

**ANTH 218  
ANTHROPOLOGY OF HEALTH AND ILLNESS  
AUTUMN 2014**

**Instructor:** Clare Fawcett

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**Office Hours:** Tuesday 1:30-3:30 pm; Wednesday 3:45-5 pm; Friday 1:15-2:15 pm; Other times by appointment

**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:
    - a. Research Paper Topic: Pass (1)/Fail (0)—No grade.
    - b. Research Paper Outline and Annotated Bibliography (20%)
    - c. Final Research Paper (20%)
  2. Service Learning (SL) Project
    - a. SL Outline and Annotated Bibliography (10%)
    - b. Placement and Journals (10%)
    - c. Final Service Learning Paper (20%)
  
- **Class Quizzes:** **(6/7 best quizzes x 2%)<sup>1</sup> 12%**

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<sup>1</sup> You have the opportunity to complete 7 Moodle Quizzes during this course. Each quiz is worth 2% of your total grade. I will drop your lowest quiz score when I calculate your grade for Class Quizzes at the end of term. The maximum grade you can attain for Class Quizzes is 12% no matter how many quizzes you complete.

- **Attendance and Class Participation:** 8%
- **Final Examination:** 40%

Note: This course is taught using interactive class work, which requires students to come to class prepared to work with others. This course, therefore, has an attendance requirement. **Students who miss more than 60% of all classes will receive a grade of no higher than 49% no matter what their assignment and test scores may be.**

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

Wiley, Andrea and John S. Allen  
2013: *Medical Anthropology: A Biocultural Approach*. Second Edition. New York: Oxford University Press.

Adelson, Naomi  
2000 "Being Alive Well": Health and the Politics of Cree Well-Being. Toronto: University of Toronto Press.

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

### **Moodle Site**

We will be using the Anth 218 Moodle site extensively throughout the term. The site can be found at: <https://moodle.stfx.ca/course/view.php?id=5681>. To log-in to Moodle please 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, Marie Brunelle at [mbrunell@stfx.ca](mailto:mbrunell@stfx.ca).

**Class Attendance Policy:** This course is taught using interactive class work, which requires students to come to class prepared to work with others. This course, therefore, has an attendance requirement. **Students who miss more than 60% of all classes will receive a grade of no higher than 49% no matter what their assignment and test scores may be.**

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## **Class and Reading Schedule<sup>2</sup>**

### **Focus 1: September 5, 9, 12 and 16: Introduction to Anth 218. Introduction to Medical Anthropology.**

#### **Readings:**

1. Wiley and Allen, Chapter 1
2. Wiley and Allen, Chapter 2
3. Wiley and Allen, Chapter 10 pages 307-321.

#### **Readings for Class Work on September 16:**

1. Wiedman, Dennis (2012) Native American Embodiment of the Chronicities of Modernity Reservation Food, Diabetes, and the Metabolic Syndrome among the Kiowa, Comanche, and Apache. *Medical Anthropology Quarterly* 26(4): 595-612.
2. Mendenhall, Emily, Rebecca A. Seligman, Alicia Fernandez and Elizabeth A. Jacobs (2010) Speaking through Diabetes: Rethinking the Significance of Lay Discourses on Diabetes. *24(2): 220-239.*
3. McDermott, Robyn (1998) Ethics, Epidemiology and the Thrifty Gene: Biological Determinism as a Health Hazard. *Social Science and Medicine* 47(9): 1189-1195

### **Focus 2: September 19, 23, 26, 30 and October 3: "Being Alive Well": An Examination of Cree Health.**

#### **Readings and video**

1. Adelson, Naomi's "Being Alive Well"
2. Hunters of Mistassini, NFB Video can be streamed at [http://www.nfb.ca/film/cree\\_hunters/](http://www.nfb.ca/film/cree_hunters/)

### **Focus 3: October 7, 10 and 14: Diet and Nutrition**

#### **Readings**

1. Wiley and Allen, Chapter 4
2. Kimura, Aya Hirata (2008) Who Defines Babies' "Needs": The Scientization of Baby Food in Indonesia. *Social Politics: International Studies in Gender, State and Society* 15(2): 232-260.
3. Yates-Doerr, Emily (2012) The Weight of Self: Care and Compassion in Guatemalan Dietary Choices. *Medical Anthropology Quarterly* 26(1): 136-158.

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<sup>2</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.

#### **Focus 4: October 17, 21, 24 and 28: Healers and Healing**

##### **Readings and Video:**

1. Wiley and Allen, Chapter 3
2. Calabrese, Joseph D. (2008) Clinical Paradigm Clashes: Ethnocentric and Political Barriers to Native American Efforts at Self-Healing. *Medical Anthropology Quarterly* 36(3): 334-353.
3. Higashi, Robin T. Allison Tillack, Michael A. Steinman, C. Bree Johnson and G. Michael Harper (2013) The 'worthy' patient: rethinking the 'hidden curriculum' in medical education. *Anthropology and Medicine* 20 (1): 13-23, DOI: 10.1080/13648470.2012.747595
4. Spirit Doctors NFB Film

#### **Focus 5: October 31 and November 4 and 7: Reproductive Health in Biocultural Context**

##### **Readings:**

1. Wiley and Allen, Chapter 6
2. Spanger, Sydney A. (2011) "To Open Oneself is a Poor Woman's Trouble" Embodied Inequality and Childbirth in South-Central Tanzania. *Medical Anthropology Quarterly* 25(4): 479-498.
3. Storeng, Katerini and Dominique P. Behague (2014) "Playing the Numbers Game": Evidence-based Advocacy and the Technocratic Narrowing of the Safe Motherhood Initiative. *Medical Anthropology Quarterly* 28(2): 260-279.

#### **Focus 6: November 14, 18 and 21: Mental Health**

##### **Readings:**

1. Wiley and Allen, Chapter 11
2. Lester, Rebecca J. (2007) Critical Therapeutics: Cultural Politics and Clinical Reality in Two Eating Disorder Treatment Centers. *Medical Anthropology Quarterly* 21(4): 369-387.
3. O'Connor, Richard A. and Penny Van Esterik (2008) De-Medicalizing Anorexia. *Anthropology Today* 24(5): 6-9.

#### **Focus 7: November 25, 28 and December 2: Globalization and Health**

##### **Readings:**

1. Wiley and Allen, Chapter 9
2. Wiley and Allen, Chapter 10 pages 321-339.
3. Brown, Hannah and Ann H. Kelly (2014) Material Proximities and Hotspots: Toward and Anthropology of viral Hemorrhagic Fevers. *Medical Anthropology Quarterly* 28(2): 280-303.
4. Crane, Johanna (2010) "Scrambling for Africa? Universities and Global Health." *Lancet*. Published on-line 11 November.

**December Examination: The University will announce the examination date during the Autumn. Please do not purchase a travel ticket before the end of the official Examination Period.**