

	<p style="text-align: center;">School of Arts & Science SOCIAL SCIENCES DEPARTMENT</p> <p style="text-align: center;">ANTH 270-001 Culture, Health and Illness 2011 W</p>
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COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Tara Tudor		
(b)	Office Hours:	Mon 12:20-1:20, Wed 12:20-1:20		
(c)	Location:	Young 207		
(d)	Phone:	370-3368		
(e)	Email:	tudor@camosun.bc.ca		
(f)	Website:	http://faculty.camosun.ca/taratudor/		

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, anorexia, tuberculosis, and reproductive technologies.
4. Describe the social determinants of health and the health gradient.

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

- Baer, Hans and Merrill Singer
2009 *An Age of Weather Extremes*. In *Global Warming and the Political Ecology of Health: Emerging Crises and Systemic Solutions*. Pp. 69-86. Walnut Creek, CA: Left Coast Press.
- Brown, Peter, Ronald Barrett, Mark B. Padilla and Erin Finley
2010 *Medical Anthropology: An Introduction to the Fields*. In *Understanding and Applying Medical Anthropology*. Second edition. Peter Brown and Ron Barrett eds. Pp. 3-15. New York: McGraw-Hill.
- Castle, Sarah
1994 *The Renegotiation of Illness Diagnosis and Responsibility for Child Death in Rural Mali* *Medical Anthropology Quarterly* 8(3): 314-335.
- 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
- 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.
- Kalofonos, Andreas Ippolytos
2010 *"All I Eat Is ARVs": The Paradox of AIDS Treatment Interventions in Central Mozambique*. *Medical Anthropology Quarterly*, 24(3): 363-380.
- Inhorn, Marcia
2003 *Global infertility and the globalization of new reproductive technologies: illustrations from Egypt*. *Social Science and Medicine* 56: 1837-1851.
- Pike, Kathleen and Amy Borovoy
2004 *The Rise of Eating Disorders in Japan: Issues of Culture and Limitations of the Model of "Westernization"*. *Culture, Medicine and Psychiatry* 28: 493-531.
- Singer, Merrill
1995 *Beyond the Ivory Tower: Critical Praxis in Medical Anthropology*. *Medical Anthropology Quarterly* 9(1): 80-106.

4. Course Content and Schedule at a Glance

Week	MONDAY	WEDNESDAY	Reading
Week 1: Jan 10-12	Course Overview & Intro to Medical Anthropology	Seminar 1	Ch. 1
Week 2: Jan 17-19	Main Approaches	Seminar 2	Ch. 3 (p. 66-79), Brown et al.(2010) and Eaton et al. (1998)
Week 3: Jan 24-26	Main Approaches & Video: <i>Unnatural Causes: In Sickness and in Wealth</i>	Seminar 3	Singer (1995)
Week 4: Jan 31-Feb 2	The Body - Bodily Order/Disorder	Seminar 4	Ch. 2 (p.19-32),and Pike and Borovoy (2004)
Week 5: Feb 7-9	Video: <i>Dying to be Thin</i>	Seminar 5	Disc Paper Due (Feb 9th)
Week 6: Feb 14-16	The Sectors of Health Care	Midterm Review	Ch. 4 (p.81-107), and Castle (1994)
Week 7: Feb 21-23	Midterm Exam	Open Seminar	
Week 8: Feb 28-Mar 2	Gender and Reproduction	Seminar 7	Ch. 6, and Inhorn (2003)
Week 9: Mar 7-9	Global Health & Global Warming	Seminar 8	Ch 18 , and Baer & Singer
Week 10: Mar 14-16	The AIDS Pandemic	Seminar 9	Ch. 16 & Farmer (2007) Letter to Nexus Due Mar 16th
Week 11: Mar 21-23	AIDS Pandemic - video: <i>All of Us</i>	Seminar 10	Kalafonos (2010), start reading SCY Intro & Bibliography Due Mar 23rd
Week 12: Mar 28-30	Shamanism & Video <i>Split Horn</i>	Seminar 11	Ch. 5 (p. 121-30 & 146-55), SCY (Ch. 1-9)
Week 13: Apr 4-6	Migration & Health	Seminar 12	Ch. 12, SCY (Ch. 10-19)
Week 14: Apr 11-13	Culture & Pharmacology	Catch-up and review	Ch. 8 Research Paper Due Apr 11th

Course Schedule cont....

January 10, 2011 – Overview of Course and Introduction to Medical Anthropology

- Chapter 1 Helman

January 12, 2011 – Seminar 1 (introductions)

January 17, 2011 – Main Approaches Part 1

- Chapter 3 Helman (p.66-79)
- Brown et al. – Medical Anthropology: An Introduction to the Fields

January 19, 2011 – Seminar 2 (ecological/evolutionary approach)

- Eaton, Shostak and Konner – Stone Agers in the Fast Lane

January 24, 2011 – Main Approaches Part 2 (documentary – Unnatural Causes)

January 26, 2011 - Seminar 3 (critical medical anthropology)

- Singer – Beyond the Ivory Tower

January 31st, 2011 – The Body

- Chapter 2 Helman (p. 19-32)

February 2, 2011 – Seminar 4 (Eating Disorders)

- Pike and Borovoy – The Rise of Eating Disorders in Japan

February 7, 2011 – Eating Disorders (documentary – Dying to Be Thin)

February 9, 2011 – Seminar 5 (discussion of social determinants of health assignment)

- **The social determinants of health paper due**

February 14, 2011 – The Sectors of Health Care

- Chapter 4 Helman (p. 81-107)
- Castle – The Renegotiation of Illness Diagnosis

February 16 – Review for Midterm

February 21, 2011 – **Midterm Exam**

February 23, 2011 – Open Seminar (optional seminar to brainstorm research paper ideas)

February 28, 2011 – Gender and Reproduction

- Chapter 6 Helman

March 2, 2011 – Seminar 7 (IVF)

- Inhorn – Global Infertility and the globalization of NRT

March 7, 2011 – Global Health & Global Warming

- Chapter 18 Helman

March 9, 2011 – Seminar 8 (global warming)

- Baer and Singer - An Age of Weather Extremes

March 14, 2011 – The AIDS Pandemic

- Chapter 16 Helman
- Farmer – Culture, Poverty and HIV

March 16, 2011 – Seminar 9 (discussion about tuberculosis)

- **Article for Nexus due**

March 21, 2011 – The AIDS Pandemic (documentary – All of Us)

- **Start reading “The Spirit Catches You”**

March 23, 2011 – Seminar 10 (AIDS Pandemic)

- Kalafonos – ‘All I Eat are ARVs’
- **Preliminary introduction & bibliography due**

March 28, 2011 – Shamanism & documentary ‘The Split Horn’

- Chapter 5 Helman (p. 121-30 and 146-55)
- The Spirit Catches You

March 30, 2011 – Seminar 11 (The Spirit Catches You)

- The Spirit Catches You (chapters 1-9)

April 4, 2011 – Migration and Health/Cross-Cultural Psychiatry

- Chapter 12 Helman
- The Spirit Catches You

April 6, 2011 – Seminar 12 (The Spirit Catches You)

- The Spirit Catches You (chapters 10-19)

April 11, 2011 – Culture and Pharmacology

- Chapter 8 Helman
- **Research paper due**

April 13, 2011 – Review for final exam

5. Basis of Student Assessment (Weighting)

(A) Assignments (50%)

1. Seminar Discussion Leader & Participation (13%)

Your participation mark will come from your attendance and involvement in the seminars throughout the semester (10%) and your role as a discussion leader (3%). In order to fully contribute to these discussions it is imperative that each student complete the course readings and come prepared to contribute. I strongly recommend that you take notes during seminar.

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(s), comment on what you found interesting, confusing, or troubling, indicate how it relates to the class material, 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.

2. Papers

Please note that a hard copy of each paper must be handed in to the instructor on the day they are due. I will not accept emailed papers. You will be penalized one mark per day they are late. All papers should use the APA style. If you are unfamiliar with this style there are many resources online about APA including a very good one from the University of Guelph and one from Purdue Owl
<http://owl.english.purdue.edu/owl/resource/560/01/>.

2A. Discussion Paper: The Social Determinants of Health (7%)

Due Feb 9th. Please see handout for more details

2B. Article to Nexus – Tuberculosis (7%)

Due March 16th. Please see handout for more details

2C. Research Paper (23%)

Students will write a preliminary introduction and bibliography (3%) and a research paper (20%) (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. Students may work in a group or by themselves for this project. The preliminary introduction and bibliography is due Mar 23rd. The research paper is due Apr 11th. Please see handout for more details.

(B) Exams & Quizzes (50%)

Midterm (25%) – February 21

Final (25%) – Exam Period

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 to and including February 14th. 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. DO NOT make work or travel plans until the final exam schedule is posted in early February.

**** 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.