

Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn (A2L) for the most up-to-date information for this course. The course outline on A2L will supersede previously published outlines until published course outlines are updated.

ANTHROP 3HI3

MEDICAL ANTHROPOLOGY

WINTER 2021

Instructor: Professor Cal Biruk (she/her or they/them)

Email: birukc@mcmaster.ca

Lectures: Recorded with MacVideo and posted to A2L Wednesdays by noon

Optional live sessions: January 20, January 27, March 17, 7:00pm-8:00pm (Zoom, links on A2L)

Office hours: Wednesdays, 1:00-2:00pm (Zoom, recurring link on A2L)

Note: All times listed in this course outline are in Eastern Standard Time (EST)

Teaching assistants:

Sarah Elshahat (she/her) | Email: elshahas@mcmaster.ca

Loa Gordon (she/her) | Email: gordol8@mcmaster.ca

Afroza Hoque (she/her) | Email: hoquea2@mcmaster.ca

Contents

Course Description.....	2
Learning Objectives.....	2
Required Materials and Texts.....	2
Class Format.....	2
Course Evaluation (Overview).....	3
Course Evaluation (Details).....	4
Assignment 1 (10%), due by April 14.....	4
Assignment 2 (25%), due March 12.....	4
Assignment 3 (30%), due March 31.....	5
Assignment 4 (35%), due April 23.....	5
Weekly Course Schedule and Readings.....	6
Week 1 (January 13).....	6
Week 2 (January 20).....	7
Week 3 (January 27).....	8
Week 4 (February 3).....	9
Week 5 (February 10).....	10
Week 6 (February 17).....	11
Week 7 (February 24).....	12
Week 8 (March 3).....	13
Week 9 (March 10).....	14
Week 10 (March 17).....	15
Week 11 (March 24).....	16
Week 12 (March 31).....	17
Week 13 (April 7).....	18
Week 14 (April 14).....	19
Course Policies.....	19
University Policies.....	21

Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn (A2L) for the most up-to-date information for this course. The course outline on A2L will supersede previously published outlines until published course outlines are updated.

Course Description

This course examines fundamental themes, theories, and concepts in medical anthropology, and cultivates an anthropological understanding of the intersections between disease, health, society, the body, culture, power, and global political economy. Our topics include: comparative study of health systems; cross cultural definitions of health, disease, and illness; bodies, medicine, and the media; the anthropology of epidemics; case studies drawn from disability studies, addiction studies, and fat studies; health, ethics, and morality; health inequalities; and global health's pasts and presents. Throughout, we critically engage "standard" biomedical understandings of disease, illness, and the body, and consider how medical services and knowledge intersect, contradict, or enhance individual, bodily, and cultural experiences of illness, embodiment, and healing. Note that some course material usually taught in this course has been altered to account for virtual learning and to make completion of the course more manageable in Covid-times.

As members of the McMaster community, we are grateful to work, learn, and study on lands that are the traditional territory shared between the Haudenosaunee Confederacy and the Anishinabe Nations, acknowledged in the Dish with One Spoon Wampum belt.

Learning Objectives

1. Gain knowledge of core methods, vocabularies, and concepts in medical anthropology
2. Challenge taken-for-granted assumptions about bodies, illness, and healing through engagement with assigned texts, classmates, films, and other media
3. Apply theoretical and methodological tools learned in class to original data
4. Recognize and analyze the unequal distribution of health and illness across the globe
5. Develop awareness of science, medicine, and technology as artifacts of cultural and political processes

Required Book + Readings

Coleman Nye and Sherine Hamdy. 2017. *Lissa: A Story about Medical Promise, Friendship, and Revolution*. Toronto: University of Toronto Press.

- Please purchase the book well in advance of the date it is assigned (March 31). It is available at both the McMaster campus store (click [here](#) to be taken directly to our course book page) and the [publisher's website](#).

All other readings are available as PDFs on A2L ("Content" → "Readings").

Class Format

I recognize that these Covid-times are difficult and unconventional times: We are all doing our best and juggling many commitments, including caring for ourselves and others, holding jobs, navigating the stress and isolation of living through a pandemic, and academic work. **In this regard, I have organized this course in a way that allows you some flexibility in how you choose to engage.** It is especially important in these times that students show the same generosity, care, flexibility, and respect toward the instructor and TAs that they would expect in return.

Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn (A2L) for the most up-to-date information for this course. The course outline on A2L will supersede previously published outlines until published course outlines are updated.

Our class is primarily asynchronous. Lectures and modules or other material for a given week will be posted by noon on Wednesdays to A2L for you to listen to/view on your own time. Lectures will use assigned reading(s) as a platform. Each lecture will also have a short module(s) associated with it (also posted with the lecture to A2L). Modules might involve watching a short film clip and analyzing it through the lens of concepts from lecture, doing a guided visual analysis or discourse analysis of a media or other document, participating in a drawing or free writing activity, and so on. Modules are brief ways for you to apply concepts and theories from lectures and readings. *You should complete the week's assigned reading(s) before listening to the lecture for that week. Do the modules last.*

I will also hold a synchronous open session on Zoom on select Wednesdays from 7p-8p. The dates when this is offered are noted in the course outline below (Jan 20, Jan 27, March 17). These sessions are a space for building community and give you a chance to do the modules assigned for those dates in a collective setting that includes Cal and your classmates. I encourage you to attend these sessions to enhance your experience in the course, but *they are not required*. It is up to you: if you prefer to just do the modules on your own, no problem. Zoom links to these live sessions are available on A2L. At the relevant time/date, click and join the session ("Content" → "Live open sessions").

My office hour will be held on Zoom via a recurring link set to the designated time (Wed, 1p-2p) on A2L. Click on the link in A2L ("Content" → "Virtual Office Hour") and you will be in my Zoom office. I utilize the "waiting room" function for office hours. If someone is waiting, meetings are limited to 10 minutes.

The course TAs are available on email to answer questions regarding marking, course material, or to arrange office hours.

Technology/Platforms

In this class, we will use **Avenue to Learn** (our course site) and **Zoom** (synchronous optional open sessions + virtual office hours). I will record lectures using MacVideo; these files will be uploaded to A2L where you can listen to/view them on your own time. Most lectures will involve Powerpoint slides and will be captioned as much as is possible. I may also show videos or other media during the lectures (embedded), or post links to such things in order for you to follow along with the lecture. All content can be accessed by navigating in A2L from "Content" to "Lectures and course material." Content will be organized by date it corresponds to on the course outline.

Please note that I do not generally respond to emails at the weekend or in evenings. I prefer to communicate via email (I check my A2L inbox less frequently). Queries regarding marks must be addressed to TAs, not Cal.

Any communications and announcements will be posted to A2L's Announcements page and sent to the entire class via the A2L "email classlist" function.

Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn (A2L) for the most up-to-date information for this course. The course outline on A2L will supersede previously published outlines until published course outlines are updated.

Course evaluation

- *Participation portfolio: 10 % of grade
- *Take home midterm exam: 25 % of grade
- *Illness Narrative Assignment: 30 % of grade
- *Take home final Exam: 35 % of grade

Due dates

- *March 12 at 5:00pm, Take-home midterm exam due (exam posted March 3 at 7:00pm)
- *March 31 at 7:00pm, Illness Narrative due
- *April 14 at 7:00pm, Last day to submit participation portfolio
- *April 23 at 5:00pm, Take-home final exam due (exam posted April 16 at 5:00pm)

Assignments

1. Participation

In order to demonstrate your participation in a primarily online format, you will prepare and submit a **participation portfolio anytime before April 14 at 7pm via A2L** (“Assessments”→”Assignments”→”Participation portfolio”). This portfolio will include three simple components, outlined here.

- a. The completed worksheet/questionnaire from Week 5’s module pertaining to the film *Split Horn*
- b. Choose any two other modules you have completed this term and include the worksheet/questionnaire in your portfolio
- c. Write **one double-spaced page** that describes and assesses your participation in this course this term. You should: 1) define/describe what you deem to be ‘participation’ in a course, 2) give examples of how you personally engaged with our material this term, and 3) Reflect on one specific way in which your views on health, illness, and bodies changed over the term.

The portfolio will be graded *for completion* and must adhere to the formatting and submission guidelines listed on the participation portfolio assignment sheet posted to A2L (“Content”→”Assignment sheets”). If all parts are submitted, guidelines are met, formatting is correct, and basic effort demonstrated, the participation grade will be a 100. If not submitted, the participation grade is 0. If submitted, but guidelines are not met or little to no effort is demonstrated, points will be deducted.

2. Take-home midterm covering material from Weeks 1-7

The midterm will be posted by Wednesday, March 3 at 7pm. You must submit the midterm by Friday, March 12 at 5pm on A2L and may use notes, lectures, readings, slides, and films at your disposal. The exam will be taken on A2L. Questions will be designed to be not Googleable, and Googling will lead you astray and be obvious to the grader. **You should not consult anyone else in the class or otherwise (family members, friends, etc) in completing the exam.**

Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn (A2L) for the most up-to-date information for this course. The course outline on A2L will supersede previously published outlines until published course outlines are updated.

The take-home midterm will ONLY cover material from Weeks 1-7 (lectures, modules, films, readings, other). It may include definitions, short answers, visual analysis, true/false queries, multiple choice questions, and application instruments (i.e., applying a theory or concept from class to a case or scenario). You may also be asked to cite readings to support answers or interpret quotations from class readings. When the time comes, you will find the exam on A2L (“Assessments→”Quizzes”→”Midterm”).

3. Illness Narrative Assignment (1000-1200 words) due March 31 at 7pm

For this assignment, you will conduct an interview (approximately 1 hour) with a friend, colleague, or family member who experienced/is experiencing a condition, illness, or injury *and who consents to share the story with you for anonymized presentation in your paper*. You will draw on the ‘data’ you collect during the interview to write an illness narrative paper that analyzes the person’s experience and story through the lens of concepts from the readings and/or lecture(s). You may also elect to interview a caretaker of someone who experienced a condition, illness, or injury regarding their experience caring for the person. This assignment will be graded according to a detailed rubric which will be posted to A2L with the in-depth assignment description and formatting guidelines.

4. Take-home final exam covering weeks 8-13 due April 23 at 5pm

The take-home final exam will be posted by April 16 at 5pm. You should complete the final on your own time and may use notes, lectures, slides, and films at your disposal. The exam will be taken on A2L. Questions will be designed to be not Googleable, and Googling will lead you astray and probably be obvious to the grader. **You should not consult anyone else in the class or otherwise (family members, friends, etc) in completing the exam.**

The final exam will ONLY cover material from Weeks 8-13 (lectures, modules, films, readings, other). It may include definitions, short answers, visual analysis, true/false queries, multiple choice questions, and application instruments (i.e., applying a concept from class to a case or scenario). You may also be asked to cite readings to support answers or interpret quotations from class readings. When the time comes, you will find the exam on A2L (“Assessments→”Quizzes”→”Final Exam”).

Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn (A2L) for the most up-to-date information for this course. The course outline on A2L will supersede previously published outlines until published course outlines are updated.

Weekly Course Schedule and Readings

****Schedule and readings subject to change****

Unit 1: Core Concepts in Medical Anthropology

Week 1 | Wednesday, January 13

Introduction of course and instructor

To read:

No readings for today!

To do (required):

- Listen to posted lecture (“Introduction”). *This lecture will provide detailed overview of course structure, assignments, and expectations.*
- Read this entire course outline

To do (optional):

Nothing!

Assignments due:

None!

Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn (A2L) for the most up-to-date information for this course. The course outline on A2L will supersede previously published outlines until published course outlines are updated.

Week 2 | Wednesday, January 20

What is medical anthropology?

To read (required):

*Sheila Bock. 2020. "Deliberate infectors & exotic origins: The folklore behind Covid-19." *UNLV News Center* (pp. 1-5)

*Dionne Brand. 2020. "On narrative, reckoning, and the calculus of living and dying." *Toronto Star*. Read [here](#)

*Alexis Shotwell. 2020. "The virus is a relation." *Upping the Anti: a journal of theory and action*. Read [here](#)

Questions to guide your reading:

Think about how news, social media, memes, or 'things you've heard' about Covid-19 since March 2020 have or have not affected your behaviors, general sense of 'health,' social choices, and conceptions of your body. How do you separate rumors or myths from facts during an epidemic? How do uncertainty and anxiety fuel the theories we craft to explain Covid? What images, objects, figures, and language/phrases/new words would you associate with Covid? How does culture and history affect how people respond to an epidemic, and the things they do to protect themselves (and how do our identities and experiences impact such choices)? Bock claims that many Covid-stories are "about the overlapping dynamics of innocence and blame, self and other." Think of an example (things you've heard or seen—visuals, articles, memes, etc) that resonates with her claim. What is the relationship between culture, health, history, and bodies? How does viewing Covid-19 as a 'relation' rather than a virus help us see things we otherwise might not?

To do (required):

Listen to posted lecture ("What is medical anthropology") + do associated module ("Bad culture"*)

*It is your choice whether you wish to do the module on your own, or attend tonight's live session to work through the module together with classmates and Cal.

To do (optional):

Attend Zoom open session, 7pm-8pm (link on A2L).

Tentative plan for session: I will introduce myself, and answer questions you might have about the class, course outline, or assignments. I will screen a short Disney-made public health film [8 minutes] exported from the US to Latin American audiences in the 1940s; we will analyze this film together and think about how it intersects some of our concerns in the course. This activity is the same as the module for today, but the live session allows you to engage and learn in real time with Cal and classmates if you prefer.

Assignments due: none

Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn (A2L) for the most up-to-date information for this course. The course outline on A2L will supersede previously published outlines until published course outlines are updated.

Week 3 | Wednesday, January 27

Unthinking ‘the body’: The ‘three bodies’ analytic in medical anthropology

To read (required):

*Susan Dominus. 2012. “What happened to the girls in Le Roy?” *New York Times Sunday Magazine* (pp. 1-16) [PDFs]

Questions to guide your reading:

How does the Dominus article challenge our received notions of what constitutes health and illness? What possible explanations are there for the mystery illness in LeRoy? Have you or someone you know ever experienced an illness that could not be explained by doctors? What do you consider to be the relationship between the mind and the body, and how does the Dominus article affirm or challenge that? Make a list of words you associate with ‘the mind’ and a list of words you associate with ‘the body.’

To do (required):

Listen to posted lecture (“Unthinking ‘the body’”) + do associated modules (“Mind/body dualism in biomedicine” + “Media coverage of mass hysteria in LeRoy”*)

*It is your choice whether you wish to do the module(s) on your own, or attend tonight’s live session to work through the module together with classmates and Cal.

To do (optional):

Attend Zoom open session, 7pm-8pm (link on A2L).

Tentative plan for session: We will collaboratively analyze some media coverage of the outbreak of an unknown illness in Le Roy, NY discussed in today’s reading and lecture. I will also extract one case study of mind-body dualism in biomedicine from today’s lecture for us to work through together. (These two activities are also available as the modules for today if you prefer to do them on your own).

Optional reading material: I have posted the essay (Scheper-Hughes and Lock’s 1987 article “The Mindful body”) on which today’s lecture and the ‘three bodies’ framework are based. It is a canonical essay in medical anthropology, and I usually assign it in this course, but in the interest of lessening reading load, I opted not to this term. If you’d like to work through it, or reference the primary source, feel free.

Assignments due:

None!

Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn (A2L) for the most up-to-date information for this course. The course outline on A2L will supersede previously published outlines until published course outlines are updated.

Week 4 | Wednesday, February 3

Bodies, norms, and institutions

To read/watch (required):

*Eli Clare. 2017. "Introduction," "Ideology of cure," and "Violence of cure." In *Brilliant Imperfection: Grappling with Cure*. Duke University Press (pp. xv-xvii, 5-31).

*Judith Butler and Sunny Taylor on a walk [*Examined Life*, 2010, film, 14 minutes]. Click [here](#) to view.

Questions to guide your reading and watching:

*Think about the term "normal." How does this term operate and reflect moral and political commitments in Canada today? How do bodies (and which bodies?) themselves become battlegrounds on which definitions of the "normal subject" are contested? Writing from a disabled queer perspective, Clare challenges dominant definitions and concepts of 'cure' and 'diagnosis'—how does he do so? Unpack Clare's term **body-mind** in relation to our discussions of Cartesian dualism last week. Jot down some notes while watching the short film. How does Taylor's concept of disability align with Eli Clare's? What is the difference between disability and impairment? How does the language of "accommodations" at McMaster create and uphold particular ideas about disability(ies)?*

To do (required):

Listen to posted lecture ("Bodies, norms, and institutions") + do module ("Medicalizing social anxiety and sex")

To do (optional):

"The problem with the solution." *Invisibilia* (podcast, 2016)

Listen to this fantastic podcast [episode](#) about thinking beyond carceral 'solutions' to 'madness' or mental illness (59 minutes). Note that there is also a transcript available at the link, should you prefer reading to listening. I mention the episode in today's lecture. It's really good!

Assignments due:

None!

Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn (A2L) for the most up-to-date information for this course. The course outline on A2L will supersede previously published outlines until published course outlines are updated.

Week 5 | Wednesday, February 10

Healing in multiple worlds

To watch (required):

**The Split Horn: The Life of a Hmong Shaman in America [PBS, 2001, 56 minutes]*

Note: You should download and fill in the film viewing worksheet as you view the film (this is the module activity for today).

To access the film for free:

Go to the [McMaster Kanopy streaming site](#). Enter your login details. Search for the film in the searchbox. Watch.

Things to think about before you watch:

What things do you “know?” What things do you “believe (in)?” In your own experience, how do you know when a given therapy or healing modality is effective? What criteria do you use to determine this? What kinds of medicine are ‘traditional’ vs. ‘modern,’ and what connotations do each of these terms carry? What have you heard about shamans—how does the film challenge some of the assumptions you may have had about shamanism?

To do (required):

Listen to posted lecture after watching the film (“Healing in multiple worlds”) + *do module as you watch the film* (“Film viewing worksheet”)

To do (optional):

Nothing!

Assignments due:

None!

McMaster University, Department of Anthropology, ANTHROP3H3

Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn (A2L) for the most up-to-date information for this course. The course outline on A2L will supersede previously published outlines until published course outlines are updated.

Week 6 | Wednesday, February 17

Mid-term recess

To do (required):

Enjoy the break 😊

Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn (A2L) for the most up-to-date information for this course. The course outline on A2L will supersede previously published outlines until published course outlines are updated.

Unit 2: Culture, embodiment, and knowledge

Week 7 | Wednesday, February 24

Illness Narratives

To read (required):

- *Elizabeth Berk. 2018. "A kind of disassembled and reassembled, postmodern collective and personal self: Agency and the insulin pump." *Journal of Material Culture* 23(4) [pp. 448-458].
- *Eula Biss. 2005. "The pain scale." *Harper's* [pp. 25-30].
- *Barbara Ehrenreich. 2001. "Welcome to Cancerland." *Harper's Magazine* [short essay].

Questions to guide your reading:

I have selected representations of conditions, experiences, or illness that prompt each author to narrate or find meaning in difference, sickness, or socially labeled "abnormality." As you read, pay attention to how metaphors, turns of phrase, and self-presentation help them make meaning/sense of their respective conditions. Across the readings, think about how narrative can be a resource for undoing violences wrought upon our body-minds by medicine, metrics, norms, and 'cure.'

To do (required):

Listen to posted lecture ("Illness narratives") + Listen to short overview of Illness Narratives assignment ("Detailed discussion of illness narratives assignment") + do module ("Initiation with ants")

To do (optional):

Nothing!

Assignments due:

None!

Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn (A2L) for the most up-to-date information for this course. The course outline on A2L will supersede previously published outlines until published course outlines are updated.

Week 8 | Wednesday, March 3

Cultures of biomedicine: How to be a “good” doctor

To read (required):

- *Byron Good and Mary-Jo DelVecchio Good. 1993. “Learning Medicine:” The Constructing of Medical Knowledge at Harvard Medical School. In Shirley Lindenbaum and Margaret Lock, eds. *Knowledge, Power, and Practice: The Anthropology of Medicine and Everyday Life*. Berkeley: University of California Press. [pp. 81-108].
- *Arthur Kleinman, Peter Benson. 2006. “Anthropology in the clinic: The problem of cultural competency and how to fix it.” *PLoS Medicine* 3(10) [pp. 1673-1676].
- *Rafael Campo. 2015. “The chart [short poem].” *Poetry*.

Questions to guide your reading:

“Learning medicine” involves not only learning anatomy or the mechanisms of disease in the body, but also learning new ways of seeing. Give a few examples (drawn from Good and Good’s essay) of how doctors “learn to see” the body in very specific ways. How might ethnography in hospitals differ from traditional ethnography? Think of your own experience interacting with doctors: How do some of the phenomena discussed in the readings for today express themselves in real life encounters between patients and healers? Where does “cultural competency” fit into the clinic and ways of seeing of physicians?

To do (required):

Listen to posted lecture (“Cultures of biomedicine”) + do module (“Being critical about culture”)

To do (optional):

Nothing!

Assignments due:

None!

*****Note: The take-home midterm becomes available today at 7:00pm on A2L. It is due Friday, March 12 at 5pm*****

McMaster University, Department of Anthropology, ANTHROP3H3

Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn (A2L) for the most up-to-date information for this course. The course outline on A2L will supersede previously published outlines until published course outlines are updated.

Week 9 | Wednesday, March 10

*****Take-home midterm focused on Weeks 1-7 is due this week on Friday, March 12 at 5:00pm*****

Note: Due to another obligation, Cal will not be hosting office hours this week.

Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn (A2L) for the most up-to-date information for this course. The course outline on A2L will supersede previously published outlines until published course outlines are updated.

Unit 3: Language, Morality, and Bodies

Week 10 | Wednesday, March 17

Epidemics of signification

To read (required):

*Paula A. Treichler. 1987. "AIDS, homophobia, and biomedical discourse: An epidemic of signification." *October* 43 [pp. 31-70].

Questions to guide your reading: *What does Treichler mean by "epidemic of signification?" What does this have to do with the AIDS epidemic? How can we use her framework for thinking about other epidemics (such as Covid-19)? Think about the first time you heard of "AIDS:" do you recall what kinds of images or feelings it piqued for you? What role does epidemic discourse (and its significations, a la Treichler) play in producing and justifying certain kinds of interventions over others? Give examples.*

To do (required):

Listen to posted lecture ("Epidemics of signification") + do module ("How to have sex in an epidemic"*)

*It is your choice whether you wish to do the module on your own, or attend tonight's live session to work through the module together with classmates and Cal.

To do (optional):

Attend Zoom open session, 7pm-8pm (link on A2L).

Tentative plan for session: We will collaboratively analyze an important artifact of public health history, a manual written in a sex-positive manner that advised men who have sex with men (MSM) in the early 1980s on how to have safe(r) sex. (This activity is also available as the module for today if you prefer to do it on your own). There will also be time for you to ask questions about the Illness Narrative assignment (due March 31) if you wish.

Optional reading (usually assigned in this course, but not this term—will be covered in today's lecture):

Marlon M. Bailey. 2009. "Performance as intravention: Ballroom culture and the politics of HIV/AIDS in Detroit." *Souls* 11(3) [pp. 253-274].

Assignments due: None!

Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn (A2L) for the most up-to-date information for this course. The course outline on A2L will supersede previously published outlines until published course outlines are updated.

Week 11 | Wednesday, March 24
Addiction, health, and technology

To read (required):

- *Natasha Dow Schüll. 2006. "Machines, medication, modulation: circuits of dependency and self-care in Las Vegas." *Culture, Medicine, Psychiatry* 30(2). [pp. 223-247]
- *Alexis C. Madrigal. 2013. "The machine zone: This is where you go when you can't stop looking at pictures on Facebook." *The Atlantic*. [short article]

Questions to guide your reading: *What connotations does the term 'addiction' carry (in popular culture, in media representations, in personal experience)? What is the 'zone' that Schüll discusses and how does it relate to gamblers' sense of health and self? Think about the relationship between humans and machines/technologies and how it relates to your own daily life. What are the roots of addiction for the folks discussed by Schüll, and how do their narratives and experiences of addiction challenge dominant ideas about addiction? How does capitalism intersect the story she tells and the narratives we encounter in the article, and our own interactions with machines and technologies (broadly interpreted)?*

To do (required):

Listen to posted lecture ("Addiction, health, and technology") + do module ("Addicted to tech")

To do (optional):

Nothing!

Assignments due:

None!

Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn (A2L) for the most up-to-date information for this course. The course outline on A2L will supersede previously published outlines until published course outlines are updated.

Unit 4: Histories, Economies, and Politics of Health

Week 12 | Wednesday, March 31

Medical decision making + graphic medical anthropology

To read (required):

*Coleman Nye and Sherine Hamdy. 2017. *Lissa: A Story about Medical Promise, Friendship, and Revolution*. Toronto: University of Toronto Press. (entire graphic novel)

Questions to guide your reading: I have posted an extensive reading guide to help direct your engagement with the graphic novel to A2L. Please download before reading.

To do (required):

Listen to posted lecture (“Medical decision making + graphic medical anthropology”) + do module (“Graphic medicine”)

To do (optional):

Nothing!

Assignment due:

Submit your Illness Narrative to A2L by 7pm tonight.

Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn (A2L) for the most up-to-date information for this course. The course outline on A2L will supersede previously published outlines until published course outlines are updated.

Week 13 | Wednesday, April 7

The invention of race and race-based medicine

To read and watch (required):

- *Clarence C. Gravlee. 2009. "How race becomes biology: Embodiment of social inequality." *American Journal of Physical Anthropology* 139 [pp. 47-57].
- *Watch Dorothy Roberts' TEDTalk "The problem with race-based medicine" (2015, 15 minutes). You can view it [here](#).

Reading prompt: What is your definition of race, and where/how did you come to understand race as a concept or category (family, school, other)? What is the link between race, biology and culture? What is race-based medicine and why is Roberts a critic of it? What do we mean when we say "biology" in discussions of race and/or genetics? How does Gravlee challenge normative definitions of the term, especially as it relates to discussions about and research on race/racial disparities?

To do (required):

Listen to posted lecture ("The invention of race and race-based medicine") + do module ("Beyond genetic fetishism")

To do (optional):

Nothing!

Assignment due:

None!

Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn (A2L) for the most up-to-date information for this course. The course outline on A2L will supersede previously published outlines until published course outlines are updated.

Week 14 | Wednesday, April 14

Last day to submit participation portfolio to A2L (due by 7pm today)

Final Exam:

The take-home final exam will be posted to A2L on Friday, April 16 at 5:00pm.

The take-home final exam is due to A2L on Friday, April 23 at 5:00pm.

Course Policies

Discomfort and learning

Before you enroll in this course, it is important to understand that the discipline of Anthropology, in its theory and methods, entails a comparative and reflective perspective that relies on one's investment in understanding different ways of being, living in, or seeing the world. Encountering experiences that are radically different from our own, or that resonate (sometimes in painful ways) with our own can be disorienting and raise a host of emotions. Our classroom community encompasses people who have different vocabularies for discussing privilege, oppression, politics, and selves (we should note that these vocabularies are learned, and, thus, cultural). I hope we can use both the alignments and differences between our vocabularies, social positions, and experiences as starting points for learning. I ask that you always be respectful of one another, and keep in sight our shared project: denaturalizing and destabilizing the self so as to gain a wider perspective on others, whether in our own classroom or further afield.

Before deciding to take this course, please read the syllabus thoroughly. I trust that each of you can assess whether and how the content of our readings or films might disturb you. ***This is particularly important in a medical anthropology course, where our main project is reading and thinking about sickness, health, and bodies; many of our topics may intersect your own or your classmates' experiences or traumas.*** If you think any of the material or assignments might disturb you to the point where your emotional or mental health may be threatened, but you wish to remain in the course, take advantage of mental health and other support services available on campus or elsewhere.

Inclusive learning environment

I am committed to making my classrooms a welcoming space for a wide spectrum of diverse learners and thinkers. Please see the note below regarding academic accommodation of students with disabilities. Please let me know if there is anything I can do to make this course more accessible to you, and I will do my best.

Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn (A2L) for the most up-to-date information for this course. The course outline on A2L will supersede previously published outlines until published course outlines are updated.

Privacy and intellectual property

Audio and video recording of class sessions (open sessions, Zoom) is never permitted without my explicit prior consent. All materials related to class should ***never be circulated and should only be used for the purposes of taking this course.*** Please note, according to University Policy, that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. ***The Copyright Act and copyright law protect lectures by University instructors.*** Students are advised that circulating or sharing recorded lectures or any other course material with anyone outside this course will incur disciplinary measures.

Zoom open sessions will not be recorded by the instructor. In specific and approved circumstances, students should be aware that their voice/image may be recorded by others during live open Zoom sessions. Please speak with the instructor if this is a concern.

Format for Written Assignments

All written assignments must be typed in 12-point Times New Roman font, double-spaced, with standard one-inch margins and in-text citations and works cited page should follow APA style format. Do not include more than one space between paragraphs (see here: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html). **Note that you do not need to include the APA cover page or “running head” for coursework.**

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

This term’s course outline has been designed to build in ample time and flexibility for submitting assignments. Late assignments will be subject to one full letter grade deduction for each calendar day the assignment is late. (For example, an A paper turned in two days late becomes a C paper;

Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn (A2L) for the most up-to-date information for this course. The course outline on A2L will supersede previously published outlines until published course outlines are updated.

for clarity: 1 minute-24 hours late=A drops to B; 24 hours-36 hours late=A drops to C; all inclusive of weekend days). Late papers will not be accepted after five calendar days have passed, inclusive of weekend days. For the take-home exams and participation portfolio, extensions will only be considered in extenuating circumstances, given the ample time and generous flexibility built into their deadlines.

Absences, Missed Work, Illness

Because the class is primarily asynchronous and live sessions are optional, absences are not an issue this term. However, it is your responsibility to listen to and keep up with all posted material and missing important information because you did not listen to a lecture or read an email is not an excuse. You are responsible for any announcements, changes to course outline, or material shared in recorded lectures, on A2L, or in email communication.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to *submit their work in hard copy and electronically to Turnitin.com* so that it can be checked for academic dishonesty. To see the Turnitin.com Policy, please to go www.mcmaster.ca/academicintegrity.

Please note University policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn (A2L) for the most up-to-date information for this course. The course outline on A2L will supersede previously published outlines until published course outlines are updated.

McMaster Student Absence Form (MSAF)

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar Requests for Relief for Missed Academic Term Work. Please note these regulations have changed beginning Fall 2015. You can find information at mcmaster.ca/msaf/. If you have any questions about the MSAF, please contact your Associate Dean's office.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

Religious, Indigenous and Spiritual Observances (RISO)

The University recognizes that, on occasion, the timing of a student's religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario Human Rights Code.

Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

McMaster University, Department of Anthropology, ANTHROP3H3

Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn (A2L) for the most up-to-date information for this course. The course outline on A2L will supersede previously published outlines until published course outlines are updated.

Arrangements for the return of assignments from the options above will be finalized during the first class.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.