

COURSE SYLLABUS



COURSE TITLE: ANTH-270: Culture, Health and Illness

CLASS SECTION: 001 A&B

TERM: Winter

COURSE CREDITS: 3

DELIVERY METHOD(S): In-person

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Tara Tudor

EMAIL: tudor@camosun.bc.ca

OFFICE: Young 315D

HOURS: Monday and Wednesday 10:00-11:00 or by appointment

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

An introduction to medical anthropology, this course includes the study of health and illness from a cross-cultural perspective. Drawing on ethnographic materials from Western and non-Western societies, the course explores how health and illness are interpreted and mediated through culture.

PREREQUISITE(S):

One of:

- C in ENGL 151
- C in ENGL 161
- C in ENGL 163
- C in ENGL 164

And one of:

- C in any first-year ANTH
- C in any first-year HLTH

- C in any first-year NURS
- C in any first-year SOC

CO-REQUISITE(S):

Not applicable

EXCLUSION(S):

Not applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course a 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.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

(a) Books

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

(This is an e-book at Camosun library)

Joralemon, D. (2016). *Exploring medical anthropology*. Fourth edition. Routledge.
(available for purchase as an e-book or hard copy at the Camosun bookstore)

(b) Articles

Bourgois, P. and Schonberg, J. (2009). *Righteous dopefiend*. University of California Press.

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

Finley, E. (2012). *Fields of combat: Understanding PTSD among veterans of Iraq and Afghanistan*. Cornell University Press.

Howard, H. (2014). Canadian residential schools and urban Indigenous knowledge production about diabetes. *Medical Anthropology*, 33 (6):529-45

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

Prados, A. (2020). Nomadic Irish Travellers' gut microbiome is shaped by housing conditions rather than diet and can be seen as an indicator of cultural transition. <https://www.gutmicrobiotaforhealth.com/who-we-are/>

Singer, M. and Rylk (2021). The syndemics and structural violence of the COVID pandemic: Anthropological insights on a crisis. *Open Anthropological Research*, 1: 7-32. <https://doi.org/10.1515/opan-2020-0100> received May 6, 2020; accepted October 14, 2020

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1: Jan 10-14	Introduction to Medical Anthropology Seminar 1 - What's so cultural about disease?	Exploring Medical Anthropology Chapter 1 (Joralemon)
Week 2: Jan 17-21	Theoretical Approaches in Medical Anthropology: Evolutionary & Ecological <i>Slipping from the Pond</i> (Leach) – video Seminar 2 – class activity about micro-biome & discussion of Leach video	Exploring Medical Anthropology Chapters 2 & 3 (Joralemon) Nomadic Irish Traveller's gut microbiome (Prados)
Week 3: Jan 24-28	Theoretical Approaches: Interpretive and Critical Medical Anthropology Seminar 3 – discuss article and chapter	Exploring Medical Anthropology Chapter 4 (Joralemon) On Suffering and Structural Violence (Farmer)
Week 4: Jan 31 - Feb 4	Social determinants of health and racism Seminar 4 – in class activity using interactive website	Canadian Residential Schools and Urban Indigenous Knowledge Production about Diabetes (Howard) Life expectancy in Metro Vancouver can vary by almost a decade depending on where you live: UBC study (CBC news)

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 5: Feb 7-11	Anthropology of Drugs and Addiction Seminar 5 – documentary – <i>Flood: The Overdose Epidemic in Canada</i>	Exploring Medical Anthropology Chapter 7 Righteous Dopefiend: Community of Addicted Bodies (Bourgois and Schonberg)
Week 6: Feb 14-18	Infectious Diseases: Evolutionary and Ecological Perspective Seminar 6 – epidemiology of Nipah virus activity	Exploring Medical Anthropology Chapter 5 (Joralemon) Chapter 7 -Spillover (This Podcast Will Kill You)
Week 7: Feb 21-25	READING BREAK	
Week 8: Feb 28 - Mar 4	Infectious Diseases Critical Perspective and discussion of Singer and Rylk article Seminar 7 - midterm review Spill-over paper due Friday March 4	The syndemics and structural violence of the COVID pandemic: (Singer and Rylk)
Week 9: Mar 7-11	Midterm Exam	
Week 10: Mar 14-18	Gender and HIV Seminar 8 – Guest lecture Kalysha Closson	Fault Lines of Care (Heckert) e-book at Camosun library
Week 11: Mar 21-25	Applied Medical Anthropology Seminar 9 – Discussion of Fault Lines of Care	Exploring Medical Anthropology Chapter 8 (Joralemon) Fault Lines of Care (Heckert)
Week 12: Mar 28- Apr 1	Global Health Seminar 10 – Discussion of Fault Line of Care	Fault Lines of Care (Heckert)

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 13: Apr 4-8	Cultural Psychiatry Seminar 11 – open seminar – term paper work period	Do psychological disorders differ in different countries? (Klienman) Fields of Combat chapter 3 and 8 (Finley) e-book at Camosun library
Week 14: Apr 11-15	Cultural Psychiatry – discussion of Fields of Combat Final Exam Review Term Paper due	

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
<p>Participation (10 seminars x 1.6% = 16%)</p> <p>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 deliver short lectures, followed by a class discussion. I will be uploading a seminar worksheet into D2L for students to use during the weekly seminars.</p>	16%

DESCRIPTION	WEIGHTING
<p>Essays</p> <p>Spillover Essay (8%) Due: March 4 Students will write an essay about zoonotic diseases and the spillover to our species due to human behaviour based on the podcast series <i>This Podcast Will Kill You</i>. Please read the handouts for the assignments carefully. The handouts are available in D2L.</p> <p>Global Health and Stigma Paper (20%) Due: April 11 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 <i>Lazy, Crazy and Disgusting: Stigma and the Undoing of Global Health</i> and then choose one of the topics addressed in this book upon which to base their essay. 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.</p> <p>Students with an interest in a particular topic are invited to propose an alternative research paper idea. As long as it pertains to health, illness or disease and resources from medical anthropology are used, I am open to almost anything.</p> <p>Please read the handouts for the assignments carefully. The handouts are available in D2L.</p>	28%
<p>Exams</p> <p>Midterm Exam (26%) Details TBD</p> <p>Final Exam (30%) The final exam will take place during the final examination period after classes have ended. Details TBD</p>	56%
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

Written Assignments

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.**

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_form

[at.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...).

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.

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.

SCHOOL OR DEPARTMENTAL INFORMATION

For information about the Department of Social Science, including course descriptions, awards and scholarships, and instructors and chair contact information please visit:

<https://legacy.camosun.ca/learn/subjects/social-sciences/index.html>

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous

International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that

course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.