Carleton University
Department of Sociology & Anthropology

ANTH 3310 A
Studies in Medical Anthropology
Fall 2016

Dr. Ariel Fuenzalida
Office: A701 Loeb
Office Hours: Tuesdays 11:30 a.m. - 12:30 p.m. (or by appointment)
Phone #: 520-2600 x 1842
Email: ariel_fuenzalida@carleton.ca

Class Time: Tuesdays 8:35-11:25 a.m.
Class Location: ME 4342

COURSE DESCRIPTION & OBJECTIVES:

This course provides an introductory overview of the field of medical anthropology. Most commonly viewed as a sub-specialization of socio-cultural anthropology, medical anthropology is interdisciplinary in scope, and hence, intersects with the concerns of various fields, such as, biology, medicine, law, political economy, bioethics, public health, etc. Its main focus is on the social, cultural, political, and economic dimensions of human experience as they relate to medicine. Hence, the objective of this course is for the student to gain an understanding of how these complex relations shape the human experience of the body, health, illness, and healing. In the first half of this course, we begin with an overview of the main theoretical models of the field and then proceed to investigate specific objects of inquiry, such as the experience of illness, shamanistic systems of healing, symbolic healing, the ethnopharmacology of Amazonian power plants, and trans-cultural psychiatry, among others. In the second part of the course we will focus primarily on western biomedicine by exploring the areas of pharmaceutical anthropology, the biopolitical dimensions of modern medical biotechnologies, such as genetic engineering, assisted-reproductive technologies, body augmentation and enhancement, and organ transplantation. At the end of the course the student should have a basic understanding of the following: 1) how social, cultural, political, and economic forces shape the human experience of health, illness, and healing; and 2) how the body is socially and culturally constructed through medical technologies.

PREREQUISITES:

Third year standing and one of the following: Anthropology 1001 and Anthropology 1002, or ANTH 1003 or Sociology 1001 and Sociology 1002 or SOCI 1003.

REQUIRED READINGS:

There is no textbook for this class. All required readings will be made available through the CU learning system.

CLASS FORMAT & EXPECTATIONS

You will read a selection of texts each week and then meet for a 3-hour class that will consist of a detailed lecture, as well as discussions and/or group exercises. **The lectures are not designed to rehash the readings**, but to complement them by providing conceptual background, context, analysis, theoretical expansion or the development of case studies to illustrate main ideas. You will have numerous opportunities both online and during in-class discussions to engage with the readings and the ideas that they raise.

You are expected to come to class regularly and prepared. **This means having read the required readings** for the week **before** class begins. This point cannot be stressed enough: **you must read the required material!** If you do not read the required texts you will not do well in the course. You are also expected to **actively participate and contribute to discussions** both in the classroom and the online forum. In addition you must complete all assignments and be an active member of a presentation group.

COURSE REQUIREMENTS & METHODS OF EVALUATION:

Short assignment	20%	**October 18**
Group Presentation	15%	**Dates vary**
Presentation Paper	15%	**Dates vary**
Participation	10%	
Term paper	40%	**December 6**

Assignment: There will be one short assignment (8 pages max) worth 20% of the overall grade. The short assignment will ask you to apply some of the theoretical concepts and modes of analysis developed in the course to a specific medical or health related issue. The assignment is due on **Tuesday, October 18, 2016.** Specific details for the assignment will be given in class. To be fair to those students who submit assignments on time, late papers will be penalized at a rate of 1% per day. It is expected that your assignments will be readable at a third year level and hence **you will be penalized 1% for each spelling and grammar mistake** (up to a maximum of 10%).

Group Presentation: One short oral group presentation worth 15% of the final grade is required. In the second week, the class will be divided into groups (of 2-3 people) and presentation weeks will be assigned. The presentation should be about 10 to 15 minutes maximum. In your presentation, you will be expected to outline the main ideas from the required readings of that week and then to mobilize the ideas and use them to analyze a specific problem/issue of your choice for the purposes of sparking discussion. In other words, in the presentation you should: 1) provide a summary of the main points of the required reading; 2) take an idea or concept from the reading and use it to analyze

something of your choosing, and 3) provide questions or develop ideas that will stimulate class discussion and debate.

Presentation Paper: This short paper (5-6 pages, excluding title page and bibliography) is worth 15% of the final grade. It is based on your oral presentation and **must include a further development of the idea that was presented to the class**. It will be due one week after you present. A detailed explanation of what is expected will be given in class and posted on the learning system.

Participation: Attendance in class, as well as keeping up with the readings is essential to achieving a good grade in this course. As part of the participation grade students will be required to **actively engage** during class by discussing topics or issues related to the course material in small groups. Depending on the topic in question, students will be requested to bring materials (webpages, newspaper or magazine articles, pictures, etc.) in order to help us think about issues raised in the texts. The participation grade will be based on your contributions in the classroom **as well as through online discussions**. The participation mark is worth a total of 10% of the final grade (5% in-class and 5% from online discussions) and will be evaluated on the basis of **actively** and intelligently contributing to discussions. The participation grade is calculated roughly as follows:

- 90-100%: A student consistently comes to class, actively participates in every class discussion or group project, and makes exceptional contributions to the online discussions.
- 75-80%: A student's contributions indicate that s/he has read all assigned material and has made a serious attempt to understand and engage with it; however, the person's contributions only sometimes demonstrate depth of understanding of the material.
- 60-75%: A student has contributed infrequently, but when s/he did it was in a knowledgeable and/or interesting way.
- Less than 60%: a student has contributed infrequently and is often unprepared and unable to contribute to discussion or engage with the material.

Term paper: The term paper is a library research paper (12-15 double-spaced pages, excluding title page and bibliography) on a topic of your choosing relating to medical anthropology. The paper is worth a total of 40% of the final grade. Detailed guidelines for the paper will be posted on the learning system. Only hard copies of papers will be accepted, in other words, no electronic copies. Papers are due on the last day of class (**December 6, 2016**). Late papers will be penalized at a rate of 3% per day. Students who for whatever reason are unable to submit papers in class should submit them to the drop box outside the main office of the Department of Sociology and Anthropology (B750 on the 7th floor of the Loeb Building). ALL PAPERS SUBMITTED TO THE DROP BOX MUST BE ACCOMPANIED BY AN EMAIL TO THE PROFESSOR TO CONFIRM THAT THE PAPER HAS BEEN SUBMITTED.

In accordance with the Carleton University Undergraduate Calendar Rules and Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 56-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52

F = Below 50 WDN = Withdrawn from the course
ABS = Student absent from final exam
DEF = Deferred (See above)
FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Academic Regulations, Accommodations, Plagiarism, Etc.
University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here: https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/

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 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*).

*The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the Fall exam period is **November 11, 2016.**

For Religious Obligations:
Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:
Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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 faculty of Dean of FASS and Management. 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 http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/). 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.

Note on Course Sharing Websites

Student or professor materials created for this course (including presentations and posted notes, assignments and exams) 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)**.

Assistance for Students:
Student Academic and Career Development Services: http://carleton.ca/sacds/
Writing Tutorial Services: www.carleton.ca/wts
Peer Assisted Study Sessions (PASS): https://carleton.ca/csas/group-support/pass/

Important Information:

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- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean's approval.
- Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting https://portal.carleton.ca/

SCHEDULE OF READINGS AND TOPICS:

Class 1: Tuesday, September 13, 2016
Introductory Comments
No readings this week.

Class 2: September 20
Conceptualizing the Body

Scheper-Hughes, N. & M. Lock (1987). "The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology" *Medical Anthropology Quarterly* (N.S.) 1(1): 6-41.

Reischer, E. & K.S. Koo (2004). "The Body Beautiful: Symbolism and Agency in the Social World." *Annual Review of Anthropology* 33: 297-317.

Recommended Reading

Lock, M. (1993). “Cultivating the Body: Anthropology & Epistemologies of Bodily Practice and Knowledge.” *Annual Review of Anthropology* 22: 133-155.

Class 3: September 27
Theoretical Perspectives in Medical Anthropology

Baer, H., M. Singer, & I. Susser (2003). *Medical Anthropology & the World System*. Westport, CT: Praeger Publishers. (Chapter 2: “Theoretical Perspectives in Medical Anthropology”)

Class 4: October 4
Critical Medical Anthropology

Singer, M. F. Valentin, H. Baer & Z. Jia (1992). “Why does Juan Garcia have a drinking problem? The perspective of critical medical anthropology.” *Medical Anthropology* 14(1): 77-108.

Singer, M. (2012). “Anthropology and Addiction: an historical review.” *Addiction* 107: 1747-1755.

Class 5: October 11
The Experience of Illness

Rebhun, L.A. (1994). “Swallowing Frogs: Anger & Illness in Northeast Brazil” *Medical Anthropology Quarterly* (N.S.) 8(4): 360-382.

Biehl, J. & A. Moran-Thomas. (2009). “Symptoms: Subjectivities, Social Ills, Technologies.” *Annual Review of Anthropology* 38: 267-288.

Recommended
Low, S. (1985). “Culturally Interpreted Symptoms or Culture-Bound Syndromes: A Cross-Cultural Review of Nerves” *Social Science & Medicine* 21(2): 187-196.

Class 6: October 18
****Assignment Due****
Healing Visions: Power Plants in Amazonia

Tupper, K.W. (2009). “Entheogenic Healing: The spiritual effects & therapeutic potential of ceremonial ayahuasca use.” In J.H. Ellens (Ed.), *The healing power of spirituality: How faith helps humans thrive* (Vol. 3, pp. 269-282). Westport, CT: Praeger.

Shephard, G.H. (1998). “Psychoactive Plants & Ethnopsychiatric Medicines of the Matsigenka” *Journal of Psychoactive Drugs* 30(4): 321-332

Recommended

Greene, S. (1998). "The Shaman's Needle: development, shamanic agency, & intermedicality in Aguaruna Lands, Peru" *American Ethnologist* 25(4): 634-658.

Wayland, C. (2004). "The failure of pharmaceuticals and the power of plants: medicinal discourse as a critique of modernity in Amazonia," *Social Studies of Science* 58: 2409-2419.

Fall Break: October 24-28

Class 7: November 1
Trans-Cultural Psychiatry: Spirit Possession

Ong, A. (1988). "The Production of Possession: Spirits and the Multinational Corporation in Malaysia" *American Ethnologist* 15(1): 28-42.

Halliburton, M. (2005). "Just Some Spirits: The Erosion of Spirit Possession & the Rise of 'Tension' in South India" *Medical Anthropology* 24:111-144.

Recommended
Krippner, S. (1987). "Cross-Cultural Approaches to Multiple Personality Disorder: Practices in Brazilian Spiritism," *Ethos* 15(3): 273-295.

Class 8: November 8
Pharmaceutical Anthropology I: Cosmetic Psychopharmacology

Rose, N. (2003). "Neurochemical Selves" *Society* Nov/Dec: 46-59.

Van der Geest, et al (1996). "The Anthropology of Pharmaceuticals: A Biographical Approach" *Annual Review of Anthropology* 25: 153-178.

Recommended
Fraser, M. (2001). "The Nature of Prozac" *History of the Human Sciences* 14(3): 56-84.

Class 9: November 15
Pharmaceutical Anthropology II: The Globalization of Antidepressants

Kirmayer, L.J. (2002). "Psychopharmacology in a Globalizing World: The Use of Antidepressants in Japan." *Transcultural Psychiatry* 39(3): 295-322.

Ecks, S. & S. Basu (2009). "The Unlicensed Lives of Antidepressants in India: Generic Drugs, Unqualified Practitioners, & Floating Prescriptions." Transcultural Psychiatry 46(1): 86-106.

Class 10: November 22
The Biopolitics of Life

Rose, N. (2001). "The Politics of Life Itself" *Theory, Culture, & Society* 18(6): 1-30

Taussig, Karen-Sue (2005). "The Molecular Revolution: Promise, Reality, & Social Organization" (Pgs. 223- 247), from *Complexities: Beyond Nature & Nurture* (Eds. S. Mckinnon & S. Silverman). Chicago: University of Chicago Press.

Recommended
Briggs, C.L. & M. Nichter (2009). "Biocommunicability & the Biopolitics of Pandemic Threats." *Medical Anthropology* 28(3): 189-198.

Singer, M. (2009). "Pathogens Gone Wild? Medical Anthropology & the 'Swine Flu' Pandemic." *Medical Anthropology* 28(3): 199-206.

Class 11: November 29
Augmented Bodies

Hogle, L. (2005). "Enhancement Technologies and the Body" *Annual Review of Anthropology* 34: 695-716.

Inhorn, M.C., & D. Birenbaum-Carmeli (2008). "Assisted Reproductive Technologies & Culture Change" *Annual Review of Anthropology* 37: 177-196.

Recommended
Laughlin, C.D. (1997). "The Evolution of Cyborg Consciousness" *Anthropology of Consciousness* 8(4): 144-159.

Class 12: December 6
Transplanting Organs
****FINAL PAPER DUE****

Scheper-Hughes, N. (2000). "The Global Traffic in Human Organs" *Current Anthropology* 41(2): 191-212.

Cohen, L. (2001). "The Other Kidney: Biopolitics beyond Recognition" *Body & Society* 7(2-3): 9-29.

Recommended
Sharp, L.A. (2000). "The Commodification of the Body & its Parts." *Annual Review of Anthropology* 29: 287-328.