



**School of Arts & Science
SOCIAL SCIENCES DEPARTMENT**

**ANTH 270-001
Culture, Health and Illness
2009 W**

COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Tara Tudor		
(b)	Office Hours:	Mon 10:00-11:30, Thurs 3:00-4:30		
(c)	Location:	Young 207		
(d)	Phone:	370-3368		
(e)	Email:	tudor@camosun.bc.ca		
(f)	Website:			

2. Intended Learning Outcomes

Knowledge Outcomes

1. Explain the main approaches in medical anthropology and its significance as an applied field of study.
2. Assess the influence of culture on ideas of best medical practice.
3. Explain the role of culture in the illness experience, HIV/AIDS, mental health, diabetes, and reproductive technologies.

Skills Outcomes

1. Develop: personal management skills through using high academic standards while meeting time deadlines;
2. writing skills by preparing critical discussions and research papers;
3. readings skills through evaluating and comprehending course readings and library sources;
4. research skills by gathering data and analyzing materials;
5. intercultural skills through the exploration of cross-cultural themes in health and illness.
6. Communicate thoughts, idea and information in a prescribed written form.

3. Required Materials

(a) Books

Fadiman, Anne

1998 *The Spirit Catches You and You Fall Down*. Farrar, Straus and Giroux

Helman, Cecil G.

2007 *Culture, Health and Illness*. Fifth edition. New York: Oxford University Press.

(b) Reserve Articles (In Order of Reading)

Whitaker, Elizabeth

1999 *Ancient Bodies, Modern Customs, and Our Health*. In *Applying Anthropology: An Introductory Reader*. Aaron Podolsky and Peter Brown eds., Pp 49-58. Toronto: Mayfield Publishing Company.

Farmer, Paul

1999 *Rethinking Emerging Infectious Disease*. In *Infections and Inequalities: The Modern Plagues*. Pp. 37-58. Berkeley: University of California Press.

Sobo, Elisa J.

1997 *The Sweetness of Fat: Health, Procreation and Sociability in Rural Jamaica*. In *Food and Culture: A reader*. Pp. 256-271. Carole Counihan and Penny Van Esterik, eds., Boston: McGraw-Hill.

Eaton, Boyd, Marjorie Shostak and Melvin Konner

1998 *Stone Agers in the Fast Lane: Chronic Degenerative Diseases in Evolutionary Perspective*. In *Understanding and Applying Medical Anthropology*. Peter Brown ed., Pp. 21-32. Toronto: Mayfield Publishing Company

Nichter, Mark

2002 *The social relations of therapy management*. In *New Horizons in Medical Anthropology*. Mark Nichter and Margaret Lock eds., Pp 81-110. New York: Routledge.

Inhorn, Marcia

2003 *Global infertility and the globalization of new reproductive technologies: illustrations from Egypt*. *Social Science and Medicine* 56: 1837-1851..

Farmer, Paul

2007 *Culture, Poverty and HIV Transmission: The Case of Rural Haiti*. In *Applying Cultural Anthropology: An Introductory Reader*. Aaron Podolsky and Peter Brown editors. Pp.216-227. Toronto: McGraw-Hill.

Steinglass, Mathew

2003 *It Takes A Village Healer*. In *Annual Editions: Anthropology*. Elvio Angeloni ed., Pp. 162-169. Toronto: McGraw-Hill.

Rayner, Terry

2006 *Diabetes as Metaphor: Symbol, Symptom, or Both?* In *Indigenous Peoples and Diabetes*. Mariana Leal Ferreira and Gretchen Chesley Lang, eds. Pp. 313-34. Durham: Carolina Academic Press

4. Course Content and Schedule

Week	MONDAY	WEDNESDAY	Reading
Week 1: Jan 5-9	Intro to Medical Anthropology	Seminar 1: Introductions & overview	Ch. 1
Week 2: Jan 12-16	Theoretical Approaches- Ecological/Evolutionary	Seminar 2: Video "Playing With Poison"	Article: Ancient Bodies, Modern Customs...
Week 3: Jan 19-23	Theoretical Approaches- Interpretive/Critical	Seminar 3	Article: Rethinking Emerging Infectious Diseases
Week 4: Jan 26-30	The Body - Bodily Order/Disorder	Seminar 4	Ch. 2 (p. 19-32); Article: The Sweetness of Fat...
Week 5: Feb 2-6	Diet and Nutrition – The Nutritional Transition	QUIZ	Ch. 3; Article: Stone Agers in the Fast Lane.
Week 6: Feb 9-13	The Sectors of Health Care	Seminar 5	Ch. 4 (p.81-107); Article – The social relations of therapy management
Week 7: Feb 16-20	Gender and reproduction	Seminar 6	Ch. 6, Article – Global Infertility and the globalization of NRT
Week 8: Feb 23-27	MIDTERM EXAM	Seminar 7 – Video "The Meo"	Ch. 5, SCY
Week 9: Mar 2-6	Migration, globalization & health	Seminar 8 (SCY) Intro & Bibliography Due	Ch. 12, SCY
Week 10: Mar 9-13	Final Paper Appointments	Seminar 9 (SCY)	SCY
Week 11: Mar 16-20	Mental Health and Illness	Seminar 10: Video "Latah"	Ch. 10 (p.245-253 & p.259-270).
Week 12: Mar 23-27	The AIDS pandemic	Seminar 11	Article: Culture, Poverty and HIV Transmission
Week 13: Mar 30 – Apr 3	Global health	Seminar 12	Ch 18 (p.425-47) Article: It Takes A Village Healer
Week 14: Apr 6-10	Indigenous People and Diabetes; Video: Gift of Diabetes	REVIEW PAPERS DUE	Article: Diabetes as Metaphor

5. Basis of Student Assessment (Weighting)

(a) Assignments (40%)

1. Seminar Discussion Leader & Participation (15%)

Your participation mark will come from your involvement in the seminars throughout the semester (10%) and your role as a discussion leader (5%). In order to fully contribute to these discussions it is imperative that each student complete the course readings and come prepared to contribute.

Each student will play the role of discussion leader for one seminar class in the term. A sign-up sheet for discussion leaders will be distributed in the first week of class. As discussion leader you will be expected to lead the class by summarizing the main points of the reading, comment on what you found interesting, confusing, or troubling, and pose two questions for class discussion. Students will not be permitted to become the discussion leader on another day if they miss the date they have sign-up for.

A typed copy of a discussion paper (no more than 3 pages) must also be handed into the instructor at the beginning of the class. The discussion paper must be written in your own words and include the following:

- A short summary of the purpose of the article, the problem addressed, major findings and the author's conclusions;
- A critical discussion of what you found most interesting in the article, what was learned, what questions or problems were sparked by the article;
- A discussion of how it relates to class material;
- Specific examples or quotations from the article to illustrate your comments; follow the APA format for citing references.

2. Research Paper (25%)

Students will write a preliminary introduction and bibliography (5%) and a research paper (6-7 double-spaced pages) on a topic pertaining to health, illness and culture. The paper may address topics we have explored in class but must not mirror the course lectures or seminars. For example, if the lecture on the nutritional transition was of interest you may examine this issue as it pertains to one cultural group. Students may work in a group or by themselves for this project. The preliminary introduction and bibliography is due Mar 4th. The research paper is due Apr 8th. See handout for more details.

(b) Exams & Quizzes (60%)

Quiz (10%) – Feb 4th

Midterm (25%) – February 23rd

Final (25%) – Exam Period

The Quiz on Feb 4th consists of a few short-answer questions testing your understanding of the main theoretical approaches in medical anthropology.

The midterm exam consists of a mix of multiple choice, definitions and short and long answer questions. It is based on all course material (lectures, readings and videos) up Feb 18th. The final exam is based on all materials covered after the midterm exam. It will also include some general concepts covered earlier and throughout the course. The format is the same as the midterm exam.

**** All quizzes and exams MUST be written on the assigned date unless a medical certificate is presented to the instructor.**

6. Grading System

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.