

THE UNIVERSITY OF CALGARY
FACULTY OF ARTS
DEPARTMENT OF ANTHROPOLOGY

ANTH441 – PROBLEMS IN THE ANTHROPOLOGY OF HEALTH
WINTER 2019
MW 2:00 PM to 3:15 PM CHE 106

Instructor: Charles Mather

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Office Hours: TR 2:00PM to 3:30PM

PRE-REQUISITES: Anth 341

COURSE OBJECTIVES

The aim of this course is to give students experience with methods and theories in the anthropology of health. Following an inquiry based learning format, the course will consist of a series of components that will require the students to work collaboratively and individually. In addition, the students will learn how to work in a variety of academically relevant media including oral presentations, poster presentations, and term papers. Ideally, at the conclusion of the course students will have a better understanding of how anthropologists of health conduct and present their research, and will have acquired experience at working both on their own and in groups.

COURSE CONTENT

This course explores health from a broad anthropological perspective. The course consists of 4 components, each dealing with a specific topic related to the general theme of the anthropology of health. In the first component, students will explore predominant metaphors of health drawing from observations of popular advertisements. The first component will also expose students to the variety of different models for health that are found both cross-culturally and within Canadian society. In the second component, students will learn how to critically assess medical literature in terms of disease etiology, and use this knowledge to prepare a policy brief on public health interventions. The third component of the course will involve an observational study of cyborgs, a concept that anthropologists have developed to account for the increasing use of technology to enhance human biology. In the fourth component of the course, students will undertake a study of the social history of a particular medicine or drug, where they will try and uncover the underlying conflicts and controversy that characterize drug development and marketing in North America. Students will have class room time to explore essential themes and to prepare their written assignments for each component.

REQUIRED READINGS

Students can find readings for the course via links and files that I have posted on the D2L page for the course.

ASSIGNMENTS AND EVALUATIONS

The final grade will be based upon marks received on the assignments given in each of the components.

Assignments	Value	Date
1. Naidanac Health		
a. Group presentations	15%	Feb 11, 15
b. Five quizzes	10%	Various
2. Disease etiology		
a. Quiz	4%	Various
b. promotional pamphlet	10%	March 18
c. policy brief	10%	March 18
4. Notes on cyborg observations	25%	March 25
5. Drug pipeline		
a. Poster presentation	20%	April 10, 12
b. Quizzes	6%	Various

The grading system will use the following equivalencies:

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

LECTURE SCHEDULE

Monday 14 – Course Introduction

Wednesday 16 – **Component One** – Models of Health – The Naidanac
Readings - Horace Miner
Quiz number one

Monday 21 – A typology of medical systems based on etiology
Readings – George Foster
Quiz number two

Wednesday 23 – Example of a naturalistic system - The hot and cold system in Mexico
Readings - Richard Currier
Quiz number three

Monday 28 - Example of a personalistic system – Kusasi ethnomedicine
Readings – Charles Mather
Quiz number four

Wednesday 30 - – The mechanical model, and an alternative approach to the body
Readings – Nancy Scheper-Hughes and Margaret Lock
Quiz number five

February

Monday 4 – Group work – Naidanac

Wednesday 6 – Group work - Naidanac

Monday 11 – Naidanac presentations

Wednesday 13 – Naidanac presentations

Reading Break - February 17 to 24

Monday 25 – **Component Two** – Evidence and public policy
How to read clinical journals
Readings - Kilgore Trout
Quiz number six

Wednesday 27 – Fluoride papers
Readings – the fluoride papers

March

Monday 4 - Group work – Fluoride assignment

Wednesday 6 - Group work – Fluoride assignment

Monday 11 – **Component Three** –Cyborg anthropology
What is cyborg anthropology?
Readings – Gary Lee Downey, Joseph Dumit, and Sarah Williams

Wednesday 13 - Medical intervention and bodily enhancement
Readings – Linda Hogle

Monday 18 – Technicity – technological tribes?
Readings – David Tomas
Fluoride pamphlet and policy brief due

Wednesday 20 - The Uncertain Body

Readings - Simon Williams

Monday 25 - **Component Four** – The anthropology of pharmaceuticals

Readings Vander Geest et al

Quiz number seven

Wednesday 27- The drug pipeline

Readings – 1) Lewis et al, and 2) Gibson et al

Assignment three - Study of cyborgs due

April

Monday 1 – Disease mongering

Readings – 1) Ashley Wazana, and 2) Mintzies et al

Quiz number eight

Wednesday 3 - Group work - pharmaceuticals

Monday 8 – Group work - pharmaceuticals

Wednesday 10 – Poster session

Monday 12 – Poster session

Readings

Component one

Lecture one

Miner, Horace. 1956. Body ritual among the Nacirema. *American anthropologist* 58(3): 503-507.

Lecture two

Foster, George M. 1976. Disease etiologies in non-western medical systems. *American Anthropologist* 78(4): 773-782.

Lecture three

Currier, Richard L. 1966. The hot-cold syndrome and symbolic balance in Mexican and Spanish-American folk medicine. *Ethnology* 5(3): 251-263.

Lecture four

Mather Charles M. 2007. Personal, social, and cultural dimensions of health in Kusasi ethnomedicine. In *Cultural Healing and Belief Systems*, edited by James D. Pappas, William E. Smythe, and Angelina Baydala. Pp.94-110. Detsilig: Calgary.

Lecture five

Scheper-Hughes, Nancy, and Margaret M. Lock. 1987. The mindful body: A prolegomenon to future work in medical anthropology. *Medical anthropology quarterly* 1(1): 6-41.

Component two

Trout, Kilgore. 1981. Canadian Medical Association. "How to read clinical journals: IV. To determine etiology or causation." *CMAJ* 124(8): 985-990.

Center for Disease Control. 1992. Fluoridation of community water systems. *Journal of the American Medical Association* 267(24): 3264-3265.

Brunelle, J. A., and J. P. Carlos. 1990. Recent trends in dental caries in US children and the effect of water fluoridation. *Journal of Dental Research* 69(2 supplement): 723-727.

Heller, Keith E., Stephen A. Eklund, and Brian A. Burt. 1997. Dental caries and dental fluorosis at varying water fluoride concentrations. *Journal of Public Health Dentistry* 57(3):136-143.

Mahoney, Martin, Phillip Nasca, William Burnett, and James Melius. 1991. Bone cancer incidence rates in New York State: time trends and fluoridated drinking water. *American Journal of Public Health* 81(4): 475-479.

Component Three

Downey, Gary Lee, Joseph Dumit, and Sarah Williams. 1995. Cyborg anthropology. *Current Anthropology* 10(2): 264-269.

Hogle, Linda F. 2005. Enhancement technologies and the body. *Annual Review of Anthropology* 34:695-716.

Tomas, David. 1989. The technophilic body: On technicity in William Gibson's cyborg culture. *New Formations* 8: 113-129.

Williams, Simon. 1997. Modern medicine and the "uncertain body": from corporeality to hyperreality. *Social Science and Medicine* 45(7): 1041-1049.

Component Four

Van der Geest, Sjaak, Susan Reynolds Whyte, and Anita Hardon. 1994. The anthropology of pharmaceuticals: A biographic approach. *Annual Review of Anthropology* 25:153-178.

Lewis, Stephen, Patricia Baird, Robert G. Evans, William A. Ghali, Charles J. Wright, Elaine Gibson, and Barry Baylis. 2001. Dancing with the porcupine: rules for governing the university-industry relationship. *Canadian Medical Association Journal* 165(6): 783-785.

Gibson, Elaine, Francoise Baylis, and Stephen Lewis. 2002. Dances with the

pharmaceutical industry. *Canadian Medical Association Journal* 166(4): 448-450.

Wazana, Ashley. 2000. Physicians and the pharmaceutical industry. *Journal of the American Medical Association* 283(3): 373-380.

Mintzies, Barbara, Morris L. Barer, Richard L. Kravitz, Arminee Kazanjian, Ken Bassett, Joel Lexchin, Robert G. Evans, Richard Pan, and Stephen Marion. 2002. Influence of direct to consumer pharmaceutical advertising and patients' requests on prescribing decisions: two site cross sectional survey. *British Medical Journal* 324: 278-279.

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.

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/>