

	<p><b>School of Arts &amp; Science</b>  <b>SOCIAL SCIENCES DEPARTMENT</b></p> <p><b>ANTH 270-001</b>  <b>Culture, Health and Illness</b>  <b>W2015</b></p>
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## COURSE OUTLINE

### 1. Instructor Information

(a)	Instructor:	Tara Tudor		
(b)	Office Hours:	Tuesday 1:30-2:20, Thursday 1:30-2:20, or by appointment		
(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, autism, 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

Briggs, Charles and Clara Mantini-Briggs  
2003 *Stories in the Time of Cholera: Racial Profiling During a Medical Nightmare*.  
Berkeley: University of California Press

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

#### (b) Reserve Articles

Castle, Sarah  
1994 The Renegotiation of Illness Diagnosis and Responsibility for Child Death in  
Rural Mali, *Medical Anthropology Quarterly* 8(3): 314-335.

Cohen, Lawrence  
1999 Where it Hurts: Indian Material for an Ethics of Organ Transplantation,  
*Daedalus* 128(4): 135-66.

Inhorn, Maria  
2004 "Middle Eastern Masculinities in the Age of New Reproductive Technologies:  
Male Infertility and Stigma in Egypt and Lebanon". *Medical Anthropology Quarterly*  
18: 162-82.

Inhorn, Marcia  
2012 "Why Me? Infertility and Responsibility in the Middle East," *Men and  
Masculinities*, 16(1): 49-70

Kang-Yi, C., Grinker, R., & Mandell, D.  
2013 Korean Culture and Autism Spectrum Disorders. *Journal of Autism &  
Developmental Disorders*, 43(3): 503-520. doi:10.1007/s10803-012-1570-4

Luhrmann, T. M.  
2007 Social Defeat And The Culture Of Chronicity: Or, Why Schizophrenia Does So  
Well Over There and So Badly Here, *Culture, Medicine and Psychiatry* 31: 135-172.

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.

#### 4. Course Content and Schedule at a Glance

Week	TUESDAY	THURSDAY	Reading
Week 1: Jan 6 & 8	Course overview & intro to medical anthropology	Seminar 1 – <i>documentary- Big Bucks, Big Pharma</i>	Ch. 1 & 2 Joralemon
Week 2: Jan 13 & 15	Main approaches in medical anthropology	Seminar 2 – discussion of main approaches	Ch. 3 & 4 Joralemon
Week 3: Jan 20 & 22	The Body <b>Assignment 1 Due</b>	Seminar 3	Pike & Borovoy article (D2L)
Week 4: Jan 27 & 29	Autism	Seminar 4	Article (D2L) Kang-Yi, Grinkler, Mandel and “A Broken Trust” link on D2L
Week 5: Feb 3 & 5	<i>Documentary- Horse Boy</i>	Seminar 5 - research paper workshop	
Week 6: Feb 10 & 12	Brain injury	<b>Reading Break</b>	
Week 7: Feb 17 & 19	Sectors of health care	Seminar 6	Ch.6 Joralemon, and Castle article (D2L)
Week 8: Feb 24 & 26	<b>Midterm Exam</b>	No seminar	Start reading <i>Stories in the Time of Cholera</i>
Week 9: Mar 3 & 5	Cultural psychiatry	Seminar 7	Luhmann article (D2L)
Week 10: Mar 10 & 12	International development & applied anthropology	Seminar 8	Ch. 7 Joralemon, and <i>Stories in the Time of Cholera</i> (up to page 80)
Week 11: Mar 17 & 19	Globalization & infectious diseases	Seminar 9	Ch. 5 Joralemon, and <i>Stories in the Time of Cholera</i> (up to page 137 & pages 224-255)
Week 12: Mar 24 & 26	Ebola	Seminar 10	<i>Stories in the Time of Cholera</i> (pages 256-331)
Week 13: Mar 31 & Apr 2	Medical ethics: organ transplants	Seminar 11 – <i>Documentary - Tales from the Organ Trade</i>	Ch. 8 Joralemon, and listen to CBC <i>White Coat, Black Art</i> (link on D2L) & Cohen article(D2L)
Week 14: Apr 7 & 9	Biotechnology, gender & infertility <b>Term Paper Due</b>	Seminar 12	Ch. 9 Joralemon, and both articles by Inhorn (D2L)

## **5. Basis of Student Assessment (Weighting)**

### **(A) Assignments (45%)**

#### **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 for one seminar (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 course 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 for which they have signed-up.

#### **2. Written Assignments (32%)**

##### **2a. Big Bucks, Big Pharma (5%)**

Due: January 20th

Students will write a short one page paper pertaining to the documentary “Big Bucks, Big Pharma”. Please see handout for more information

##### **2b. Anthropology of Aging Assignment or Library Research Paper (27%)**

Due: April 7<sup>th</sup>

Students will choose between a library research paper and an interview based assignment pertaining to perceptions of old age. Please see handouts for more details.

### **(B) Exams (55%)**

Midterm (25%) – February 24th

Final (30%) – Exam Period

The midterm exam consists of definitions, as well as short and long answer questions. The midterm exam will be based on course material (lectures, readings, seminar discussions, and documentaries) up to and including February 5th. The final exam is based on material covered after the midterm exam. However, it will also include some general concepts and theories covered in the first half of 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.

**\*\* 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](http://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](http://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.