

---

**ANTH 341 (LEC01)**  
**Medical Anthropology**  
GFC 3-0  
Fall 2023

**Instructor:** Charles Mather  
**Phone:** (403) 220-6426  
**Email:** [cmmather@ucalgary.ca](mailto:cmmather@ucalgary.ca)  
**Office:** ES 754  
**Office Hours:** TR 10:00-11:30AM

**Lecture Location:** EDC 388  
**Lecture Days/Time:** TR 12:30-1:45PM

**Teaching**

**Assistant:** Saurabh Chowdhury  
**TA Email:** saurabh.chowdhury@ucalgary.ca

---

**Prerequisite(s):** ANTH 203.

**COURSE DESCRIPTION**

This course will introduce students to medical anthropology. 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 videos/films. Students will be able to access at their convenience materials related to lectures through D2L.

**LEARNING OUTCOMES:**

The Department of Anthropology and Archaeology is committed to student knowledge and skill development.

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
- explain how medical anthropologists employ a comparative and holistic perspective to understand complex health phenomena and challenges.
- answer short answer, essay, and multiple choice questions on exams
- identify and discuss case studies that illustrate the most salient issues in the sub-discipline.

### **READINGS AND TEXTBOOKS:**

The readings for this course consist of articles from major academic journals. All readings are required readings – they will include information that will appear on exams. 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.

### **REQUIRED TECHNOLOGY and EQUIPMENT:**

To access materials on D2L students will require a computer with internet browsing software.

### **COURSE REQUIREMENTS AND ASSESSMENT**

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 2	30%
Registrar scheduled final exam	40%

#### *The exams*

Exams for this course are closed book. 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 and include an essay question that will cover material from lectures 1 through 17.

**\*\* 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.

Students may provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note. Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

Missed examinations/tests cannot be made up without the approval of the instructor. Students who miss a test/exam have up to **48 hours** to contact the instructor to ask for a makeup test/exam. It is at the instructor's discretion whether or not to allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this **48-hour period** forfeit the right to a makeup test/exam. Makeup tests/exams will be essay style. Once approved by the instructor, the student must write a makeup test/exam must within two weeks of the missed test/exam on a day/time scheduled by the instructor. Deferral of the registrar-scheduled final exam requires Registrar approval

<https://www.ucalgary.ca/registrar/exams/deferred-final-exams>

**Reappraisal of Graded Term Work:** <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

**Reappraisal of Final Grade:** <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

**Department of Anthropology and Archaeology Grading Scheme:**

Correspondences between letter grades and percentages are as follows:

A+	95 – 100%	B+	80 – 84.9%	C+	67 – 70.9%	D+	55 – 58.9%
A	90 – 94.9%	B	75 – 79.9%	C	63 – 66.9%	D	50 – 54.9%
A-	85 – 89.9%	B-	71 – 74.9%	C-	59 – 62.9%	F	< 50%

***\*\*Please note that no extra credit or 'make up' work is available in this class\*\*  
You do not need to pass each course component to earn a passing grade in the class***

**Land Acknowledgement**

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta Region 3.

**Acknowledgment and Respect for Diversity**

The Department of Anthropology and Archaeology views diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion.

**COURSE POLICIES**

Over the course of the term, I will hold office hours in my office space in the Earth Sciences Building 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.

## UNIVERSITY POLICIES

### ACADEMIC ACCOMMODATIONS

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <https://live-ucalgary.ucalgary.ca/student-services/access>. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor or the Department Head. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>.

### ACADMIC INTEGRITY POLICY

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: [www.ucalgary.ca/pubs/calendar/current/k.html](http://www.ucalgary.ca/pubs/calendar/current/k.html).

### ACADEMIC MISCONDUCT

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: [www.ucalgary.ca/pubs/calendar/current/k-3.html](http://www.ucalgary.ca/pubs/calendar/current/k-3.html). Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Geography recommends that they attend Academic Integrity workshops offered through the Student Success Centre: <https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity>

### **INSTRUCTOR INTELLECTUAL PROPERTY**

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing. Information on Instructor Intellectual Property can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy>

### **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) 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.

### **SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Emergency Evacuation/Assembly Points
- Safewalk

# ANTH 341 – MEDICAL ANTHROPOLOGY, FALL 2023

## 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

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 the video clip and read the articles associated with Lecture 7 before the first midterm, but, that is up to you to decide!!

## Tuesday, October 3 – 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 the video clip and read the articles associated with Lecture 12 before the second midterm, but, that is up to you to decide!!

## Thursday, November 2 – Second mid-term exam – lectures seven through eleven

READING BREAK, November 12 to 18 – Seriously, catch up on 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

**DECEMBER**

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**

M Sept 4	Labour Day, No Classes
T Sept 5	Start of Classes
R Sept 14	Last day to drop a class without a financial penalty
F Sept 15	Last day to add or swap a course
F Sept 22	Fee payment deadline for Fall Term full and half courses.
S Sept 30	National Truth and Reconciliation Day
M Oct 9	Thanksgiving Day, No Classes.
M Nov 13	Remembrance Day Observance
Nov 12-18	Reading Break. No classes.
W Dec 6	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.
Dec 9-20	Fall Final Exam Period.
Dec 25-31	Holiday Observance, University Closed.

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017>