructing anthropology and HIV/AIDS in South Africa. *Critique of Anthropology* 34(2): 174–203

Keller, Richard. 2006. Geographies of Power, Legacies of Mistrust: Colonial Medicine in the Global Present. *Historical Geography* 34: 26-48

Bosire, E. et al. 2018. When Diabetes Confronts HIV: Biological Sub-citizenship at a Public Hospital in Nairobi, Kenya. *Medical Anthropology Quarterly* 32(4): 574-592

Adams, V. 2016. *Metrics: What Counts in Global Health*. Durham: Duke University Press.

Lakoff, A. 2015. "Real-time biopolitics: the actuary and the sentinel in global public health." *Economy and Society* 44(1): 40-59.

Stellmach, D. et al. 2018. Anthropology in public health emergencies: what is anthropology good for? *BMJ Global Health* 3(2): e000534.

Leach, M. et al. 2022. Vaccine anxieties, vaccine preparedness: Perspectives from Africa in a Covid-19 era. *Social Science & Medicine* 298:114826/

Lee, S. 2022. *Human preparedness: Relational infrastructures and medical countermeasures in Sierra Leone. Global public health*, 17 (12).

Teaching for Disabilities and Learning Differences

The module-specific site on Moodle gives students access to lecture notes and copies of the slides used during the lecture. Where appropriate, lectures are recorded and made available on Moodle. All materials posted on Moodle, including computer-based sessions, have been made accessible where possible.

LSHTM Moodle is accessible to the widest possible audience, regardless of specific needs or disabilities. More detail can be found in the Moodle Accessibility Statement which can also be found within the footer of the Moodle pages. All students have access to "SensusAccess" software which allows conversion of files into alternative formats.

Student Support Services can arrange learning or assessment adjustments for students where needed. Details and how to request support can be found on the LSHTM Disability Support pages.