

	<p><i>School of Arts & Science</i> SOCIAL SCIENCES DEPARTMENT</p> <p>ANTH 270-001 Culture, Health and Illness W2017</p>
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COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Tara Tudor		
(b)	Office Hours:	Tuesday 12:00-1:00 and Thursday 12:00-1:00		
(c)	Location:	Young 212A		
(d)	Phone:	370-3375		
(e)	Email:	tudor@camosun.ca		

2. Course Description

Medical anthropology considers the cultural and social aspects of the body, health, sickness, and healing in cross-cultural perspective. This course introduces some of the innovative research being conducted in the rapidly growing field of medical anthropology. In part one of the course students will be introduced to the main methods, concepts and theories in medical anthropology. After building this foundation, the remainder of the course examines topics in global health such as Ebola, HIV, and maternal and child health as well as topics in biomedicine such as the medical ethics, medical technologies and the phenomenology of disability.

3. 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.

4. Required Materials

(a) Books

Hewlett, B. S. and Hewlett B.L. (2008). *Ebola, Culture and Politics: The Anthropology of an Emerging Disease*. Belmont CA: Wadsworth Cengage Learning.

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

(b) Reserve Articles

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

Daviss, B.A. (1997). Heeding Warnings from the Canary, the Whale and the Inuit: A Framework for Analyzing Competing Types of Knowledge about Childbirth. In *Childbirth and Authoritative Knowledge: Cross-Cultural Perspectives*. Davis-Floyd, R and C. Sargent eds.

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

Kalofonos, I.A. (2010). "All I East Is ARVs". *Medical Anthropology Quarterly*, 24(3): 363-380.

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

Luhmann, 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.

Scheper-Hughes, N. (2007). The Tyranny of the Gift: Sacrificial Violence in Living Donor Transplants. *American Journal of Transplantation*, 7: 507-511. doi: 10.1111/j.1600-6143.2006.01679.x

5. Course Schedule and Content

Part 1: Introduction to Medical Anthropology

In part one of the course students will be introduced to the main methods, concepts and theories in medical anthropology.

January 10: Introduction to medical anthropology
January 12: Social determinants of health
January 17: Theoretical approaches in medical anthropology
January 19: Applying theory and methods to *Ebola, Culture and Politics*
January 24: Systems and sectors of health care
January 26: Applying cultural models and health care systems to *Ebola, Culture and Politics*

Part 2: Global Health and International Development

In part two of the course students will learn about global health issues, infectious diseases, and international development.

January 31: Global health and infectious disease
February 2: Ebola outbreaks in West Africa
February 7: International development and anthropology from past to present
February 9: Designing culturally-appropriate, lessons from *Ebola, Culture and Politics*
February 28: Childhood growth and development
March 2: Group presentations about HIV
March 7: Ethnobotany
March 9: Traditional midwifery in Cambodia (film)

Part 3: The Anthropology of Biomedicine

In part three of this course students will focus on topics pertaining to biomedicine. While we will continue our cross-cultural perspective we focus more on biomedicine in North America.

March 14: Reproductive health
March 16: Group presentations on indigenous midwifery
March 21: Mental health and illness
March 23: Group presentations about schizophrenia
March 28: Medical ethics of medical tourism
March 30: Group Presentations on medical tourism
April 4: Trafficking in human organs (film)
April 6: Biomedical ethics
April 11: Phenomenology, the body and disability
April 13: Autism

6. Course Content and Schedule at a Glance

Week	TUESDAY	THURSDAY	Reading
Week 1: Jan 10 & 12	Introduction to medical anthropology; Film: In Sickness and in Wealth	Seminar 1: Social determinants of health	Joralemon Ch. 1 and Hewlett Ch. 1
Week 2: Jan 17 & 19	Theoretical approaches in medical anthropology	Seminar 2: Applying theory and methods to <i>Ebola, Culture and Politics</i>	Joralemon Ch. 4 and Hewlett Ch. 2 & 5
Week 3: Jan 24 & 26	Systems and sectors of health care	Seminar 3: Applying cultural models and health care systems to <i>Ebola, Culture and Politics</i>	Joralemon Ch.6, and Hewlett Ch. 3 & 4
Week 4: Jan 31 & Feb 2	Global health & infectious diseases	Seminar 4: Ebola outbreaks in Uganda and Congo	Joralemon Ch.5 (p. 55-61) Hewlett Ch. 6
Week 5: Feb 7 & 9	International development & medical anthropology	Seminar 5: Designing culturally-appropriate Comparative paper due	Joralemon Ch. 7, and Hewlett Ch. 7
Week 6: Feb 14 & 16	Reading Break	Reading Break	No readings
Week 7: Feb 21 & 23	Midterm Exam	Seminar 6: group project working period	No readings
Week 8: Feb 28 & Mar 2	Childhood growth and development	Seminar 7: Group presentations on HIV	Kalofonos (D2L)
Week 9: Mar 7 & 9	Guest speaker – ethnobotany	Seminar 8: Film Bunong's birth Practices between Tradition and Change	Reading TBA
Week 10: Mar 14 & 16	Reproductive health	Seminar 9: Group presentations on indigenous midwifery	Inhorn (D2L) & Daviss (D2L)
Week 11: Mar 21 & 23	Mental health and illness	Seminar 10: Group presentation on global mental health	Luhmann (D2L)
Week 12: Mar 28 & 30	Medical ethics & medical tourism	Seminar 11: Group presentations on medical tourism	Joralemon Ch. 8
Week 13: Apr 4 & 6	Film: Tales From the Organ Trade	Seminar 8: biomedical ethics	Scheper-Hughes and Cohen (D2L)
Week 14: Apr 11 & 13	Phenomenology, disability & ableism	Seminar 9: autism	Kang-Yi, and "What do people with autism need most?" (D2L)

7. Basis of Student Assessment (Weighting)

(A) Assignments (35%)

All written assignments must be submitted to the dropbox on D2L. Students will not be permitted to email their assignments to the instructor. Papers must be typed, double-spaced, 11-12 point font. The APA format must be used for in-text citations and the references page. An undocumented (meaning no citations) paper will receive a zero. The late penalty for all assignments is 5% per day. Please read the handouts for the assignments carefully. The handouts are available through D2L.

1. Comparative Paper: Tuberculosis (10%)

Due: February 9th

A comparative paper is a type of argumentative paper that requires you to compare two or more items. For this assignment students will compare two anthropological articles about tuberculosis. Please refer to the handout for more detail.

2. Group Project & Presentation (25%)

Students will participate in a class group presentation during one seminar period in the semester. Each group will have three or four students. I have chosen four topics for the presentations, which are listed below. One paper should be submitted per group. Please refer to the handout for more detail.

HIV and Structural Violence – March 2nd. HIV continues to be a major global public health issue, with 2.1 million new HIV infections in 2015. The majority of those infected live in low- and middle-income countries. Despite these challenges, more and more people are receiving antiretroviral treatment (ARVs). Inequality based on economics, race and gender increase risk of transmission and make access to ARV uneven. In order to reduce new infections and increase access to ARVs, HIV must be considered to be both a medical and social issue.

Global Mental Health and Task Sharing - March 16th.

The lack of recognition of and treatment for mental illness in many countries means an enormous treatment gap, particularly in low-income countries. Global mental health advocates argue that task-sharing is the best way forward to addressing the treatment gap.

Indigenous Midwifery and Applied Medical Anthropology - March 23rd. Reducing child mortality and improving maternal health are 2 of the millennium development goals. Given the difficulty in providing maternity care in rural areas, national health care systems need to work with local midwives, particularly when serving indigenous populations with cultural models of birth that differ from national cultural models of birth.

Medical Tourism and Biomedical Ethics – March 30th. Organs are not the only things travelling around the globe. Report on several types of medical tourism or transnational health-seeking behaviors that have developed in recent years (e.g. flying to less developed countries for less expensive surgery, using surrogates in India, etc.). Biomedical ethics must consider the social realities of poor countries that impose new ethical considerations.

(B) Exams (50%)

Midterm (25%) – February 21st

Final (25%) – 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 16th. 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. Please read the instructional policies for more information on missed exams.

(C). Participation (15%)

Seminars are a time for students to engage substantively on issues raised in the readings and materials presented by classmates. Your participation mark will come from your attendance and active engagement in the seminars throughout the semester. In order to fully contribute to these discussions it is imperative that each student complete the course readings and come prepared to contribute with relevant and insightful comments. Preparation for this part of the course involves coming to class with at least two points or comments that you would like to make about the assigned readings for that day along with a copy of the readings. Students will be asked to submit a copy of their questions or comments at the beginning of class, which will count as their participation mark. The questions or comments do not need to be type written. Comments should reflect careful consideration of the material; questions should generate group discussion. Students will not be permitted to make up participation marks through additional work if they miss the discussion classes. I strongly recommend that you take notes during seminar.

8. Instructional Policies

8.1 Attendance

Students are expected to attend lectures as material covered in lecture will be included in the exams, and will augment and supplement the material in the readings. As well, announcements regarding course content and exams will be made in class. I will not provide my personal notes to students who miss class.

8.2 Late Assignments

Unexcused late assignments will result in mark deductions of 5% per day and no feedback will be given. Failure to turn in an assignment will result in a mark of zero. Assignments more than 2 weeks late will not be accepted. If you are unable to hand-in an assignment on the appropriate day you must make alternate arrangements with me well in advance of the deadline. No assignments will be accepted after the last day of classes without clear documentation of extenuating circumstances and prior consent.

8.3 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.

8.4 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.

8.5 Cell phones, laptops, and other electronic devices

Please turn off your phone when you come to class; if it is essential to keep it on, please turn off your ringer. Do not use your phone for texting, messaging, checking email, etc... Students are welcome to use a laptop in class, but please do use it for entertainment purposes. The reason for this is two-fold. One, it is distracting to the students sitting behind you. Two, studies have shown that when students multi-task in class (text, watch movies, check email) they do worse on exams and assignments. If a student is found to be engaging in these activities during class and disrupting other students will be prohibited from using their laptop in class; phones may be confiscated and returned to students at the end of class.

8.6 Lateness, and classroom conduct

Please try to be on time for class. If you are late, please enter the classroom quietly and do your best not to disrupt the other students. Please refrain from speaking with your classmates during the lecture. It is disruptive to the people sitting around you, as well as the instructor. Please do ask questions during the lecture; I am quite happy to be interrupted to rephrase or clarify any points I have made.

8.7 Missed Exams

Failure to attend a midterm will result in a mark of zero, unless I have been informed within 2 working days and an excused absence has been granted. In the case of illness, a medical note is required in order to write a make-up exam. If you fail to come for a make-up at the scheduled time, the exam will not be further rescheduled unless an additional medical certificate is presented to me. Unavailability of texts and pressure of other work does not constitute a reason for missing exams. Rescheduling a quiz or assignment following an excused absence will be done at the mutual convenience of the student and instructor.

9. Grading System

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+	Exceptional; exceeds highest expectations for the course or assignment	9
85-89	A	Outstanding; meets highest standards for the assignment of course	8
80-84	A-	Excellent; meets very high standards for the assignment or the course	7
77-79	B+	Very good; meets high standards for the assignment or course	6
73-76	B	Good; shows reasonable command of the material	5
70-72	B-	Solid; meets basic standards for the assignment or course	4
65-69	C+	Solid; meets most basic standards for the assignment or course	3
60-64	C	Acceptable; meets some of the basic standards for the course or assignment	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.

9. 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.