COURSE DESCRIPTION AND OBJECTIVES:

This course will provide an overview of theory, methods, case studies, and public health applications in medical anthropology. Using the body as a lens through which to understand culture, we will explore how the body itself, as well as health, illness, and healing, have been conceptualized and culturally constructed across diverse human cultures, including our own. We will begin by exploring how the body is viewed and experienced in different cultural contexts. We will then examine the ethnomedical systems through which different cultures conceptualize and manage illness, including how culture impacts ideas about the classification, prevention, causes, and treatment of illness episodes. We will further consider the social dimensions of ill health, including such issues as social stigma and the symbolic and communicative dimensions of illness behavior and healing practices. Finally, we will explore the political economy of health, that is, we will consider how factors such as poverty, structural violence, inequality, and the profit motive impact health and well being. Throughout the course, we will discuss both theoretical perspectives in medical anthropology, and the public health applications of anthropological knowledge.

REQUIRED BOOKS:

Fadiman, Anne

Biehl, João

Both books have earlier printings that are also fine to purchase—the only difference is that the 2012/2013 editions of each have new, updated Afterwords. Since this is a small seminar and these books are widely available, both new and used – e.g., from Amazon.ca, Chapters.ca, etc. – I have not ordered them from a bookstore. (The first book will not be discussed until Week 6, so you have time to order them.) I have at least one spare copy of each; let me know if you wish to borrow it.
OTHER REQUIRED READINGS:

Weekly reading lists for articles and chapters will be distributed at the beginning of the term. These readings are available through the library electronic reserves (Ares). Each week you will typically read between 6-8 articles, or else one book. Readings for this seminar usually comprise around 100 pages per week.

READING LISTS AND SUGGESTED READINGS:

In addition to being handed out in class, the syllabus and required reading lists will be posted on cuLearn. Lists of suggested readings for each topic, as well as a list of recommended books in medical anthropology, will also be posted on cuLearn for your reference. These readings are not required, but may be useful to you for term papers, book reviews, or in the future for those of you who have an ongoing interest in medical anthropology.

COURSE REQUIREMENTS:

1. Five response papers commenting on the assigned readings: 40%

You will write approximately 3 pages, double-spaced, commenting on the assigned readings for the week, on a biweekly basis. These commentaries can take the form of informal, ‘free-writing’ in which you engage in a balanced combination of initial summarizing, followed by critically commenting upon some aspect of the assigned readings for the week. You are required to discuss at least 2 articles or 1 book in each paper; beyond this requirement, you are free to take the paper in whatever direction you choose: you may critically reflect upon and compare the articles, relate them to something from your experience or from another course, comment on how the article relates to theoretical concepts from this class or others, use one article’s themes or concepts to reflect upon another, etc., according to your own interests and inspiration. Your goal should be to limit the amount of summarizing to what is needed to make your points, and maximize commentary, critical reflection, debate, and comparison. Creative thinking is encouraged! The writing does not have to be formally structured (i.e., no formal introduction or conclusion are required, no references expected), but should of course be neatly typed, grammatical, and clear.

For each pair of weeks on the syllabus, you may choose either week to write your commentary, depending on your interests and schedule. Thus, you are expected to turn in a commentary in either week 2 or 3; one in either week 4 or 5; one in either week 6 or 7; one in either week 8 or 9; and one in week 10, 11, or 12, for a total of 5 papers. There is some flexibility in this schedule—if you consult me in advance, you may choose a different configuration (e.g., doing both weeks 4 and 5 but not weeks 6 or 7) according to your interests, as long as you don’t leave all of the work to the end of the term. Your commentary must address the topic for that week, and must be turned in to me at the beginning of the class where the corresponding readings will be discussed.
Response papers will be graded out of 10. In order to encourage creativity in your writing, only your best 4 out of 5 marks will count toward your course grade. Students in the past have felt that this provided them the opportunity to take creative risks without fear that it would adversely affect their grade.

2. One class presentation of assigned readings: 10%

Each of you will select one week in the term to assist me in presenting and leading a discussion of the assigned readings. You are expected to create a handout to distribute to the class summarizing key points and issues raised by the readings. Rather than summarizing every element of the reading, your handout and presentation should pull out a few key points and then add any comments you have on the importance of the article and questions and issues that it raises. Your oral presentation of the readings in class will be interspersed with my comments and class discussion—i.e., you will lead off the discussion of each reading, but everyone will participate following your lead.

3. One term paper (40%) or two critical book reviews (20% each):

You may elect to write either:

a) A single, library research-based term paper on a topic of your choice of relevance to medical anthropology. The paper should be 16 to 20 pages in length, exclusive of bibliography. A paper proposal outlining your topic, with an initial list of references, is due by November 14, in class, at the latest, but you are encouraged to discuss your paper topic with me early on in the preparation process. The final paper is due by December 9* and may be submitted in person or to the Department drop-box.

OR

b) Two critical book reviews of books of relevance to medical anthropology. The books may be theoretical or ethnographic in nature. These may be selected from the recommended books list on cuLearn or through consultation with me (please run books by me for approval). Guidelines for writing book reviews are posted on cuLearn. Book reviews should be 8 to 10 pages in length each, exclusive of bibliography (a bibliography is optional, and only necessary if you reference other works). The first review is due by November 14, and the second by December 9*.

Reviews may be submitted in person or to the Department drop-box.

If you wish to substitute some other, equivalent project that suits your individual needs for this 40% of your grade, this can be negotiated on an individual basis.
4. Class participation: 10%

This course is conducted as a graduate seminar, and as such you are expected to do the readings before the class period for which they are assigned, and actively participate in class discussion of the readings. The quality, frequency, and thoughtfulness of your participation will contribute 10% of your course grade. Since participation cannot occur without attendance, attendance is an implicit part of your participation grade. Furthermore, the professor reserves the right to fail students who miss more than three classes, unless adequate explanation is provided and arrangements made to compensate for missed work. Graduate students are expected to show responsibility and academic maturity by attending class and arriving on time. Keep in mind that in graduate school, your personal reputation with your professors counts as much as your grades.

NOTES:

*Always keep a hard copy of all take-home assignments submitted.
*Assignments will be returned in class or may be picked up in person.
*Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
*For university evaluation procedures, letter grades and percentage equivalents, information on registration, withdrawal, etc., consult the Graduate Calendar at http://calendar.carleton.ca/grad/regulations/

PLAGIARISM:

Plagiarism is the passing off of someone else’s work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar.

What are the penalties for plagiarism?
A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

What are the procedures?
All allegations of plagiarism are reported to the Dean of FASS. Documentation is prepared by instructors and/or departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Plagiarism and cheating at the graduate level are viewed as being particularly serious and the sanctions imposed are accordingly severe. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See
The Policy is strictly enforced and is binding on all students. Plagiarism and cheating – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the graduate degree. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; or a grade of Failure in the course.

INTELLECTUAL PROPERTY:

Student or professor materials created for this course (including presentations and notes, outlines, assignment descriptions, assignments, essays, etc.) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

ACADEMIC ACCOMMODATION:

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide.

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide.

Academic Accommodations for students with disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at http://carleton.ca/equity/accommodation. *The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the Fall exam period is November 11, 2016.
<table>
<thead>
<tr>
<th>Week 1: Sept. 12</th>
<th>Introduction; overview of perspectives in medical anthropology</th>
</tr>
</thead>
</table>
| Week 2: Sept. 19 | Anthropologies of the body: historical and theoretical perspectives  
The measured body: ideology, body weight, and dieting  |
| Week 3: Sept. 26 | Ethnophysiology  
Stratified bodies: gender, race, and class |
| Week 4: Oct. 3  | Cultural and social conceptions of health  
Vulnerability and risk |
| **THANKSGIVING:** Oct. 10: no classes** |
| Week 5: Oct. 17 | Disease, illness, sickness, and suffering  
Explanatory models of illness: case studies  
‘Cultural competency’ in health care: clinical/anthropological perspectives |
| **FALL BREAK:** Oct. 24-28: no classes** |
| Week 6: Oct. 31 | Cross-cultural health care provision  
Pluralistic health care seeking |
| Fadiman: *The Spirit Catches You and You Fall Down* |
| Week 7: Nov. 7  | Social and moral dimensions of diagnoses and illness narratives  
Social dimensions of therapy management |
| Week 8: Nov. 14 | Social labeling, social stigma, chronic conditions, and disability |
| Week 9: Nov. 21 | Pregnancy, childbirth, breastfeeding, & the production of healthy children  
Sexuality, reproductive health, and the new reproductive technologies |
| Week 10: Nov. 28| Political economy of health: structural violence & health disparities  
Social suffering and mental health |
| Biehl: *Vita: Life in a Zone of Social Abandonment* |
| Week 11: Dec. 5 | Political economy of health: social justice & activist perspectives  
Critical medical anthropology (CMA)  
Global relations, global movements, health justice and bioethics |
| Week 12: Dec. 9 | Drug companies, scientists, the media, and the invention of disease  
**FRIDAY** Enhancement technologies and Western cultural values  
(Note: Friday follows a Monday schedule in the academic calendar, due to Thanksgiving) |