

ANTH 441 (LEC01)
Problems in the Anthropology of Health
GFC Hours 3-0
Winter 2024

Prerequisite(s): ANTH 203, ANTH 341.

COURSE DESCRIPTION

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 we see 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. 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 study 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.

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 models of health from different cultures
- distinguish between experimental and observational methods of health research
- identify and discuss central theories in cyborg anthropology
- identify and discuss central theories in the anthropology of pharmaceuticals
- create posters and use these to make oral presentations on findings from library-based research into the social history of a select pharmaceutical drug
- use oral presentations to convey findings from video based analysis

READINGS AND TEXTBOOKS:

The readings for this course are required and consist of articles from major academic journals. Citations for the readings appear in the lecture schedules that students will find on D2L. Students can use these citations to search for the readings on the library system, or they can access the readings via links 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 students receive on the group and individual assignments and quizzes from each of the components. Groups will be responsible for marking other groups presentations in component four. I will combine the grades that groups assign with my own, and I will grade each group’s grading of other groups. Basically, I want to make sure that groups grade in a thoughtful way. So, part of the task in the group work for the poster presentation in Component Four will be to come up with a marking rubric based on the assignment description that I give for the component.

Weightings of the exams and assignments are as follows:

Component One – Models of Health

Group presentation	15%	February 2, 5, and 7
Quizzes	10%	January 10, 15, 19, 22, and 24

Component Two – Etiological claims making - fluoride

Health promotion pamphlet	10%	March 6
Policy brief	10%	March 6
Quiz	4%	February 9

Component Three – Cyborg Observations

Autoethnographic study	25%	March 20
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Component Four – Anthropology of Pharmaceuticals

Poster presentation	20%	April 5 and 8
Quizzes	6%	March 15 and 18

Written assignments

Students need to submit the policy brief from Component two, and the Autoethnographic Study from Component Three at the end of class on the due dates for the assignments. Late assignments will incur a penalty of 2% a day, including holidays and weekends – and that is going to be 2% of the final letter grade. Don't hand things in late.

The quizzes

All quizzes are closed book, and in-class. The quizzes will test students on the reading that is associated with the lecture on that day.

Missed quizzes cannot be made up without the approval of the instructor. Students who miss a quiz have up to **24 hours** to contact the instructor to ask for a makeup quiz. It is at the instructor's discretion if a student may write a make-up quiz. Students who do not schedule a makeup quiz with the instructor within this **24-hour period** forfeit the right to a makeup quiz. At the instructor's discretion, a makeup quiz may differ significantly (in form and/or content) from a regularly scheduled test/exam. Once approved by the instructor a makeup quiz must be written within **three days** of the missed quiz on a day/time scheduled by the instructor.

Presentations

Students will receive a grade of zero on the group presentation in Component One, and the poster presentation in Component Four if they fail to participate in preparing or delivering the presentations.

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.

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

You do need to get a mark for each 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 (Districts 5 and 6).

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 Mondays and Wednesdays from 2:30AM to 4:00PM. 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/university-policies-procedures/accommodation-students-disabilities-procedure>.

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.

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. 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

TENTATIVE CLASS SCHEDULE

Date	Topic/Activity/Readings/Due Date
M Jan 8	Course Introduction
W Jan 10	Component One – Models of Health – The Naidanac. Readings - Horace Miner. Quiz 1
F Jan 12	Canadian Models of health 1
M Jan 15	A typology of medical systems based on etiology. Readings – George Foster. Quiz 2
W Jan 17	Canadian models of health 2
F Jan 19	Example of a naturalistic system – The hot-cold system in Mexico. Readings – Richard Currier. Quiz 3
M Jan 22	Example of a personalistic system – Kusasi Ethnomedicine. Readings – Charles Mather. Quiz 4.
W Jan 24	The mechanical model, and an alternative approach to the body. Readings – Nancy Scheper-Hughes and Margaret Lock. Quiz 5.
F Jan 26	In class group work on the Naidanac
M Jan 29	In class group work on the Naidanac
W Jan 31	In class group work on the Naidanac
F Feb 2	Naidanac Presentations
M Feb 5	Naidanac Presentations
W Feb 7	Naidanac Presentations
F Feb 9	Component two – Etiological claims making - fluoride. How to read clinical journals. Readings – Kilgore Trout. Quiz 6
M Feb 12	Trout cont. and Research papers. Readings – the research papers
W Feb 14	The research papers continued.
F Feb 16	Group work on Fluoride assignment
M Feb 26	Group work on fluoride assignment
W Feb 28	Group work on fluoride assignment
F Mar 1	Component three – Cyborg Anthropology. Lecture one, What is cyborg anthropology? Readings – Gary Lee Downey, Joseph Dumit, and Sarah Williams.
M Mar 4	Lecture one, cont. Lecture two, Medical Intervention and bodily enhancement. Readings – Linda Hogle
W Mar 6	Lecture two cont. Lecture three, Technicity – technological tribes? Readings – David Tomas. Component two, Fluoride assignments due
F Mar 8	Lecture three cont. Lecture four, The Uncertain Body. Readings – Simon Williams.
M Mar 11	Lecture four cont.
W Mar 13	Discussion of Component three assignment
F Mar 15	Component four – The anthropology of pharmaceuticals. Readings – van der Geest et al. Quiz 7
M Mar 18	Lecture one cont. Lecture two – The drug pipeline. Readings – Lewis et al, Gibson et al, and Mather Quiz 8.

W Mar 20	Lecture two cont. Lecture three – Disease Mongering. Readings – Wazana, and Mintzies et al. Component three – Study of Cyborgs due.
F Mar 22	Group work on pharmaceutical posters
M Mar 25	Group work on pharmaceutical posters
W Mar 27	Group work on pharmaceutical posters
W Apr 3	Group work on pharmaceutical posters
F Apr 5	First poster session
M Apr 8	Second poster session.

IMPORTANT DATES

M Jan 8	First day of Winter Term lectures
R Jan 18	Last day to drop a class without a financial penalty
F Jan 19	Last day to add or swap a course
F Jan 26	Fee payment deadline for Winter Term full and half courses.
Feb 18-24	Reading Break. No classes.
F Mar 29	Good Friday, University closed. No classes.
M Apr 1	Easter Monday, University closed. No classes.
T Apr 9	Winter Term Lectures End. Last day to withdraw with permission from Winter Term half courses.
Apr 12-23	Winter Final Exam Period

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

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

Lecture one

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

Lecture two

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.

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.

Robert H. Selwitz, Ruth E. Nowjack-Raymer, Albert Kingman, William S. Driscoll. 1995. Prevalence of Dental Caries and Dental Fluorosis in Areas with Optimal and Above-optimal Water Fluoride Concentrations: a 10-Year Follow-up Survey. *Journal of Public Health Dentistry* 55(2):85-93.

Component Three

Lecture one

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

Lecture two

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

Lecture three

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

Lecture four

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

Component Four

Lecture one

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.

Lecture two

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.

Mather, Charles. 2005. The pipeline and the porcupine: Alternate metaphors of the physician-industry relationship. *Social Science and Medicine* 60(6):1323-1334.

Lecture three

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.