

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

ANTH 341-01
MEDICAL ANTHROPOLOGY
FALL 2020
TR 12:30 – 1:45 P.M.
WEB-BASED SECTION

Instructor	Charles Mather	TA	TBA
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Office Hours	TR - 10:00AM to 11:30AM	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 include lectures, readings, and long videos/films. The course will follow an asynchronous design. Students will be able to access at their convenience recorded lectures and other materials through D2L.

COURSE OBJECTIVES/LEARNING OUTCOMES

Among other things, by the end of this course students will be able to identify, describe, and compare the three broad approaches in the sub-discipline: biocultural, cultural, and applied medical anthropology. Students will be able to explain how medical anthropologists take 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 they will be able to identify and discuss case studies that illustrate the most 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 st mid-term exam, October 8	30%
2 nd mid-term exam, November 5	30%
Registrar scheduled final exam	40%

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

The exams

The first midterm will cover material from the first 6 lectures and their associated readings and videos. The second midterm will cover material from lecture 7 through lecture 11 and the associated readings and videos. The final exam will cover material from lecture 12 through lecture 17 and the associated readings and videos. Please note, the registrar will schedule the final exam.

Exams will consist of multiple choice questions, mix and match questions, true or false questions, short answer questions, and essay questions.

Important dates

Mid-term One – October 8

Mid-term Two – November 5

Reading Break – November 8 to November 14

OFFICE HOURS

Over the course of the term, I will hold office hours over the zoom platform on Tuesdays and Thursdays from 10:00AM to 11:30AM. You can also contact me via email if you have any questions or concerns about the course. I will attempt to reply in a timely fashion, but please don't expect immediate responses to your inquiries.

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) 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) and requirements of the copyright act (<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 – INTRODUCTION TO MEDICAL ANTHROPOLOGY, FALL 2020

Lecture schedule

The schedule includes the months as a rough estimate for the timeline you should be following for your studies and exam preparation.

SEPTEMBER

Lecture one

Course Introduction

Lecture two

Medical anthropology: An introduction to the fields

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.

Video

The Thrifty Gene Theory: Survival of the Fattest

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.

Video

The Evolution of Lactose Intolerance

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.

Video

Epidemiological Transition

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.

Wiesefeld, 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.

Video

Malaria and Sickle Cell Anemia

OCTOBER

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.

Video

Num Tchai the ceremonial dance of the Kung bushmen 1973 Africa, Botswana, culture Dance, Namibia

Please note, content from lecture 7 and its associated readings and online material are not included in the first midterm exam. In terms of the overall course and what sort of schedule you should follow to keep up with your studies in a timely fashion (so you don't get overwhelmed!!), it will help if you view Lecture 7 and the associated video, and read the associated texts before the first midterm, but, that is up to you to decide!!

October 8 – First mid-term exam – lectures one through six

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.

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.

Video

A Shaman Treating Toothache in the Himalayas

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.

Video

Pasma and Hyperhidrosis | Demadry in the Phillipines

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.

Video

Brain Death Testing Demo

NOVEMBER

TOPIC 3 – Applied anthropology and case studies

Lecture twelve – structural violence and syndemics

Readings

Farmer, Paul. 1996. Social inequalities and emerging infectious diseases. *Emerging Infectious Diseases* 2(4): 259-269.

Scheper-Hughes, Nancy. 1985. Culture, scarcity, and maternal thinking: Maternal detachment and infant survival in a Brazilian shantytown. *Ethos* 13(4):291-317.

Singer, Merrill, Pamela Erickson, Louise Badiane, Rosemary Diaz, Dugiedy Ortiz, Traci Abraham, and Anna Marie Nicolaysen. 2006. Syndemics, sex and the city: understanding sexually transmitted diseases in social and cultural context. *Social Science & Medicine* 63(8):2010-2021.

Video

How Emerging and Re-Emerging Infections Differ

Infectious Diseases – An Introduction

Please note, content from lecture 12 and its associated readings and online material are not included in the second midterm exam. In terms of the overall course and what sort of schedule you should follow to keep up with your studies in a timely fashion (so you don't get overwhelmed!!), it will help if you view Lecture 12 and the associated video, and read the associated texts before the second midterm, but, that is up to you to decide!!

November 5 – Second mid-term exam – lectures seven through eleven

READING BREAK, November 8 to 14 – Seriously, catch up on all of your readings for all of your courses, and try to get away from your computer for a while!!!

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.

Video

Does Being Cold Make You Sick?

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.

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.

Video

Herpes (oral & genital) – causes, symptoms, diagnosis, treatment, pathology

Mycobacterium leprae – causes, symptoms, diagnosis, treatment, pathology

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.

Video

The Role of Personal Responsibility in the Obesity Epidemic

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.

Video

How to make Oral Rehydration Solution

Oral Rehydration Therapy

Important dates

Mid-term One – October 8

Mid-term Two – November 5

Reading Break – November 8 to November 14