

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

ANTH 341
MEDICAL ANTHROPOLOGY
FALL 2018
TR 9:30 – 10:45 P.M.
ST 132

Instructor	Charles Mather	TA	Sarah Jacobs
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Office Hours	MW- 1:00PM to 2:00PM	Office Hours	TBA
Prerequisite	Anthropology 203		

COURSE DESCRIPTION

This course introduces 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 schedule at the end of this outline. 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 st mid-term exam, October 4	30%
2 nd mid-term exam, November 1	30%
Registrar scheduled final exam	40%

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.

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

September

Thursday 6 – Lecture one
Course Introduction

Tuesday 11 - Lecture two
Medical anthropology: An introduction to the fields

Thursday 13 – TOPIC 1 - Impact of evolution, biology, history, and ecology on health

Lecture three
Evolution, health, and medicine

Readings

Armélagos, 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.

Trevathan, W. R. 2007. Evolutionary medicine. *Annual Review of Anthropology* 36:139-154.

Tuesday 18 – Lecture Four
Human biological variation

Readings

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

Gowland, Rebecca L. 2015. Entangled lives: Implications of the developmental origins of health and disease hypothesis for bioarchaeology and the life course. *American Journal of Physical Anthropology* 158(4): 530-540.

Thursday 23 – Lecture Five
Bioarchaeology and the history of health

Readings

Fisher, Charles L., Karl Reinghard, Matthew Kirk and Justin DiVirgilio. 2007. Privies and parasites: the archaeology of health conditions in Albany, New York. *Historical Archaeology* 41(4): 172-197.

Larsen, Clark Spencer. 2018. Bioarchaeology in perspective: From classifications of the dead to conditions of the living. *American Journal of Physical Anthropology* 165: 865-878.

Tuesday 25 - 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 27 – Lecture six (cont).

TOPIC 3 - How the social and cultural create, produce, and reproduce health

Lecture seven

Health, illness, and disease as social constructs and products

Readings

Angus, Jan, Ellen Rukholm, Renée St Onge, Isabelle Michel, Robert P. Nolan, Jennifer Lapum, and Sarah Evans. 2007. Habitus, stress, and the body: The everyday production of health and cardiovascular risk. *Qualitative Health Research* 17(8): 1088-1102.

Levin, Betty W. and Carole H. Browner. 2005. The social production of health: Critical contributions from evolutionary, biological, and cultural anthropology. *Social Science & Medicine* 61(4): 745-750.

Ware, Norma C., and Arthur Kleinman. 1992. Culture and somatic experience: the social course of illness in neurasthenia and chronic fatigue syndrome. *Psychosomatic medicine* 54(5):546-560.

October

Tuesday 2 – Lecture seven (cont)

Thursday 4 – First mid-term exam – lectures one through six

Tuesday 9 – Film “The Return of Dr. Fritz”

Thursday 11 – Lecture eight
Ethnomedicine and Belief

Readings

Quinlan, Marsha B.

2011. 19 Ethnomedicine. *A companion to medical anthropology*, 381-403.

Thompson, Jennifer Jo, Cheryl Ritenbaugh, and Mark Nichter. 2009. Reconsidering the placebo response from a broad anthropological perspective. *Culture, Medicine, and Psychiatry* 33(1): 112-152.

Tuesday 16 – Lecture eight (cont)

Lecture nine

Healers in cross cultural perspective

Readings

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

Kaptchuk, Ted J. 2011. Placebo studies and ritual theory: a comparative analysis of Navajo, acupuncture and biomedical healing. *Philosophical Transactions of the Royal Society of London B: Biological Sciences* 366(1572): 1849-1858.

Thursday 18 – Lecture nine (cont)

Tuesday 23 – Lecture ten

Culture Illness and Mental Health

Readings

Brooks, Benjamin Blakely. 2014. Chucaque and social stress among Peruvian highlanders. *Medical anthropology quarterly* 28(3): 419-439.

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.

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.

Thursday 25 – Lecture ten (cont)

Lecture eleven

1. Critical Medical Anthropology

Readings

Baer, Hans A., Merrill Singer, and John H. Johnsen. 1986. Toward a critical medical anthropology. *Social science & medicine* 23(2): 95-98.

Carroll, Jennifer J. 2013. Key Theories from Critical Medical Anthropology for Public Health Research. Part I: Starting with Foucault: cultures of medicine and meanings of illness. *Tobacco Control and Public Health in Eastern Europe* 3(1): 39-46.

Dressler, William W. 2001. Medical anthropology: Toward a third moment in social science? *Medical Anthropology Quarterly* 15(4): 455-465.

Pfeiffer, James, and Mark Nichter. 2008. What Can Critical Medical Anthropology Contribute to Global Health? A Health Systems Perspective. *Medical Anthropology Quarterly*, New Series, 22(4): 410-15.

Tuesday 30 – Lecture eleven (cont)

November

Thursday 2 – TOPIC THREE – Applied Anthropology and case studies

Lecture Twelve

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.

Tuesday 7 – Lecture thirteen

Stigma

Readings

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

Inhorn, Marcia C. 2004. Middle Eastern masculinities in the age of new reproductive technologies: male infertility and stigma in Egypt and Lebanon. *Medical Anthropology Quarterly* 18(2):162-182.

Thursday 8 – Mid-term two

READING BREAK

Tuesday 20 – Film “Vine of the Soul”

Thursday 22 – Lecture fourteen

Reproductive Health

Readings

Elena Neiterman, Bonnie Fox. 2017. Controlling the unruly maternal body: Losing and gaining control over the body during pregnancy and the postpartum period.

Social Science & Medicine 174:142-148.

O'Dougherty, Maureen. 2013. Plot and Irony in Childbirth Narratives of Middle-Class Brazilian Women. *Medical Anthropology Quarterly* 27(1): 43-62.

Tuesday 27 – Lecture fourteen (cont)

Lecture fifteen

Obesity

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.

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

Thursday 29 – Lecture sixteen

Global Health

Readings

Butt, Leslie. 2002. The suffering stranger: Medical anthropology and international morality. *Medical Anthropology* 21(1): 1-24.

Hewlett, Barry S. 2016. *Evolutionary Cultural Anthropology* 573 (Supplement 13):S27-S37.

Pigg, Stacy Leigh. 2013. On sitting and doing: Ethnography as action in global health. *Social Science & Medicine* 99: 127-134.

December

Tuesday 5 – Lecture seventeen

Thrifty Gene

Readings

Diamond, Jared. 2003. The double puzzle of diabetes. *Nature* 423(6940): 599-602.

Fee, Margery. 2006. Racializing narratives: Obesity, diabetes and the “Aboriginal” thrifty genotype. *Social Science & Medicine* 62(12): 2988-2997.

Ritenbaugh, Cheryl and Carol-Sue Goodby. 1989. Beyond the thrifty gene: Metabolic implications of prehistoric migration into the new world. *Medical Anthropology* 11(3): 227-236.

Thursday 7 – Lecture eighteen

Biomedicine, technology and health

Readings

Davis-Floyd, R.E. 1994. The technocratic body: American childbirth as cultural expression. *Social Science & Medicine* 38(8):1125-1140.

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

Important dates

Mid-term One – October 4

Mid-term Two – November 8

Reading Break – November 12 to November 18

DEFERRED EXAMS:

A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. Deferral of the final exam requires Registrar approval. 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. Documentation supporting the reason for missing an exam may be required. Deferred exams may be in a different format than the regularly scheduled exam, e.g. essay style questions instead of multiple choice questions. 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

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 University

of Calgary's policy on intellectual honesty

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 behaviour 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.

Faculty of Arts Program Advising and Student Information Resources: Have a question, but not sure where to start? Arts Students' Centre

The Faculty of Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require.

In addition to housing the Associate Dean, Undergraduate Programs and Student Affairs and the Associate Dean for Teaching and Learning, the Arts Students' Centre is the specific home to:

- program advising
- the Faculty's Co-operative Education Program
- the Arts and Science Honours Academy
- the Faculty's Interdisciplinary Programs
- a Student Help Desk

Location: Social Sciences Room 102

Phone: 403.220.3580

Email: ascarts@ucalgary.ca

Website: arts.ucalgary.ca/undergraduate/

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contacts for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca

arts2@su.ucalgary.ca

arts3@su.ucalgary.ca

arts4@su.ucalgary.ca

Ombudsman`s office: <http://www.ucalgary.ca/ombuds/>