

**ANTH 218  
ANTHROPOLOGY OF HEALTH AND ILLNESS  
WINTER 2018**

**Instructor:** Clare Fawcett

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**Office Hours:** TBA

**Class Times:** Tuesday and Thursday 5:15-6:30 in BB 337

**Course Content:**

This course introduces students to the field of medical anthropology through an examination of health and illness from a cross-cultural perspective. The goals of the course are (1) to understand the relationship between biology, culture, health and illness, (2) to study health and illness in cross-cultural perspective and (3) to place biomedicine in a cultural context. The course begins with an overview of health and illness examined from a variety of perspectives, including those of biocultural anthropology, cultural ecology, critical medical anthropology, feminism and political ecology. Students completing the course will have a basic understanding of the theoretical issues informing medical anthropological research and they will have learned how this work can be applied to individuals and communities.

**Evaluation:**

- **Term Assignment: 40%**
  1. Research Project: Total (40%)
    1. Research Paper Topic: Pass (1)/Fail (0)—No grade.
    2. Research Paper Outline and Annotated Bibliography (20%)
    3. Final Research Paper (15%)
    4. Research Presentation (5%)
  2. Service Learning (SL) Project: Total (40%)
    1. SL Outline and Annotated Bibliography (10%)
    2. Placement and Journals (10%)
    3. Final Service Learning Paper (15%)
    4. Service Learning Presentation (5%)
- **Quizzes: Best 6/7 (Each quiz worth 2%): 12%**
- **Class participation: 8%**
- **Mid-Term Examination: 20%**
- **Final Examination: 20%**
- **Total: 100%**

### **Texts and required readings:**

- Adelson, Naomi. 2000. *“Being Alive Well”: Health and the Politics of Cree Well-Being*. Toronto: University of Toronto Press. **Required**
- Joralemon, Donald. 2010. *Exploring Medical Anthropology. 4th Edition*. New York, NY: Routledge. **Required**.

Other readings are on reserve at the library or available through the library’s on-line holdings such as Proquest, JSTOR, Springer On-line, MUSE, and Wiley

### **Class Notes and PowerPoint Copyright Notification**

The materials in Anth 218 at StFX, including but not limited to the course syllabus, class notes or PowerPoint presentations provided by the instructor, or assignments and other materials authored by the instructor, are the property of the instructor, unless stated otherwise by the instructor. Online posting or selling this material to third parties (for instance, through on-line sites or on social media sites) for distribution without permission is subject to Canadian Copyright law and is strictly prohibited.

Please visit the StFX copyright guide: [http://sites.stfx.ca/library/campus\\_copyright](http://sites.stfx.ca/library/campus_copyright)

### **Moodle Site**

We will be using the Anth 218 Moodle site extensively throughout the term. To log-in to Moodle use your StFX address and password. These are the same as those you use to log-on to any on-campus computer or to your StFX e-mail. The Moodle site has all of the information you need for the course.

### **Written Work**

In this course, you will hand in all written work through the Moodle site. You will find instructions on how to up-load your work on the Moodle site and on assignment sheets. You must present completed work on the dates indicated on the assignment sheet. Failure to do this will result in a grade penalty the amount of which is indicated on each assignment. Please plan your time well so you can complete and up-load all written work on time.

Please make sure you have read and understood the information about Academic dishonesty on the StFX library website at <http://sites.stfx.ca/library/plagiarism> and in the Academic Calendar Section 3.8. If you have any questions about plagiarism, please talk to me or to a reference librarian. Anth 218 is a 200 level course. I assume you understand the academic honesty policy of the University as well as plagiarism. If you are unsure about either of these you must take the

initiative to talk to me about them so I can explain. I will give a paper that contains plagiarized material a 0, even if this plagiarism is unintentionally. Papers with particularly egregious plagiarism will be reported to the Dean's office and will be noted on the student's record.

**Class Equity Policy:** Everyone learns more effectively in a respectful, safe and equitable learning environment free from discrimination or harassment. I invite you to work with me to create a classroom space—both real and virtual—that fosters and promotes values of human dignity, equity, non-discrimination and respect for diversity. These values and practices are in accord with the *StFX Discrimination and Harassment Policy* which can be found at <http://www.mystfx.ca/campus/stu-serv/equity/>.

Please feel free to discuss with me any questions or concerns you have about equity in our classroom or in the StFX community. If I cannot answer your questions or help you address your concerns, I encourage you to talk to the Chair/Coordinator of the Department/Program or the Human Rights and Equity Advisor, Megan Fogarty.

**Class Attendance Policy:** This course is taught using interactive class work, which requires students to come to class prepared to work with others. When you are in class you receive a Present (1). If you are absent for a valid reason and have checked with me before class (or as soon as possible after class if you cannot reach me before class, i.e., if you are extremely ill) you receive an Excused (1). If you miss class with no valid reason you receive an Absent (0). At the end of the term your [attendance](#) grade will be calculated and will be worth 8% of your total grade for the course.

**Technology in the Classroom:** Cell phone use in class, unless the phone is being used explicitly for research or learning purposes permitted by the instructor, distracts from the learning of the student using the cell phone, the other students and inhibits the instructor's teaching. Therefore, cell phone use in class is prohibited unless I ask that students use their cell phones for a specific exercise.

I will ask any student using their cell phone in class to put it away. After one warning, I will ask the student to put their phone on the desk at the front of the room.

Students may use computers or tablets in class to take notes. I will ask students who are using computers or tablets for other purposes to close them. All warnings I give will be public.

## Class and Reading Schedule<sup>1</sup>

### Introduction to the course. What is medical anthropology?

- **Jan 4:** Introduction to Anth 218.
- **Jan 9:** Health and Illness from an anthropological perspective:
  - Joralemon, Chapter 1
- **Jan 11:** Important class on the Research Paper and Service Learning Assignments with anthropology librarian Suzanne van den Hoogen and service learning staff member, Arlyne McGrath. All students must attend this class.
- **Jan 16:** Writing an Annotated bibliography and assessing the quality of information for your research paper or service learning project
  - O'Connor, Richard A. and Penny Van Esterik. 2008. "De-Medicalizing Anorexia", *Anthropology Today* 24(5): 6-9
  - Farmer, Paul. 2014. "Diary", *London Review of Books* 30(20): 38-39. <https://www.lrb.co.uk/v36/n20/paul-farmer/diary>
- **Jan 18:** Research Methods in medical anthropology
  - Joralemon Chapter 2
  - **Quiz 1**

### Evolutionary/Ecological/Syndemic Models of Disease

- **January 23:**
  - Joralemon Chapter 3
  - George J. Armelagos & Kathleen Barnes. 1999. "The evolution of human disease and the rise of allergy: Epidemiological transitions", *Medical Anthropology* 18(2): 187-213. DOI: 10.1080/01459740.1999.9966155
- **January 25:**
  - Singer, Merrill. 2009. "Beyond Global Warming: Interacting Ecocrises and the Critical Anthropology of Health", *Anthropological Quarterly* 82 (3): 795-820. Stable URL: <http://www.jstor.org/stable/2063866>
  - Singer, Merrill, Nicola Bulled, Bayla Ostrach, and Emily Mendenhall. 2017. "Syndemics and the biosocial conception of health". *Lancet* 389: 941-50.
  - **Quiz 2**

### Interpretive Model of Illness

- **January 30:**
  - Joralemon, Chapter 4
- **February 1:**

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<sup>1</sup> Assigned readings and dates may change during the term depending on how quickly our class covers material. Please see the Moodle site for an up-to-date schedule.

- Davis, Dona L. 1997. "Blood and Nerves Revisited: Menopause and the Privatization of the Body in a Newfoundland Postindustrial Fishery", *Medical Anthropology Quarterly* 11(1):3-20.
- Weiss, Meira. 1997. "Signifying the Pandemics: Metaphors of AIDS, Cancer, and Heart Disease", *Medical Anthropology Quarterly* 11(4):456-476.
- **Quiz 3**

### **Political Economy/Critical Medical Anthropology**

- **Feb 6**
  - Joralemon, Chapter 4
- **Feb 8**
  - Scheper-Hughes, Nancy. 1988. "The madness of hunger: Sickness, delirium and human needs", *Culture, Medicine and Psychiatry* 12: 429-458.
  - Gamlin, Jennie, 2016. "Huichol Migrant Laborers and Pesticides: Structural Violence and Cultural Confounders" *Medical Anthropology Quarterly* 30(3): 303-320.
  - **Quiz 4**

### **Review and Mid-Term**

- **Feb 13:** Review
- **Feb 15:** Mid-Term

### **Healers and Healing**

- **Feb 27:**
  - Joralemon, Chapter 6
- **March 1:**
  - **Documentary** -- "Spirit Doctors"
  - Waldram, James B. 2013. "Transformative and Restorative Processes: Revisiting the Question of Efficacy of Indigenous Healing", *Medical Anthropology* 32:3: 191-207. DOI: 10.1080/01459740.2012.714822
- **March 6:**
  - Robertson, William J. 2017. "The Irrelevance Narrative: Queer (In)Visibility in Medical Education and Practice", *Medical Anthropology Quarterly* 31(2): 159-176.
  - Baer, Hans A., Cheryl Beale, Rachel Canaway and Greg Connolly. 2012. "A Dialogue between Naturopathy and Critical Medical Anthropology: What Constitutes Holistic Health?", *Medical Anthropology Quarterly* 26(2): 241-256.
  - **Quiz 5**

**March 8: Special Class to review progress on Research Paper and Service Learning Projects and begin preparation for final class presentations**

**Globalization and Health**

- **March 13:**
  - Joralemon, Chapters 5 and 8
- **March 15:**
  - TBA
  - **Quiz 6**

**Being Alive Well": An Examination of Cree Health.**

- **March 20:**
  - Adelson Chapters 1 and 2
- **March 22:**
  - Adelson Chapter 3
  - Documentary: "Cree Hunters of Mistassini" [http://www.nfb.ca/film/cree\\_hunters/](http://www.nfb.ca/film/cree_hunters/)
- **March 27:**
  - Adelson, Chapters 4 and 5
  - **Quiz 7**
- **March 29:** What is Health?

**Research Paper and Service Learning Project Presentations**

- **April 3 and 5:** Student Poster Presentations

**Final Examination during the Exam Period**