



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

ANTH-270-D01
Culture, Health and Illness
Winter 2021

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/anth.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

- (a) **Instructor** Tara Tudor
- (b) **Office hours** Tues 2:30 – 3:20 or by appointment
- (c) **Location** _____
- (d) **Phone** _____ **Alternative:** _____
- (e) **E-mail** tudor@camosun.ca
- (f) **Website** _____

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

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. Write discussion papers on ethnographic materials from Western and non-Western societies.
4. Explain the role of culture in the illness experience, HIV/AIDS, the pharmaceuticalization of health, structural violence, and reproductive technologies.

3. Required Materials

A) books

Downe, P. (2020). *Collective care: Indigenous motherhood, family, and HIV/AIDS*. University of Toronto Press

Heckert, C. (2018). *Fault lines of care: Gender, HIV and global health in Bolivia*. Rutgers University Press.

Joralemon, D. (2010). *Exploring medical anthropology*. Third edition. Pearson Education.

B) Articles

Conrad Peter, & Barker Kristin K. (2010). The social construction of illness: Key insights and policy implications. *Journal of Health and Social Behavior*, 51, S67–S79.

Farmer P. (2009). On suffering and structural violence: A view from below. *Ethnicity: Multidisciplinary Global Contexts*, 3 (1): 11-28.

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

Kleinman, A. (1988). Do psychiatric disorders differ in different cultures? In *Rethinking psychiatry: From cultural category to personal experience*. Free Press.

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: 135-17

4. Course Content and Schedule

Due to the pandemic, the structure and delivery model of this course is different from previous years. The course is blended, meaning the students will meet only once a week for one and a half hours. Weekly lectures will be recorded in advance and posted to the D2L content page. Students are expected to listen/watch the lecture and read the assigned articles or book chapters in advance of Thursday's class. Thursday's class will be a seminar during which we will discuss the assigned readings. At the post-secondary level, students are expected to take notes on all course materials themselves. I will not provide study questions or study guides.

| Week | LECTURE TOPIC | READINGS | COLLABORATE (THUR 1:30-2:50 or 3:00-4:20) |
|---------------------|---|---|---|
| Week 1: Jan 11-15 | Introduction to Course | No readings or get started on the readings for next week | Introductions |
| Week 2: Jan 18-22 | Introduction to Medical Anthropology | Exploring Medical Anthropology Chapter 1 (Joralemon) The social construction of illness (Conrad) | Collaborate 1 |
| Week 3: Jan 25 – 29 | Theoretical Approaches in Medical Anthropology: Evolution & Ecology | Chapter 3 (Joralemon) Stone Agers in the Fast Lane (Eaton et al.) | Collaborate 2 |
| Week 4: Feb 1-15 | Theoretical Approaches: Critical Medical Anthropology | Exploring Medical Anthropology Chapter 4 (Joralemon) On Suffering and Structural Violence (Farmer) Disparities (This Podcast Will Kill You) | Collaborate 3 |
| Week 5: Feb 8 – 12 | Anthropology of Drugs & Addiction | Exploring Medical Anthropology Chapter 7 (Joralemon) Collective Care Chapters 1-3 (Downe) | Collaborate 4 |
| Week 6: Feb 15-19 | Reading Break | Collective Care Chapters 4-7 (Downe) | Reading Break |
| Week 7: Feb 22-26 | Infectious Disease: | Exploring Medical | Collaborate 5 |

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|-----------------------|--|---|-------------------------------|
| | Evolutionary Perspective | Anthropology Chapter 5 (Joralemon) Spillover (This Podcast Will Kill You) | |
| Week 8: Mar 1 – 5 | Infectious Disease: Critical Perspective | Collective Care Chapters 4-7 (Downe) Spillover Paper Due | Collaborate 6 |
| Week 9: Mar 8-12 | Midterm Exam | | No Class |
| Week 10: Mar 15-19 | Gender and HIV | Fault Lines of Care (Heckert) | Collaborate 7 – Guest Speaker |
| Week 11: Mar 22-26 | Applied Medical Anthropology & Global Health | Exploring Medical Anthropology Chapter 8 (Joralemon) Fault Lines of Care (Heckert) | Collaborate 8 |
| Week 12: Mar 29-Apr 2 | Global Health | Fault Lines of Care (Heckert) | Collaborate 9 |
| Week 13: Apr 5-9 | Cultural Psychiatry: Schizophrenia | Do psychological disorders differ in different countries? (Klienman) Social Defeat and the Culture of Chronicity (Luhmann) Term Paper Due | Collaborate 10 |
| Week 14: Apr 12-16 | Cultural Psychiatry: Autism | What in the World of Autism: A cross cultural perspective (Grinkler) Korean culture and Autism Spectrum Disorder (Kang-Yi et al.) | Collaborate 11 |

5. Basis of Student Assessment (Weighting)

(a) Participation (11 Collaborate sessions x 1.5% = 16.5%)

Participation in weekly class discussions is an important part of this course and will greatly enhance student comprehension of course content. I will take attendance during our weekly Collaborate sessions. The format of the Collaborate sessions will not be the same every week, but most of the time students will work in small groups to answer questions and/or discuss key elements and themes of the course materials. I may also use this time to delivery short lectures, followed by a class discussion. I will be uploading a seminar worksheet into D2L for students to use during the weekly seminars.

(b) Assignments (28.5%)

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 in D2L.

Please note that students are expected to take responsibility for their own learning. If you are unfamiliar with the APA requirements for in-text citations or reference pages, find a style guide and look it up. I like this one:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html but there are many others available online and in the Camosun library. The same goes for writing thesis statements, or specific types of papers (argumentative, comparative, etc...).

1. Spillover Paper (8.5%)

Due: March 4

Students will write a paper about zoonotic diseases and the spillover to our species due to human behaviour based on the podcast series *This Podcast Will Kill You*.

2. Global Health and Stigma Paper (20%)

Due: April 8

Students will write a paper about the problem of using stigma as a public health tool. All students will read the introductory chapter of the book *Lazy, Crazy and Disgusting: Stigma and the Undoing of Global Health* and then choose one of the three topics addressed in this book. I will be assigning the thesis statement. Students will use two or three chapters from the book to build an argument about the problems with using stigma as a public health tool. Please see the handout for this assignment for more information.

(c) Exams (55%)

Midterm Exam (25%)

Date: March 8-14

The midterm exam is a take home exam. Students will answer three out of four questions given in advance. The questions will be posted on March 8 and is due no later than March 14. The exam is open book, which means that you may refer to the course material, including lecture notes, Power Point slides and the course readings as you prepare your answers. Students are prohibited from using materials or resources other than the class material. This means you may not consult additional articles, website, or materials from another class. I will be evaluating your tests based on your understanding and integration of the course materials so you must demonstrate this in your answers.

Final Exam (30%)

Date: April 18 - 24

The final exam will be a take home exam. Students will answer three out of four questions given in advance. The questions will be posted on April 18 and is due no later than April 24. The exam is open book, which means that you may refer to the course material, including lecture notes, Power Point slides and the course readings as you prepare your answers. Students are prohibited from using materials or resources other than the class material. This means you may not consult additional articles, website, or materials from another class. I will be evaluating your tests based on your understanding and integration of the course materials so you must demonstrate this in your answers.

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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

Instructional Expectations

7.1 Collaborate/Participation

Students are expected to have their cameras turned on during the Collaborate sessions and to use their audio or the chat function to participate in class discussions. Students will not receive participation marks for simply attending class. Students with computer or tablets that do not have a camera should talk to their instructor about alternatives.

7.2 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.

7.3 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.

7.4 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. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence, Student Ancillary Fees, Academic Integrity, Grade Review & Appeals, Student Misconduct and Academic Accommodations for Students with Disabilities and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. 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 | | 1 |
| 0-49 | F | Minimum level has not been achieved. | 0 |

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

| Grade | Description |
|-------|---|
| COM | The student has met the goals, criteria, or competencies established for this course, practicum or field placement. |
| DST | The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement. |
| NC | The student has not met the goals, criteria or competencies established for this course, practicum or field placement. |

B. 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 at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

| Temporary Grade | Description |
|-----------------|---|
| I | <i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family. |
| IP | <i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course. |
| CW | <i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement. |