

THE UNIVERSITY OF CALGARY  
FACULTY OF ARTS  
DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY

**ANTH 341**  
**MEDICAL ANTHROPOLOGY**  
**FALL 2019**  
**TR 9:30 – 10:45 P.M.**  
**ICT 114**

Instructor	Charles Mather	TA	Sarah Jacobs
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Office Hours	MW- 2:00PM to 3:15PM	Office Hours	TBA

**COURSE PREREQUISITES:** ANTH 203

**COURSE DESCRIPTION**

This course will introduce students to medical anthropology. Particular case studies, drawn from the course readings, will serve as examples for the diversity of methods and theories found within medical anthropology. Course content will consist of lectures based upon material from the readings, and films. Reading material before the lectures will help prepare for potential discussion and question and answer sessions (i.e., the instructor will ask students questions and try to stimulate conversation about the subject matter).

**COURSE OBJECTIVES/LEARNING OUTCOMES**

Among other things, by the end of this course students will have a basic understanding of the three broad approaches in the sub-discipline: biocultural, cultural, and applied medical anthropology. Students will become familiar with using a comparative and holistic perspective to understand complex health phenomena and challenges. Through their reading of course materials, they will not only be prepared to answer short answer, essay questions, and multiple choice questions on exams, but will have a grounding in and be able to discuss salient issues in the sub-discipline.

**REQUIRED READINGS**

The readings for this course consist of articles from major academic journals that students can access through the University of Calgary Library system. Citations for the readings appear in the lecture schedules that I will post on D2L. Students can use these citations to search for the readings on the library system, or they can access the readings via links that they can find on the D2L page for the course.

## **ASSIGNMENTS AND EVALUATIONS**

The final grade will be based upon marks attained in two mid-term examinations and a final examination. The exams will be made up of multiple choice questions, mix and match questions, short answer questions, and essay questions. Values for the three exams are as follows:

1 <sup>st</sup> mid-term exam, October 3	30%
2 <sup>nd</sup> mid-term exam, November 7	30%
Registrar scheduled final exam	40%

I do not permit the use of aids such as textbooks, course notes or electronic devices for writing exams. If there are any conflicts with the exam schedule and your personal schedule you need to let me know promptly – that way I'll have time to make the appropriate arrangements. If circumstances prevent you from writing an exam, you must contact me as soon as you are aware that you will miss the exam. I might not respond right away, I will probably be busy prepping or proctoring the exam, but, either I or Sarah (the TA for our course) will respond.

Correspondences between letter grades and percentages are as follows:

A+ 94.9 -100	B+ 79.9 - 84.8	C+ 66.9 - 70.8	D+ 54.9 – 58.8
A 89.9 - 94.8	B 74.9 - 79.8	C 62.9 - 66.8	D 49.9 – 54.8
A- 84.9 - 89.8	B-70.9 - 74.8	C 58.9 – 62.8	F 49.8 and below

Important dates

Mid-term One – October 3

Mid-term Two – November 7

Reading Break – November 9 to November 17

## **PLAGIARISM AND CHEATING**

Plagiarism: “to steal and pass off the ideas or words of another as one’s own” (Webster’s). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Department of Anthropology and Archaeology’s policy on intellectual honesty

## **DEFERRED EXAMS:**

A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. The instructor at their discretion may transfer the percentage weight for the test to the final examination, if there is a final examination in the course, set another test, etc. An instructor will normally make this decision on the basis of verbal information provided by the student. In the event that an instructor feels that they cannot judge the veracity of the information provided, Students must be aware that they are responsible for payment of any charge associated with the medical assessment and documentation as this service falls outside the realm of services provided

by the Provincial Health Care Plan. Deferral of the final exam requires Registrar approval.

### **ACADEMIC ACCOMMODATIONS**

<http://www.ucalgary.ca/access/accommodations/policy>

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor of this course.

### **ACADEMIC INTEGRITY**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student's individual academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program.

For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and entering (forcibly entering an office to gain access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University

### **TEACHING EVALUATIONS / USRI (Universal Student Ratings of Instruction)**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. **Your responses make a difference, please participate!** Website: <http://www.ucalgary.ca/usri/>

### **Writing Across the Curriculum**

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance

**Emergency Evacuation Assembly Points:** In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

**Freedom of Information and Protection of Privacy Act: Freedom of Information and Protection of Privacy Act**

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. Please refer to the following link for detailed information:

<http://www.ucalgary.ca/legalservices/foip>

The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternative arrangements with the course instructor early in the term.

**Safewalk Information:** Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

*Statement on Academic Misconduct*

The University expects Students to conduct Academic Activities with integrity and intellectual honesty and to recognize the importance of pursuing and transmitting knowledge ethically. "Academic Misconduct" includes such things as Cheating, Falsification; Plagiarism, Unauthorized Assistance and failure to comply with exam regulations or an Instructor's expectations regarding conduct required of Students completing academic assessments. Academic Misconduct is a serious form of intellectual dishonesty with significant consequences. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action which could include Probation, Suspension, or Expulsion from the University. For more information

see the Student Academic Misconduct Policy

(<https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>)

#### *Statement on Instructor Intellectual Property*

The University expects Students to conduct Academic Activities with integrity and intellectual honesty and to recognize the importance of pursuing and transmitting knowledge ethically. “Academic Misconduct” includes such things as Cheating, Falsification; Plagiarism, Unauthorized Assistance and failure to comply with exam regulations or an Instructor’s expectations regarding conduct required of Students completing academic assessments. Academic Misconduct is a serious form of intellectual dishonesty with significant consequences. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action which could include Probation, Suspension, or Expulsion from the University. For more information see the Student Academic Misconduct Policy

(<https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>)

#### *Statement on Freedom of Information and Protection of Privacy Act*

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. The Department of Anthropology and Archaeology keeps exams and any term work not picked up for a minimum of one year after which it is destroyed. Please refer to the following link for detailed information:

<http://www.ucalgary.ca/legalservices/foip>

#### *Statement on Academic Accommodations*

It is the student’s responsibility to request academic accommodations according to the University policies ([ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy)) Students requesting an Accommodation on the basis of Disability are required to register with Student Accommodation Services (SAS) by submitting a Request for Accommodation in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>). SAS will issue a Letter of Accommodation which must be presented to either designated contact person within the Department or the appropriate Instructors within 10 days of the beginning of term. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or the Department Head/Dean or to the designated contact person in their Faculty.

#### *Statement on Copyright Legislation*

All **students** are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright

([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act ([https://laws-](https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html)

[lois.justice.gc.ca/eng/acts/C-42/index.html](https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html)) to ensure they are aware of the consequences

of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

*Support and Resources*

A link to required information that is not course-specific related information found on the Office of the Registrar's website: <https://www.ucalgary.ca/registrar/registration/course-outlines>

# ANTH 341 – MEDICAL ANTHROPOLOGY, FALL 2019

## Lecture schedule and readings

### September

Thursday 5 – Lecture one  
Course Introduction

Tuesday 10 - Lecture two  
Medical anthropology: An introduction to the fields

Thursday 12 – TOPIC 1 - Impact of evolution, biology, history, and ecology on health  
Lecture three  
Evolution, health, and medicine

#### Readings

Eaton, S. Boyd, Melvin Konner, and Marjorie Shostak. 1988. Stone agers in the fast lane: chronic degenerative diseases in evolutionary perspective. *The American Journal of Medicine* 84(4): 739-749.

Nesse, Randolph M. 2001. How is Darwinian medicine useful? *Western Journal of Medicine* 174(5): 358-360.

Tuesday 17 – Lecture Four  
Human biological variation

#### Readings

Bogin, Barry. 1998. The tall and the short of it. *Discover* 19(2): 40-44.

Goodman, A. H. 2000. Why genes don't count (for racial differences in health). *American Journal of Public Health*, 90(11):1699.

Jablonski, Nina G., and George Chaplin. 2002. Skin deep. *Scientific American* 287(4):74-81.

Thursday 19 – Lecture Five  
Bioarchaeology and the history of health

#### Readings

Armstrong, George J., Peter J. Brown, and Bethany Turner. 2005. Evolutionary, historical and political economic perspectives on health and disease. *Social Science & Medicine* 61(4):755-765.

McKeown, Thomas. 1978. Determinants of Health. In Peter J Brown editor, *Understanding and Applying Medical Anthropology*. London: Mayfield. Pages 70-76.

Tuesday 24 - Lecture six

## Cultural and political ecologies of disease

### Readings

Harper, Janice. 2004. Breathless in Houston: a political ecology of health approach to understanding environmental health concerns. *Medical Anthropology* 23(4): 295-326.

Wiesenfeld, Stephen L. 1967. Sickle-Cell Trait in Human Biological and Cultural Evolution: Development of agriculture causing increased malaria is bound to gene-pool changes causing malaria reduction. *Science* 157(3793): 1134-1140.

Thursday 26 – Lecture six (cont).

## October

Tuesday 1 – TOPIC 2 - How the social and cultural create, produce, and reproduce health

Lecture seven

Ethnomedicine and Belief

### Readings

Hahn, Robert A. 1997. The nocebo phenomenon: concept, evidence, and implications for public health. *Preventive Medicine* 26(5): 607-611.

Ostenfeld-Rosenthal, Ann M. 2012. Energy healing and the placebo effect. An anthropological perspective on the placebo effect. *Anthropology & medicine* 19(3): 327-338.

Thursday 3 – First mid-term exam – lectures one through six

Tuesday 8 – Lecture eight - Health, illness, and disease as social constructs and products

### Readings

Cohn, Simon, Clare Dyson, and S. Wessely. 2008. Early accounts of Gulf War illness and the construction of narratives in UK service personnel. *Social Science and Medicine* 67:1641-1649.

Clark, Lauren. 1993. Gender and Generation in Poor Women's Household Health Production Experiences. *Medical Anthropology Quarterly*, 7(4), new series: 386-402.

Thursday 10 – Lecture nine - Healers in cross cultural perspective

### Readings

Brown, Michael F. 1988. Shamanism and its discontents. *Medical Anthropology Quarterly* 2(2): 102-120.

Hardin, Jessica. 2016. 'Healing is a Done Deal': Temporality and Metabolic Healing Among Evangelical Christians in Samoa. *Medical Anthropology* 35(2), 105-118.

Tuesday 15 – Lecture nine (cont)

Film: Spiritist Healing in Brazil

Thursday 17 – Lecture ten

Culture Illness and Mental Health

Readings

Carel, Havi, and Rachel Cooper. 2010. Introduction: culture-bound syndromes. *Studies in History and Philosophy of Science Part C: Studies in History and Philosophy of Biological and Biomedical Sciences* 41(4):307-308.

Rubel, Authur J. 1964. The Epidemiology of a Folk Illness: Susto in Hispanic America. *Ethnology* 3(3):268-83.

Ventriglio, Antonio, Oyedeji Ayonrinde, and Dinesh Bhugra. 2016. Relevance of culture-bound syndromes in the 21st century. *Psychiatry and Clinical Neurosciences* 70(1):3-6.

Tuesday 22 – Lecture eleven

Biomedicine, Technology, and the Body

Readings

Friese, Carrie, Gay Becker, and Robert D. Nachtigall. 2006. Rethinking the biological clock: eleventh-hour moms, miracle moms and meanings of age-related infertility. *Social science & medicine* 63(6): 1550-1560.

Inhorn, Marcia C. 2005. Religion and reproductive technologies: IVF and gamete donation in the Muslim world. *Anthropology News* 46(2): 14-14.

Lock, Margaret. 2002. Inventing a new death and making it believable. *Anthropology & Medicine* 9(2): 97-115.

Thursday 24 — TOPIC 3 – Applied anthropology and case studies

Lecture twelve

Readings

CVD in cross cultural perspective – the meaning of the heart

Good, Byron J. 1977. The heart of what's the matter: The semantics of illness in Iran. *Culture, Medicine and Psychiatry* 1(1):25-58.

Mather, Charles M., Kathryn M. King, and Pam LeBlanc. 2007. Meanings of the heart among a group of older Sikh immigrant women with cardiovascular disease. *International Journal of Multiple Research Approaches* 1.1: 39-51.

Tuesday 29 Lecture thirteen – explanatory models

## Readings

Harwood, Alan. 1971. The hot-cold theory of disease: Implications for the treatment of Puerto Rican patients. *JAMA* 216(7):1153-1158.

Frank, Sarah M. and T. Elizabeth Durden. 2017. Two approaches, one problem: Cultural constructions of type II diabetes in an indigenous community in Yucatán, Mexico. *Social Science & Medicine* 172:64-71.

Thursday 31 – Lecture fourteen

Working with the culture of biomedicine

## Readings

Berlin, Elois Ann, and William C. Fowkes Jr. 1983. A teaching framework for cross-cultural health care—application in family practice. *Western Journal of Medicine* 139(6): 934.

Kleinman, Arthur, and Peter Benson. 2006. Anthropology in the clinic: the problem of cultural competency and how to fix it. *PLoS medicine* 3(10): e294.

Taylor, Janelle S. 2003. Confronting “culture” in medicine’s “culture of no culture”. *Academic Medicine* 78(6): 555-559.

## November

Tuesday 5 – Lecture fourteen (cont)

Thursday 7 – Mid-term two

READING BREAK

Tuesday 19 – Film “Vine of the Soul”

Thursday 21 – Lecture fifteen

Stigma and Coping with Chronic Illness

## Readings

Ablon, Joan. 2002. The nature of stigma and medical conditions. *Epilepsy & Behavior* 3(6): 2-9.

Barrett, R. 2005. Self-Mortification and the Stigma of Leprosy in Northern India. *Medical Anthropology Quarterly* 19(2): 216-230.

Inhorn, Marcia C. 1986. Genital Herpes: An Ethnographic Inquiry into Being Discreditable in American Society. *Medical Anthropology Quarterly* 17(3):59-63.

Tuesday 26 – Lecture fifteen (cont)

## Lecture sixteen

### Culture and Nutrition

#### Readings

Brown, Peter J., and Melvin Konner. 1987. An anthropological perspective on obesity. *Annals of the New York Academy of Sciences* 499(1):29-46.

Moffat, Tina. 2010. The 'Childhood Obesity Epidemic': Health Crisis or Social Construction? *Medical Anthropology Quarterly* 24(1):1-21.

O'Connor, Richard A., and Penny Van Esterik. 2008. De-medicalizing anorexia: A new cultural brokering. *Anthropology Today* 24(5):6-9.

Thursday 28 – Lecture sixteen (cont)

## **December**

Tuesday 3 – Lecture seventeen

### International Health Issues and Programs

#### Readings

Gruenbaum, Ellen. 2005. Socio-cultural dynamics of female genital cutting: research findings, gaps, and directions. *Culture, health & sexuality* 7(5): 429-441.

Kendall, Carl, Dennis Foote, and Reynaldo Martorell. 1984. Ethnomedicine and oral rehydration therapy: a case study of ethnomedical investigation and program planning. *Social Science and Medicine* 19(3): 253-260.

Thursday 5 – Lecture seventeen (cont)

### Important dates

Mid-term One – October 3

Mid-term Two – November 7

Reading Break – November 9 to November 17