

	<p><i>School of Arts & Science</i> SOCIAL SCIENCES DEPARTMENT</p> <p>ANTH 270-001 Culture, Health and Illness 2012 W</p>
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COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Tara Tudor		
(b)	Office Hours:	Mon 12:20-1:20, Wed 9:30-10:20		
(c)	Location:	Young 207		
(d)	Phone:	370-3368		
(e)	Email:	tudor@camosun.bc.ca		

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

Joralemon, Donald.

2010 *Exploring Medical Anthropology*. Third edition. Upper Saddle NJ: Pearson Education.

(b) Reserve Articles

Bharadwaj, Aditya (2006) Sacred Conceptions: Clinical Theodicies, Uncertain Science, and Technologies of Procreation in India. *Culture, Medicine, and Psychiatry* 30 (4): 451-465.

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.

Foley, Ellen (2007) Overlap and Disconnect in Reproductive Health Care: Global Policies, National Programs, and the Micropolitics of Reproduction in Northern Senegal. *Medical Anthropology* 26: 323-354.

Inhorn, Marcia (2006) Making Muslim Babies: IVF and Gamete Donation in Sunni Versus Shi'a Islam. *Culture, Medicine and Psychiatry* 30(4): 427-450

Joralemon, Donald (1995) Organ Wars: The battle for Body Parts. *Medical Anthropology Quarterly* 9(3): 335-56.

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.

Lester, Rebecca (2007) Critical Therapeutics: Cultural Politics and Clinical Reality in Two Eating Disorder Treatment Centers. *Medical Anthropology Quarterly* 21(4): 369-387.

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 9 & 11	Course Overview & Intro to Medical Anthropology	Seminar 1	Ch. 1 & 2
Week 2: Jan 16 & 18	Main Approaches	Seminar 2	Ch. 3, Eaton et al. (1998)
Week 3: Jan 23 & 25	Main Approaches & Video: <i>Unnatural Causes: In Sickness and in Wealth</i>	Seminar 3	Ch. 4 & 5, and Singer (1995)
Week 4: Jan 30 & Feb 1	The Body - Bodily Order/Disorder	Seminar 4	Lester (2004)
Week 5: Feb 6 & 8	Healers & the Healing Professions (sectors of health care)	Seminar 5	Ch. 6, and Castle (1994)
Week 6: Feb 13 & 15	International Developed and Applied Anthropology	Seminar 6 Assignment one due	Ch. 7, and Foley (2007)
Week 7: Feb 20 & 22	Midterm Exam	No Seminar	No readings
Week 8: Feb 27 & 29	Medical Ethics : Organ Transplants	Seminar 7	Ch 8, and Scheper-Hughes (2002)
Week 9: Mar 5 & 7	Biotechnology, Gender and Infertility	Seminar 8	Ch. 9, Inhorn (2006) and Bharadwaj (2006)
Week 10: Mar 12 & 14	<i>Documentary: Frozen Angels</i>	Hunger Banquet organizing	No readings
Week 11: Mar 19 & 21	Cross-Cultural Psychiatry	Hunger banquet Organizing	No reading
Week 12: Mar 26 & 28	<i>AIDS & Other Infectious Disease</i>	Seminar 10	Farmer (2007) and Kalafonos (2010)
Week 13: Apr 2 & 4	Shamanism; <i>Video: Split Horn</i>	Seminar 11	Spirit Catches You (Ch. 1-9)
Week 14: Apr 9 & 11	No Class – Easter Monday	Seminar 12	Spirit Catches You (Ch.10-19)

5. Basis of Student Assessment (Weighting)

(A) Assignments (45%)

1. Seminar Discussion Leader & Participation (15%)

Your participation mark will come from your attendance and 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. 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.

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;
- APA format for citing references

2. Tuberculosis paper (5%) Due February 15th

See handout for information

3. Hunger Banquet (25%)

The purpose of this assignment is to give students the opportunity to apply their understanding of the relationship between global inequalities, food, and health through the organization and implementation of a hunger banquet. Students will be graded on the 'success' of the banquet (i.e. how much effort you put into organizing the banquet) and on the quality of information provided at the banquet. A peer evaluation will be included in my assessment of your work. See handout for more information

(B) Exams (55%)

Midterm (25%) – February 20

Final (30%) – 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 15th. 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 exams MUST be written on the assigned date unless a medical certificate is presented to the instructor.**

6. Instructional Policies

6.1 Late Penalty

All assignments must be completed and submitted on the date assigned. All late written work will be penalized **1 mark** per day late unless an extension is legitimately warranted and approved by the instructor well in advance of the assignment due date. Assignments will not be accepted beyond one week of their due date.

6.2 Written Assignments

All assignments must be handed into me at the beginning of class. If submitting an assignment as required is not possible due to illness please contact me immediately to make alternative arrangements. All assignments must be typewritten, double-spaced, pages numbered and properly cited and referenced using APA referencing format.

6.3 Mark/Grade Challenges and Appeals

A student wishing to question a mark assigned by the instructor on any course evaluation component must clearly articulate in writing the specific element of the assignment being questioned as well as a reason supporting a change in the mark. The Student Appeals Procedure can be found in the college calendar.

6.4 Student Responsibility

It is each student's responsibility to familiarize her/himself with course and college policies. Students experiencing difficulties during the term are encouraged to talk to the instructor at the earliest opportunity.

7. 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.

The University of Victoria describes their grading as follows:

A+ A A-	9 8 7	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
B+ B B-	6 5 4	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
C+ C	3 2	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
D	1	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.

University of Victoria (2011) Undergraduate Grading. Retrieved June 23, 2011, from <http://web.uvic.ca/calendar2011/FACS/UnIn/UARe/Grad.html>

8. 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.