



**SYLLABUS FOR THE UNIVERSITY OF WISCONSIN SUMMER FIELD SCHOOL
FOR THE STUDY OF LANGUAGE, CULTURE AND COMMUNITY HEALTH 2013**

Overview and Objectives: This five-week course has five linked objectives:

| | |
|--|--|
| The following objectives reflect competencies that will be developed in this course. The Outcomes state ways in which those objectives are to be met in this course. | |
| OBJECTIVES: | OUTCOMES: |
| To think critically about connections between cultural variables, and human and animal health and disease | Successful completion of required readings, and active participation in discussions and field trips (as measured in oral presentations and written assignments) |
| To gain firsthand experience with cultural and medical issues in a developing country setting | Active participation in community health projects, including educational presentations and, where appropriate, rudimentary treatment of animal and human health problems (to be evaluated by the academic team in Ecuador) |
| To develop cross-cultural skills that will ideally grow into personal and professional assets | Live with host families in Otavalo; work with fellow students and Ecuadorians on field projects; adapt to the challenges of traveling and living in a cultural environment different from one's own |
| To develop or improve Spanish language skills | Successful participation in Spanish language classes, and advancement of at least one level in speaking ability (as measured by the language institute in Yarina & Otavalo) |
| To develop an understanding of the theoretical and empirical foundations of medical anthropology | Completion of reading assignments, and participation in class discussions (as measured by oral presentations and written |

| | |
|--|--------------|
| | assignments) |
| | |

Structure: These objectives will be met by a combination of fieldtrips and class lectures and discussions. We will meet each afternoon (unless there is a scheduled fieldtrip) for 2-3 hours (2 P.M.-5 P.M.) depending on the topic. Each afternoon session will be a combination of presented materials (lecture, films, slides) and student-led discussions. The lectures will introduce the various topical areas listed on the syllabus, while the discussions allow us to challenge or draw out key points. As much as possible, we want to consider how biological/scientific approaches to health can intersect or conflict with more culturally based approaches.

Required texts: 1) *Global Health: Why Cultural Perceptions, Social Representations, and Biopolitics Matter*, by Mark Nichter (Univ. of Arizona Press, 2008)
2) Reader (provided)

Grading: Grades are based on points accumulated out of 500 potential points for the class:

Participation: 100 points
Critical Linkages Essays: Weeks Three & Four (200 points each)

Participation will be measured by attendance in class and activities; contributions to discussions and field visits; and maturity and flexibility in relations with fellow group members and those people with whom we work and live in Ecuador.

Grading for the Spanish language portion of the field school is done by the Instituto Superior de Español. Check with the International Academic Programs office if you think you might prefer to take this class on a pass/fail basis. This should be clarified by the time we arrive in Quito.

Critical Linkages Essays will be 3 pages each, and will center on a specific topic that the student identifies as an important linkage in our understanding of human health, animal health, and the social, economic and political structures within they evolve. The papers don't require outside sources, but – where appropriate – class materials, speakers, or field experiences should be cited. In fundamental ways (choice of topic, methods of gathering information, analysis) these essays should connect to the specific topics you wrote about and presented while in Madison. The objective is to explore more fully the contexts that give meaning to the experiences of illness and healing. The first essay will have a cultural focus; the second will have a structural focus. Below are critical thinking prompts for each essay. Examples of potential papers are: Week Three – during our visit to La Calera, you watch a demonstration of traditional indigenous vertical birthing methods. In follow-up conversations with your host family, you soon realize that this is a large and complex cultural category that reflects a particular indigenous set of values and norms, and you begin to better understand frictions between traditional and western medicine. Week Four – During your field visit, your host mother talks about losing a child after he had frequent bouts with diarrhea. She had a cultural explanation; you suspected this was an example of Farmer's insistence upon looking at factors related to poverty. You finally understand the argument of critical medical anthropologists who urge us to think about structural

issues that affect individual health in specific and sometimes profound ways. If at all possible (computers and printers are available in Otavalo), type and print the papers.

Critical thinking prompt for Linkage Essay #1:

Culture is a set of guidelines that individuals inherit as members of a particular society, and that tell them how to view the world, how to experience it emotionally, and how to behave in it. This creates a “shared perception” of the world, and is the basis for anthropological inquiry. Medical anthropology is the study of illness and health care from the perspective of anthropology. The fundamental point is that in every society, culture is an important determinant of health, affecting both its material and symbolic dimensions. Every aspect of the illness experience, from the individual’s recognition of symptoms to assessments of treatment outcome, is shaped by the cultural frameworks of the sufferer and of those to whom he or she turns for help. We need a biocultural perspective to understand this. Your first critical linkages should connect the biological with the cultural to create a more sophisticated understanding of how people process “abnormality” in the human mind and body. This paper should take the topic you wrote about and presented in Madison, and develop it further with “in the field” observations that come from our Amazon visit, our day in Pijal, and your experiences in Otavalo. Lectures and readings should also be incorporated to give the paper scholarly support. This paper is due June 12.

Critical thinking prompt for Linkage Essay #2:

Health Disparities and Structure: Health disparities are more than the consequences of individual decisions and actions: they are the products of social inequality in many spheres of life, from opportunities in education and housing to treatment in the criminal justice system and access to health care. From this perspective, the key issue is not health disparity per se, but health inequality and social injustice. In extreme forms, according to Paul Farmer, the consequences of these disparities are the equivalent of structural violence. Structural violence is the harm, including physical harm and death, that occurs as a result of the very rules and arrangements of society – the power inequalities, gender relations, class stratification, race and ethnic differences, and other basic disparities in society. These disparities privilege some people and disadvantage others, according to their position in the structure. You can take your Madison topic, or choose another topic for which you have developed an interest, and make connections between health issues and the social and economic structures mentioned above. The foundation for this paper will be developed on what you have seen and inquired about the first three weeks of the program, which by this point will include a two-day visit to La Calera, a relatively poor indigenous community. This paper is due June 17, but should be revised and/or supplemented based on insights gained from your service learning experiences. There should be time during our two-day stay at Casa Mojanda to re-work these papers before they are graded.

CLASS SCHEDULE

WEEK ONE: Amazon (Frank Hutchins & David Kiefer)

May 25: Students arrive in Quito

See video of one of the more popular restaurants in your new neighborhood at <http://www.youtube.com/watch?v=aOPVSZjAsAU>

May 26: Tour of Colonial Quito

Quito

A.M./Early P.M. –Breakfast/orientation; Colonial Quito (Tour & Lunch)

We will leave the hotel around noon and head to the colonial part of Quito, where we will visit some churches, museums, and the presidential palace. We will have lunch near the Plaza de Independencia. Check out Travel Channel video at <http://www.travelchannel.com/Video/explore-the-historical-city-of-ecuador-11572>

Readings: WHO Ecuador Health Profile (See also <http://www.who.int/countries/ecu/en/>); Health in the Americas, Ecuador Profile; Making Secondary Care a Primary Concern: The Rural Hospital in Ecuador; Culturegram Ecuador 2012 (all in Reader);

May 27: Travel to Yarina Lodge in the Amazon (<http://www.yarinalodge.com/>)

Amazon – Yarina Lodge

A.M. – Spanish classes (<http://www.instituto-superior.net/>)
-Lecture on Amazonian Culture

P.M. – Activities in the rainforest

May 28: Language/lectures/activities at Yarina

Amazon – Yarina Lodge

8:00 A.M.-10:45 A.M. – Spanish classes

11 A.M. – 12:30 – Health and healing in the Amazon

Readings: Oil Exploitation in the Amazon Basin of Ecuador: A Public Health Emergency; Dark Shamanism (Reader)

P.M. – Activities in the rainforest

Readings: Cultural Competence: A Conceptual Framework for Teaching and Learning (Reader)

May 29: Language/lectures/activities at Yarina

Amazon – Yarina Lodge

8:00 A.M.-10:45 A.M. – Spanish classes
11 A.M. – 12:30 – Ethnopharmacology (D. Kiefer)

P.M. – Activities in the rainforest

Readings: Looking Within: Urban Ethnomedicine and Ethnobotany, by M. Blalick; and Headache treatments by native peoples of the Ecuadorian Amazon, by E. Russo, both in reader

May 30: Language/activities at Yarina

Amazon – Yarina Lodge

8:00 A.M.-10:45 A.M. – Spanish classes

P.M. Activities in the rainforest

May 31: **Return to Quito**

Quito –

P.M. Evening – Cultural events in Quito

Readings: The Law for the Provision of Free Maternity and Child Care in Ecuador; WHO Maternal Mortality in 2005 (both in Reader)

June 1: Travel to Otavalo

Otavalo Homestays

A.M. - Travel to Otavalo/Meet Homestay Families

P.M. - Hike to Lechero Tree & Parque Condor

We leave at 10 a.m. from Quito. Our trip to Otavalo is by private bus, and takes about two hours. Families will meet us at a designated location and take you to your new home. We re-group around 3 p.m. If the weather is nice, we'll hike to the Lechero tree (symbolically important point between Otavalo and San Pablo Lake) and to Parque Condor, a rescue center for Andean raptors.

June 2: Sunday visit to Inuca family & local healer in Pijal (Aida's family)

Otavalo Homestays

We have visited the Iñuca family for the past 8 years. This visit begins at 9 a.m. when we meet the family in Pijal (20 minutes from Otavalo), then hike through the countryside for 2-3 hours. Some of the hike is on flat land, and some in mountains. We return to the Iñuca house for a traditional lunch, and then discuss traditional medicine with a local healer. We usually head back to Otavalo around 5 p.m.

WEEK TWO: Medical Anthropology & Community Health (Visiting Faculty Dr. David Kiefer)

June 3: **A.M.** Spanish

Otavallo Homestays

P.M. Pharmaceuticals, Culture and Health (F. Hutchins)

Readings: Chapter 4: Perceptions of Pharmaceuticals & Quality of Care (Nichter)

Activity: Investigating Ethnomedicine in Otavallo

June 4: **A.M.** Spanish

Otavallo Homestays

P.M. Social Science and International Health (F. Hutchins)

Readings: Introduction (Nichter); Bringing Body to Bear in the Andes:

Ethnicity, Gender, and Health in Highland Ecuador (Reader)

June 5: **A.M.** Spanish

Otavallo Homestays

P.M. . Ethnophysiology (F. Hutchins)

Readings: Chapter 1: Perceptions of Ethnophysiology Matter (Nichter);

Qollahuaya-Andean Body Concepts (Bastien, Reader)

June 6: **A.M.** Spanish

Otavallo Homestays

P.M. Medical Anthropology: Methods and Approaches (F. Hutchins)

Readings: Chapter 2: Representations of Illness Causality, and Chapter 3: Why is Research on Local Illness Categories Important? (Nichter)

June 7: Intercultural Healthcare

Otavallo Homestays

A.M. Spanish

P.M. Visit Jambi Huasi Clinic

(http://www.youtube.com/watch?v=ENt__NOCTYs)

Readings: Health in the Andes; Best Practices in Intercultural Health: Five Case Studies in Latin America (Mignone, et al); The forsaken mental health of the Indigenous Peoples (Reader)

June 8: Free

June 9: Free

WEEK THREE: Community Health/La Calera (Visiting Faculty: Dr. Samantha Morello)

June 10: Free

Otavallo Homestays

June 11: **A.M.** Spanish

Otavalo Homestays

P.M. Home, Hearth and Health in Andean Ecuador (Hutchins)

Readings: Chapter One (Food and Theory) and Chapter Six (Practice: Kitchen Life) from Food, Gender and Poverty in the Ecuadorian Andes (M. Weismantel, Reader) Come Take a Walk With Me (Reader)

June 12: **A.M.** Spanish

Otavalo Homestays

P.M. One Health: Concepts, Insights and Applications (Samantha Morello)

Readings: TBA

Pack for La Calera. You need to pack for a day of work and hiking, and an overnight in the community. If you are working with animals, you will need an extra set of clothes. Rubber boots (available for about \$7 in Otavalo) are very useful. Bring hats and sunscreen, and some extra drinking water. Small gifts for families are nice.

June 13: **Animal Health/Community Visit – La Calera**

La Calera Homestays

Group One: Animal Health Clinic with Samantha Morello

Group Two: Walk-along tour of community

Animal health clinic: This has been carried out in La Calera for several years. It involves some health education activities, and various vaccinations and injections for cattle, pigs, and sheep. We also distribute powdered anti-parasite medicine for dogs.

Walk-along tour and daycare visit: The community of La Calera has about 2000 residents, mostly indigenous, and most with small farms. The community has two schools, a pre-school program, soccer fields, a water filtration project, a couple of small stores, and a community center. Members of the community will guide us, hopefully discussing history, culture, health issues, and any other topics you wish to bring up. This is a chance to better understand environmental, cultural and social context in the community.

June 14: **A.M.** Activity at La Calera Nursery

La Calera Homestays

P.M. Processing La Calera & Preparing for Service Learning Visits

The nursery in La Calera gives parents a place to leave their children while they work. Children here range in age from infants to 3 or 4 years old. They do some

activities, and get a meal or two each day. We'll discuss plans with the community, to get an idea of needs at the school.

June 15: Return to Otavalo
Free OR Animal Market with Keith Poulsen & Samantha Morello

[Otavalo Homestays](#)

June 16: Free
[Otavalo Homestays](#)

WEEK FOUR: Community Visits (San Clemente, Zuleta, Cayambe. Visiting faculty: Dr. Samantha Morello)

We have worked in all of these communities, and have developed close relationships with community leaders. For those of you going to San Clemente, this is a small indigenous community on the side of Imbabura mountain, about 25 minutes from Ibarra. For our purposes, the strengths here are medicinal plants and traditional medicine. There is also an interesting government-run clinic nearby. Lots of opportunity for hiking, and possibly horseback riding. Zuleta is on the backside of Imbabura from Otavalo, about an hour from Ibarra. Vet students will be dividing their time between Zuleta and Cayambe. In Zuleta, we'll look at small dairy operations, and a cheese-making project. We'll also visit the yogurt and cheese project at the high school. This community has a long relationship with a nearby hacienda, owned by the family of a former president. There are also opportunities here for hiking or horseback riding. Those students visiting Cayambe will stay and work with Luis Lopez, a large-animal veterinarian who has worked with our program for several years. Dr. Morello will also be with this group. With the exception of Cayambe, your living arrangements will be in generally modest homes with families. It will get cold at night, and the sun will be strong during the day. We will be involved in lots of physical activities. The food and the hospitality will be wonderful.

June 17: Travel to Communities/Service Learning
[Community Homestays](#)

June 18: Service Learning
[Community Homestays](#)

June 19: Service Learning

June 20: Travel to Casa Mojanda (<http://www.casamojanda.com/>)
[Casa Mojanda](#)

Casa Mojanda is where we retreat for a couple of days to relax and reflect on the service learning experience. Once we have done some processing, you have free time. You can read, sit in a hot tub, hike, ride horses (own expense), or sleep. Check out the website for possible activities.

P.M. Reflections on Service Learning experiences

June 21: Casa Mojanda

June 22: Travel to Ceiba

WEEK FIVE: Ceiba Foundation (<http://www.ceiba.org/>)

The Ceiba Foundation for Tropical Conservation is a nonprofit organization founded in 1997, dedicated to the preservation and rehabilitation of tropical habitats, and the conservation of their plants and animals. The Foundation's mission is to sponsor scientific research, provide public education and support community-based actions that promote the conservation of ecosystem integrity and biodiversity. The emphasis is on projects which promote the empowerment of local landowners and communities, and encourage them to actively participate in the sustainable management of their land. This week at Ceiba would focus on projects that connect health, the environment, and sustainable development.

June 23:

*morning activity: travel to El Pahuma Orchid Reserve / discuss impacts of forest conservation project on landowners' well-being (economy, health, education, etc)

*afternoon activity: continue travel to Lalo Loor Dry Forest reserve on coast / orientation

June 24:

*morning activity: walking tour of Tabuga / emphasis on environmentally-related health risks in the community

*afternoon activity: Asset Based Community Development presentation (James)

*evening activity: reflections/discussion to compare/contrast coast and Andes communities

June 25:

*morning activity: long hike in BSLL / forest as source of medicinal plants, water quality, etc.

*afternoon activity: tour of Jama hospital and conversations with doctors and administrators

*evening activity: Bailoterapia with community in Tabuga

June 26:

*morning activity: meeting with director of Creciendo con Nuestros Hijos community health program

*afternoon activity: Water Quality Monitoring project presentation and training

*evening activity: reflections on environmental health perspectives

June 27:

*morning activity: community-based water quality monitoring field work, Tasaste River

*afternoon activity: relaxation time on beach (Arco de Amor, Tasaste)

*evening activity: Bailoterapia with community in Tabuga

June 28:

*morning activity: day (Saturday) and used Friday to take a tour of Lalo's operation.

*afternoon activity: beach cleanup with community and free time on beach

June 29:

*return to Quito
PROGRAM ENDS

Catherine Woodward
President, Board of Directors
Ph.D., Botany, University of Wisconsin
Associate Lecturer, University of Wisconsin

Joe E. Meisel
Vice-President, Board of Directors
Ph.D., Zoology, University of Wisconsin
Honorary Fellow, University of Wisconsin