

THE UNIVERSITY OF CALGARY
FACULTY OF ARTS
DEPARTMENT OF ANTHROPOLOGY

ANTH441-01
PROBLEMS IN THE ANTHROPOLOGY OF HEALTH
WINTER 2021
WEB BASED SECTION
ASYNCHRONOUS

Instructor	Charles Mather	TA	TBD
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Office hours	MWF 11:00AM – 12:00 PM		

COURSE OBJECTIVES

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 undertake a study of 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.

REQUIRED READINGS

Students can find readings for the course via links and files that I have posted on the D2L page for the course.

ASSIGNMENTS AND EVALUATIONS

The final grade will be based upon marks students receive on the group and individual assignments from each of the components. PLEASE NOTE, THE GROUP ORAL PRESENTATION FROM COMPONENT ONE IS DUE ON A SUNDAY!! (FEBRUARY 7 BY 5PM). PLEASE NOTE, THE POSTER PRESENTATION FROM COMPONENT FOUR IS DUE ON A SUNDAY!! (APRIL 11 BY 5PM). The Sunday due dates will give me enough time to upload the presentations so that they are accessible to everyone on the Monday of that week.

Also, please note that your group will be responsible for marking other groups presentations in both component one and component four. I will combine your grades with my own, and I will grade your grading of other groups. Basically, I want to make sure that you grade in a thoughtful way. So, part of your task in the group work for your assignment will be to come up with a marking rubric based on the assignment description that I give for the component.

Assignments		Value
1. Naidanac Health		
a. Group presentation	Due February 7	20%
b. Marks for other groups	Due February 12	5%
2. Disease etiology		
a. Health promotion pamphlet	Due March 8	10%
b. Policy brief	Due March 8	15%
3. Notes on cyborg observations	Due March 29	25%
4. Drug pipeline		
a. Group poster presentation	Due April 11	20%
b. Marks for other groups	Due April 15	5%

The grading system will use the following equivalencies:

A+	94.9–100	A	89.9–94.8%	A-	84.9–89.8 %
B+	79.9–84.8 %	B	74.9–79.8 %	B-	70.9–74.8 %
C+	66.9–70.8 %	C	62.9–66.8 %	C-	58.9–62.8 %
D+	54.9 %– 58.8%	D	49.9–54.8 %	F	49.8 and below

The prerequisites for this course are ANTH 203 and ANTH 341.

Academic misconduct

The University expects Students to conduct Academic Activities with integrity and intellectual honesty and to recognize the importance of pursuing and transmitting knowledge ethically. “Academic Misconduct” includes such things as Cheating, Falsification; Plagiarism, Unauthorized Assistance and failure to comply with exam regulations or an Instructor’s expectations regarding conduct required of Students completing academic assessments. Academic Misconduct is a serious form of intellectual dishonesty with significant consequences. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action which could include Probation, Suspension, or Expulsion from the University. For more information see the Student Academic Misconduct Policy (<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>)

Instructor intellectual property

Lectures, demonstrations, performances, and any other course material provided by an instructor includes copyright protected works under the Copyright Act and all forms of electronic or mechanical recording of lectures, laboratories, tutorials, presentations, performances, electronic (computer) information, the duplication of course material, and to the translation of recordings or transcriptions of any of these materials to another form by electronic or mechanical means by students is not permitted, except.

- As a formal accommodation as assessed by the Student Accessibility Services and only for individual private study and only at the discretion of the instructor.
- With the permission of the instructor, students without a formal accommodation may audio record lectures, provided that the student and instructor sign a release form available from departmental and faculty offices. A copy of the Release form shall be retained by the instructor and by the department in which the course is offered. Any audio recording by students is permitted only for the purposes of private study by the individual student. Students may not distribute, email or otherwise communicate these materials to any other person.
- For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed.
- Any use other than that described above (e.g. distributing, emailing or otherwise communicating these materials to any other person, constitutes academic misconduct and may result in suspension or expulsion.
- Students are encouraged to make notes of classroom discussions, lectures, demonstrations etc.

Freedom of Information and Protection of Privacy Act

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. The Department of Anthropology and Archaeology keeps exams and any term work not picked up for a minimum of one year after which it is destroyed. Please

refer to the following link for detailed information:

<http://www.ucalgary.ca/legalservices/foip>

Academic Accommodations

It is the student's responsibility to request academic accommodations according to the University policies. Students requesting an Accommodation on the basis of Disability are required to register with Student Accommodation Services (SAS) by submitting a Request for Accommodation in accordance with the Procedure for Accommodations for Students with Disabilities: <https://ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>). SAS will issue a Letter of Accommodation which must be presented to either designated contact person within the Department or the appropriate Instructors within 10 days of the beginning of term. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or the Department Head/Dean or to the designated contact person in their Faculty.

Copyright

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.

Support and Resources:

Non-course-specific related information can be found on the Office of the Registrar's website: <https://www.ucalgary.ca/registrar/registration/course-outlines>

Note: information here includes

- Emergency Evacuation/Assembly Points
- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Safewalk

LECTURE SCHEDULE

I have included dates for the lecture schedule as a means of helping you keep abreast of the work you need to do in order to meet the deadlines in a structured, more emotionally friendly way. But, remember, this is an asynchronous course. We will not be holding live lectures!! The lectures will be on D2L for you to access at your convenience, when your schedule allows.

In non-Pandemic times, this course happens in person, there are group assignments, and I make sure to reserve class time for these assignments. I have found that making sure there is time to work on assignments in class helps with the logistics of arranging meeting times and days. I have tried to emulate that idea with this lecture schedule. During the days I have indicated you should be working on your group assignments, please try to find time to work on your group assignments (if not the days, perhaps the week!).

JANUARY

Monday 11 – Course Introduction

Wednesday 13 – **Component One** – Models of Health – The Naidanac
Readings - Horace Miner

Monday 18 – A typology of medical systems based on etiology
Readings – George Foster

Wednesday 20 – Example of a naturalistic system - The hot and cold system in Mexico
Readings - Richard Currier

Monday 25 - Example of a personalistic system – Kusasi ethnomedicine
Readings – Charles Mather

Wednesday 27 - – The mechanical model, and an alternative approach to the body
Readings – Nancy Scheper-Hughes and Margaret Lock

February

Monday 1 – Group work on Naidanac presentations

Wednesday 3 – Group work on Naidanac presentations

Sunday 7 – Naidanac group presentation due.

Monday 8 – Watch Naidanac presentations

Wednesday 10 – Watch Naidanac presentations

Friday 12 – Marks for Naidanac presentation due!

Reading Break - February 14 to 20

Monday 22 – **Component Two** - Evidence and public policy

How to read clinical journals

Readings - Kilgore Trout

Wednesday 24 – Research papers

Readings – The research papers

March

Monday 1 - Group work on fluoride assignment.

Wednesday 3 - Group work on fluoride assignment.

Monday 8 – Component two pamphlet and policy brief due

Component Three –Cyborg anthropology

What is cyborg anthropology?

Readings – Gary Lee Downey, Joseph Dumit, and Sarah Williams

Wednesday 10 - Medical intervention and bodily enhancement

Readings – Linda Hogle

Monday 15 – Technicity – technological tribes?

Readings – David Tomas

Wednesday 17 - The Uncertain Body

Readings - Simon Williams

Monday 22 - **Component Four** – The anthropology of pharmaceuticals

Readings Van der Geest et al

Quiz number seven

Wednesday 24- The drug pipeline

Readings – 1) Lewis et al, and 2) Gibson et al

Monday 29 – Component three - Study of cyborgs due

Disease mongering

Readings – 1) Ashley Wazana, and 2) Mintzies et al

Wednesday 31 - Group work on pharmaceutical posters

April

Monday 5 – Group work on pharmaceutical posters

Wednesday 7 – Group work on pharmaceutical posters

Sunday 11 – Component four poster presentation due

Monday 12 - Poster session

Wednesday 14 - Poster session.

Thursday 15 - Marks for other groups due!

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

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

Center for Disease Control. 1992. Fluoridation of community water systems. *Journal of the American Medical Association* 267(24): 3264-3265.

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.

Green, Rivka, Bruce Lanphear, Richard Hornung, David Flora, E. Angeles Martinez-Mier, Raichel Neufeld, Pierre Ayotte, Gina Muckle, and Christine Till. 2019. Association between maternal fluoride exposure during pregnancy and IQ scores in offspring in Canada. *JAMA Pediatrics* 173(10):940-948.

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.

Warren, John J., John J., Steven M. Levy, Barbara Broffitt, Joseph E. Cavanaugh, Michael J. Kanellis, and Karin Weber-Gasparoni. 2009. Considerations on Optimal Fluoride Intake Using Dental Fluorosis and Dental Caries Outcomes – A Longitudinal Study. *Journal of Public Health Dentistry* 69(2):111-115.

Component Three

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

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

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

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

Component Four

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.

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.

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.