Department of Anthropology
ANTH 2290B-650- Cultures of Health, Illness, Disability and Healing

COURSE OUTLINE
Winter 2023

Version date: August 24, 2022

Instructor:
Dr. Pamela Block (she/her)
Office: SSC-3425
Email: pblock@uwo.ca

Office Hours: By Appointment. Check OWL for time of the Weekly Synchronous Zoom Q&A. Live Q&A will be recorded and posted on OWL each week.

Classes:
This course will be conducted online. It is asynchronous, meaning that students will be provided with a variety of lesson materials and activities that can be done throughout the week, although there may be tasks that must be completed by specific times.

Credit Value: 0.5 credit

Requisites:
Antirequisites: the former 2290F/G.

Prerequisites: None.

Course Description:
The goal of this course is to introduce you to medical anthropology, the role that anthropologists play in helping us understand global beliefs about illness and disability. We will learn about how anthropologists influence and work with systems of health, healing, wellness for policy, research, and activism. The course will include an emphasis on how health, illness, disability and healing are understood globally and cross-culturally, and will examine the relationship between biological, social and cultural understandings of these concepts.

Weekly schedule of activities

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Details</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Jan 9 – 15</td>
<td>Orientation: An Introduction to the Course;</td>
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<td>Week 2</td>
<td>Jan 16 - 22</td>
<td>Jan 17 – Add deadline</td>
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<td>Read pp. 1-35: 1-2.3</td>
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<td>Week 3</td>
<td>Jan 23 - 29</td>
<td>Read pp 36-71: 2.4-3.4</td>
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<td>Week 4</td>
<td>Jan 30 – Feb 5</td>
<td>Read pp 72-115: 4-5.3</td>
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<td>Week 5</td>
<td>Feb 6 - 12</td>
<td>Read pp. 115-155: 6-7.3</td>
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<td>Week 6</td>
<td>Feb 13 - 17</td>
<td>Monday, October 10 – Thanksgiving</td>
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<td>Read pp. 155-192: 7.4-9.1</td>
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<td>READING</td>
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<td>WEEK</td>
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<td>Feb 18 - 26</td>
<td>Read pp. 193-235: 9.2-10.4</td>
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<td>Week 7</td>
<td>Feb 27 – Mar 5</td>
<td>Read pp. 236-273: 11-12.2</td>
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<td>Week 8</td>
<td>Mar 6 – 12</td>
<td>FALL READING WEEK</td>
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<td>Week 9</td>
<td>Mar 13 – 19</td>
<td>Nov 12 – last day to drop a course without penalty. Students receive 15% of grade by Nov 7</td>
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<td>Read pp. 274-307: 12.3-13.4</td>
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<tr>
<td>Week 10</td>
<td>Mar 20 – 26</td>
<td>Read pp. 308-344: 14-15.1</td>
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<td>Week 11</td>
<td>Mar 27 – April 2</td>
<td>Read pp. 345-382: 15.2-16</td>
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<td>Week 12</td>
<td>April 3 – 9</td>
<td>Final Projects: A Virtual Poster Session</td>
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<td>Week 13</td>
<td>April 10 – 16</td>
<td>Final Projects: A Virtual Poster Session continues through December 8th, 11:55pm.</td>
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<td>(excluding April 11-12)</td>
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<td>December 9 – Study Day</td>
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**Learning Outcomes:**

Upon successful completion of this course, students will be able to:

- Describe the historically-contingent social, cultural, political and economic influences on the interpretation, treatment and management of health, illness, disability and healing
- Identify the relationship between broad level social forces and their influence on individual biography and the lived experience health, illness, disability and healing
- Recognize that ethnographic fieldwork can reveal the limitations of standard biomedical understandings and practices relevant to health, illness, disability and healing.
- Apply emerging understandings of health, illness, disability and healing to the COVID pandemic.

**Course Materials:**

The textbook for this course is *The Routledge Handbook of Medical Anthropology*. By Lenore Manderson, Elizabeth Cartwright, Anita Hardon (first edition 2018). An electronic version of this book is available for free through the library or for sale via the bookstore. Supplemental readings will be included in weekly lessons in OWL.
Registered students will be able to access additional course readings through the course site in OWL before the first day of class.

**Evaluation:**

**Study Groups, Discussion Questions and Journals (Forums/VoiceThreads) 30%**

*Text Journal.* Study groups will connect weekly either synchronously or asynchronously either through OWL forums or other method (with instructor approval) to discuss the weekly readings and lessons. Study Groups will document their gatherings by keeping a text journal reflecting their weekly discussion. Each week the group will add at least three Discussion Questions (DQ) and one Real World Example (RWE) for the week’s readings to their group journal and include a summary of responses to the chosen DQs and RWE. Each week the groups journal entries will be submitted on OWL and serve as collective access notes. At the end of the term the completed journals for each group will be submitted through the OWL assignments tab.

*Discussion questions (DQs)* should be essay-type questions that don’t have a simple yes or no answer, like something you would see in an essay exam. It must be directly related to the week’s readings. Think of one, discuss it with your study group and put it in your group journal every week. Starting in Week 2, you must post your questions by Wednesday by each week and respond by Friday of each week. The TA or Instructor will post summative feedback on the following Monday (e.g. you can expect summative feedback for Week 2 on Monday of Week 3 etc.). At the end of the term all individuals will submit a self-evaluation grading themselves on their participation in this aspect of the course.

*Real World Examples (RWEs)* are reflections can be anything that connects the week’s readings to something from your experiences out in the world. They might be drawn from literature, film, social media, news articles, blogs or personal experiences. Put one of these in your journal every week and share them in discussion forums if you choose.

**Owl Activities 20%**

You are expected to fully engage in all lessons on OWL and complete all exercises. These include a mixture of items including weekly readings, video, comments, questions to answer, surveys etc. that should take 60-90 minutes and constitute 1-1.5% of your grade each week.

**Material Culture Assignment 25%**

Choose an item of relevance to the course topic. It can be a family heirloom, a recipe, a song, something passed down from generation to generation, or any significant item or location that you have, or know of, or have seen that relates to the course topic. Describe the item, draw it or include photos and create a poster discussing of the item’s history and relevance to the course using at least three citations from the textbook (different chapters and sections of chapters are written by different people and can count as a separate citation). You may include additional citations if you wish. Text may not exceed the 750 word limit. See due date in the OWL Assignments tab. If you want written feedback be sure to submit by the due date and note this in Bold at the top of the first page.

**Final Assignments 25%**

Create a final assignment using a communication modality of your choice (video, painting and artist statement, poster, slide presentation, graphic narrative etc.) on a topic of your choosing
related to the textbook readings and class discussions. Video/audio submissions must include a transcript. Text may not exceed the 750 word-limit. See due date in the OWL Assignments tab.

Note: You are not required to do any additional research beyond the course readings in order to complete these assignments, though you may do so if you wish. Examples of possible formats may be to: select a cross-cutting theme and compare different readings approach to it; select an historical event and analyze it using course readings. You may discuss what you consider to be the strengths and weaknesses of the approaches used in the readings. You are expected to provide evidence for all your assertions using the texts assigned or in supplemental materials. Use your DQs and RWEs from your journals to explore possible topics. If you want written feedback be sure to submit by the due date and note this in Bold at the top of the first page.

Accommodations or extensions to these deadlines may be provided on a case-by-case basis upon formal request, possibly in consultation with students’ academic counselors but this request must be made before the late submission window closes.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

All assignments will be evaluated using Turn-It-In in the Assignments portal (video/audio submissions must include a transcript). **All assignments are required to have a Turn-It-In score below 15%.**

**Academic Statements and Policies:**

**Course Specific Conditions Required to Pass this Course**

Both the Material Culture and Final Assignments must be submitted and receive passing grades in order to pass this course. The evaluation methods described in this course outline are essential requirements for the course.

**Learning Community**

Just like there are many learning styles there are also many teaching styles. Some courses are structured with information flowing primarily from the instructor to the student and then flowing back from the student to the instructor, perhaps mediated by teaching assistants. This is effective for lower levels of knowledge acquisition: remembering and understanding. This is not how I am teaching this course. For higher levels of knowledge acquisition: applying, analyzing, evaluating and creating, we will establish what is called a learning community. Knowledge in a learning community circulates, flowing between all participants through online and small group discussions. The instructor assumes a mentoring role rather than as sole authority and there is recognition of different sorts of knowledge available in the classroom, especially when learners come from many disciplines and backgrounds. Research shows students reach higher levels of understanding when they are actively engaged in the learning process in this way. [Here is a site with some more information.](#) As well as [this PDF article.](#)
This style may not work for everyone, indeed may make even some people uncomfortable. I invite you to review our syllabus carefully and consider if you are prepared for this level of engagement. Your active weekly participation and engagement in this course through direct communication with other students during small group discussions (using text, audio or video) and via a group project is essential to your success here.

**Collective Access**

In this course we are all “in it” together. It is our shared responsibility to ensure that everyone has access to information and needed supports to be successful this course. This may mean describing images, making sure videos are captioned, taking notes collectively, etc. Collective access needs vary from course to course, so I will let you know of any specific access guidelines that we need for this course. This site discusses some examples of collective access. I would suggest briefly describing any photos you post and make sure any videos you post (including ones you personally make) are captioned. Auto-Captioning is very easy to do on YouTube. If you have access needs or concerns feel free to contact me, and I will be happy to meet to discuss how to best support your success in this course.

**Accommodation, Illness Reporting and Academic Considerations**

It is important that you please contact me as soon as possible in advance of any due dates if you are seeking academic consideration.

For work totaling 10% or more of the final course grade, you must provide valid medical or supporting documentation to the Academic Counselling Office of your Faculty of Registration as soon as possible. For further information, please consult the University’s medical illness policy at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

**Accessible Education**

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. More information can be found on the Accessible Education site, as well as the accommodation policy in the Academic Calendar.

**Religious Accommodation**

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the Western Multicultural Calendar.

**Statement on Plagiarism:**

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing. It is also a scholastic offence to submit the same work for credit in more than one course. Plagiarism is a major scholastic offence. See the Academic Calendar for complete details on Scholastic Discipline for Undergraduate Students.
Institutional Statements and Policies:
All students should familiarize themselves with Western's current academic policies on Academic Rights and Responsibilities with regards to academic appeals, accommodation, scholastic discipline and code of conduct. These policies are outlined in the Academic Calendar under Academic Rights and Responsibilities.

~ END ~