Aims and Objectives
This course provides an advanced introduction to the anthropology of health, illness and healing. Students will be introduced to key theories and current debates at the interface of anthropology and medicine through a focus on cross-cultural approaches to illness, pain, healing, the body and care. We will explore how different ways of experiencing and knowing the body, including varied concepts of gender, sexuality, and the life course, can radically alter how people think about and engage with issues of health and healing. This course explores biomedicine as one among many ways of thinking through and constituting personhood, illness and the body. It deals with the challenges that arise when biomedical expertise meets other understandings of illness and suffering; the multiple kinds of care provided in institutional, public, religious and domestic settings; the relationship between curing and healing; and the ways in which people grapple with affliction
and uncertainty through narrative, through relationships, and through action. Medical anthropology is not only narrowly concerned with suffering and sickness but examines the significance of wellbeing, health and medicine for all domains of social life. This course therefore explores the centrality of health and healing to social, political, and historical processes in general.
Contents

Key Information......................................................................................................................... 1
Aims and Objectives .................................................................................................................. 1
Contents.................................................................................................................................. 3
Learning Outcomes................................................................................................................... 4
Teaching Methods..................................................................................................................... 4
Assessment............................................................................................................................... 4
Attendance ............................................................................................................................... 6
Communications and Feedback ............................................................................................... 6
Readings and Resource List ..................................................................................................... 6
Lecture Summary ..................................................................................................................... 7
Course Lectures and Readings ................................................................................................. 8
Appendix 1 – General Information ......................................................................................... 20
Students with Disabilities ....................................................................................................... 20
Learning Resources for Undergraduates ................................................................................ 20
Discussing Sensitive Topics .................................................................................................... 21
Guide to Using LEARN for Online Tutorial Sign-Up .............................................................. 21
External Examiner .................................................................................................................. 21
Appendix 2 - Course Work Submission and Penalties ............................................................. 22
Penalties that can be applied to your work and how to avoid them. .................................... 22
ELMA: Submission and Return of Coursework ................................................................. 22
Extensions: New policy-applicable for years 1 -4 .................................................................. 23
Plagiarism Guidance for Students: Avoiding Plagiarism .................................................... 23
Data Protection Guidance for Students ................................................................................ 24
Learning Outcomes

On completion of this course, the student will be able to:

1. Students will have a critical understanding of the key concept, theoretical approaches and debates in medical anthropology.

2. Be able to demonstrate knowledge of the ways in which social understandings of the human body are formed and transformed by healing knowledge and practices.

3. A clear understanding of how "traditional healers" form their practices in a field of multiple healer-patient relations and why "modernity" has not made non- biomedical forms of healing disappear.

4. Be able to analyse and debate how broader political, economic, and historical frames are immediately relevant for an understanding of the body, illness, and healing.

5. A thorough understanding of the implications of the objectification of the body by medical knowledge.

Teaching Methods

The course involves one two-hour session a week for the whole class, together with small group support teaching in separate one-hour sessions (starting in week 2). In the main session, most weeks will involve a mixture of a lecture and some discussion and group work. Students can sign up for small group support teaching via Learn.

The ‘small group’ support teaching will normally be concerned with one or more readings that illustrate, underpin or extend issues raised in the main sessions. Students should note that participation in the small group support teaching sessions is compulsory and attendance will be recorded.

Assessment

Students will be assessed by:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Word count limit</th>
<th>Weighting</th>
<th>Submission date</th>
<th>Return of feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Essay</td>
<td>1500 words max (excluding bibliography)*</td>
<td>20%</td>
<td>19/10/16 (all coursework is due at 12 noon on the date of submission)</td>
<td>9/11/16</td>
</tr>
<tr>
<td>Long Essay</td>
<td>3000 words max (excluding bibliography)*</td>
<td>80%</td>
<td>12/12/16 (all coursework is due at 12 noon on the date of submission)</td>
<td>16/1/17</td>
</tr>
</tbody>
</table>
Note: All coursework is submitted electronically through ELMA. Please read the School Policies and Coursework Submission Procedures which you will find here.

Short Essay

The Short Essay is a 1,500 word short essay, submitted part way through the course, worth 20% of the final mark. The short essay must be submitted electronically using ELMA by 12 noon on 19th October 2016.

‘How are patient and/or healer narratives used in the media?’

Select a current or recent story or event, which has been covered in the media, that relates to the topics discussed in this course (i.e. medicine, illness, healing). Discuss the use of narratives within your chosen source(s).

In answering this question you are being asked to discuss how issues of sickness and healing are framed within the media. You can focus on a single media source or use multiple media sources in order to compare and contrast, however you are not required to include an exhaustive list.

Ask some of the following sub-questions:

- How is illness/health/healing framed?
- Are individual narratives of illness or healing featured?
- Are particular causes or remedies discussed?
- Is/are source(s) about a particular place, population, or time period?

Students should refer to a minimum of three readings. All sources should be referenced, including any newspapers, websites, TV features, etc.

Long Essay

The Long Essay is a 3,000 word (maximum) essay to be submitted after the end of the course, worth 80% of the final mark. Long essay titles will be provided in class in week 6. Long essays must be submitted electronically using ELMA by 12 noon on 12th December 2016.

Assessment Criteria for Essays

1. Development and coherence of arguments
2. Demonstration of an advanced and critical understanding of relevant key debates relating to medical anthropology as discussed on the course
3. Use of supporting evidence
4. Degree of reflexivity and critical thinking in relation to arguments and evidence
5. Drawing together major arguments by way of conclusion in relation to the assignment
6. Formal presentation of report: correct referencing and quoting; spelling, grammar and style; layout and visual presentation.

Attendance
Attendance and participation in the lectures and discussion are essential for developing an understanding of the topics.

Communications and Feedback
You are strongly encouraged to use email for routine communication with lecturers. We shall also use email to communicate with you, e.g., to assign readings for the second hour of each class. All students are provided with email addresses on the university system, if you are not sure of your address, which is based on your matric number; check your EUCLID database entry using the Student Portal.

This is the ONLY email address we shall use to communicate with you. Please note that we will NOT use ‘private’ email addresses such as yahoo or hotmail; it is therefore essential that you check your university email regularly, preferably each day.

Readings and Resource List
All students should read the Key Readings for every lecture. These Readings are necessary to create a thorough understanding of the topic. Further readings listed for each topic are intended to allow students to explore and consolidate their knowledge of particular themes. We have given extensive references in order to help students explore the wider literature if they so wish: we would not expect any student to read all the references for all of these weeks. However, if you are intending to write an essay on a particular topic, you must demonstrate that you have read many, if not all, the different readings suggested for that topic.

The readings are available through the University of Edinburgh online resources or through LEARN. If you have any difficulty getting hold of any of the readings, contact the course organisers.
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday</td>
<td>20 September</td>
<td>1: Introduction to Medical Anthropology (Stefan Ecks)</td>
</tr>
<tr>
<td>2</td>
<td>Tuesday</td>
<td>27 September</td>
<td>2: Key Approaches in Medical Anthropology (Stefan Ecks)</td>
</tr>
<tr>
<td>3</td>
<td>Tuesday</td>
<td>4 October</td>
<td>3: The Body and its Parts (Stefan Ecks)</td>
</tr>
<tr>
<td>4</td>
<td>Tuesday</td>
<td>11 October</td>
<td>4: Questioning Power (Laura Major)</td>
</tr>
<tr>
<td>5</td>
<td>Tuesday</td>
<td>18 October</td>
<td>5: Healers (Laura Major)</td>
</tr>
<tr>
<td>6</td>
<td>Tuesday</td>
<td>25 October</td>
<td>6: Technologies of Life and Death (Laura Major)</td>
</tr>
<tr>
<td>7</td>
<td>Tuesday</td>
<td>1 November</td>
<td>7: Trauma (Alex Edmonds)</td>
</tr>
<tr>
<td>8</td>
<td>Tuesday</td>
<td>8 November</td>
<td>8: Healing with (and without) Substances (Stefan Ecks)</td>
</tr>
<tr>
<td>9</td>
<td>Tuesday</td>
<td>15 November</td>
<td>9: Gendering Health and Healing (Laura Major)</td>
</tr>
<tr>
<td>10</td>
<td>Tuesday</td>
<td>22 November</td>
<td>10: Medicalization and Demedicalization (Stefan Ecks)</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td>Reading Week, Feedback and Guidance (no lecture))</td>
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</tbody>
</table>
Course Lectures and Readings

WEEK 1: INTRODUCTION TO MEDICAL ANTHROPOLOGY

Medical anthropology is a rapidly growing sub-discipline of social/cultural anthropology, but what is it? Why does it attract so much attention from anthropologists and non-anthropologists alike? This lecture will introduce some of the key issues in the field – what do we study and why? What can we learn from researching what it means to be healthy, sick, or dying in different cultural contexts? Are there different ways to know the body? How can we look cross-culturally at what it means to heal? What are the implications of social, political and historical contexts for the health of individuals and larger societies? Come prepared for an open discussion!

Key Readings


Further Reading


Taylor, J. S. 2003. ‘The Story Catches You and You Fall Down: Tragedy, Ethnography, and “Cultural Competence”’, Medical Anthropology Quarterly 17(2): 159-181


WEEK 2: KEY APPROACHES IN MEDICAL ANTHROPOLOGY

The lecture gives a brief historical overview of the field and introduces its most important theoretical streams. The most entrenched distinction exists between social/cultural approaches on the one hand, and biological approaches on the other. Has this distinction become blurred over the past decade, and in which directions is medical anthropology moving?

Key Readings


Further reading


WEEK 3: THE BODY AND ITS PARTS

"The body" has been a focal point in the social sciences (and far beyond) for the past two decades. Depending on the conceptual approach, the body can be written in many different ways. Why does the body matter, and what is medical anthropology’s perspective? Special emphasis will be given to debates about the "body in parts" and self-care practices.

Key Readings


Further reading


WEEK 4: QUESTIONING POWER

Power is an essential aspect of the human condition because the human body is so vulnerable. We all can be overpowered by others, we can be stripped of all possessions, all food, all human contacts all sense of orientation, all dignity. Bodily vulnerability is the reason why all social relations are relations of power. Michel Foucault has explored this systematically. His analysis of disciplinary techniques has been hugely influential in medical anthropology since the 1980s. In the past few years, Foucault's reception has shifted towards his concept of "biopower". Targeting the body of the individual and of entire populations, biopower aims to optimize and improve the body, health, sexuality, family life, heredity, and hygiene. Biopower is so pervasive because its interventions are always applied "in the best interest" of both the individual and of the population. This lecture will embed biopower in Foucault's work and discuss its uses in medical anthropology. We will look especially at the concept of "biological citizenship".

Key Reading


Further Reading


WEEK 5: HEALERS

Interactions between patients and healers in different cultural settings are a core aspect of the ethnographic study of health and illness. This lecture will engage students with the array of questions that such research can pose. What does it mean to heal? Who has the ability to heal? Who defines what it means to be healthy or unwell? What does it mean to be an expert? Who has control of the knowledge and artefacts of healing? Where do such interactions take place – in public? In private? How can we think about healing as performatve?

Key Readings


Psychiatry 32: 31-64


Further Reading


Keshet, Y. and Popper-Giveon, A. 2013. ‘Integrative Health Care in Israel and Traditional Arab Herbal Medicine: When Health Care Interfaces with Culture and Politics’ Medical Anthropology Quarterly 27(3): 368-384


WEEK 6: TECHNOLOGIES OF LIFE AND DEATH

Life and death are at the core of a vast range of anthropological studies, covering the terrain of ritual, religion, gender, kinship, and exchange. Allowing and prolonging life, while postponing and managing death are increasingly at the forefront of biomedical technologies. This week, we will examine how medical anthropologists have approached the practices of life and death, covering varying understandings of both concepts. How have medical technologies shaped biological, ethical, moral, and legal categories of life and death? How do concepts of life and death affect the use of medicine?

Key Readings


*Further Readings*


**WEEK 7: VIOLENCE, TRAUMA, AND WAR SYNDROMES**

This lecture introduces students to the field of the anthropology of mental health by analysing the development of a new illness model over the last three decades: post-traumatic stress disorder (PTSD). We explore cross-cultural differences in treating afflictions of the mind or spirit that come in the wake of violence and consider the implications of the spread of Western psychiatry to other parts of the world. Drawing on his current anthropological fieldwork with soldiers and veterans our guest will also discuss some of the “Catch-22s” or double binds of contemporary military psychiatry.

**Key reading**


**Further reading**


**WEEK 8: HEALING WITH (AND WITHOUT) SUBSTANCES**

Healing encounters pose questions about differences between lay beliefs and specialized knowledge, hierarchies of power, limits of understanding, and ways of creating consensus. In medical anthropology, healing is commonly described as an intricate performance in which all humans and objects have to play their parts for the outcome to be successful. Why is healing more than just giving medicines, how is healing performative?

**Key Reading**


**Further Reading**


**WEEK 9: GENDERING HEALTH & HEALING**

This week will explore how understandings of gender and sexuality have informed and been informed by concepts of health and healing. What are the roles of healers and healing in shaping what it means to be or have a gendered body? How do perceptions of gender shape perceptions of pain, illness, and suffering in different cultural contexts, and how does this impact on access to and uptake of different therapeutic models?

**Key Readings**


Further Reading

Inhorn, M. I. ‘Defining Women’s Health: A Dozen Messages from more than 150 Ethnographies’ Medical Anthropology Quarterly 20(3): 345-378


Staples, J. 2011. ‘At the Intersection of Disability and Masculinity: Exploring Gender and Bodily Difference in India’ JRAI 17(3): 545-562

Wickström, A. 2010. ‘Virginity testing as a local public health initiative: a ‘preventive ritual’ more than a ‘diagnostic measure” JRAI 16(3): 532-550

WEEK 10: MEDICALIZATION AND DEMEDICALIZATION

"Medicalization”—the expansion of medical jurisdiction and treatment into areas previously seen as "normal"—has long been critically discussed by anthropologists and other social scientists. Debates around medicalization have been given a renewed impetus by theories of "pharmaceuticalization," which proposes that the expansion and intensification of drug-taking in new realms of life has to be looked at in a different way than medicalization. In turn, demedicalization processes occur when medicine relinquishes the power to define and regulate domains of life, or when that power is actively wrestled away from it.

Key Reading

Dumit, Joseph. Illnesses you have to fight to get: Facts as forces in uncertain, emergent illnesses. Social Science & Medicine 62(3): 577-590.

Further reading


WEEK 11: ASSESSMENT FEEDBACK AND GUIDANCE

There will be no lecture this week. Students are encouraged to make appointments with either Dr Laura Major or Dr Stefan Ecks in order to discuss their assignments.
Appendix 1 – General Information

Students with Disabilities
The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library, You can find their details as well as information on all of the support they can offer at: http://www.ed.ac.uk/student-disability-service

Learning Resources for Undergraduates
The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note-making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on ‘LearnBetter’ (undergraduate), part of Learn, the University’s virtual learning environment. Follow the link from the IAD Study Development web page to enrol: www.ed.ac.uk/iad/undergraduates

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking two weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students’ work.

To make an appointment with a Study Development Advisor, email iad.study@ed.ac.uk

(For support with English Language, you should contact the English Language Teaching Centre).
Discussing Sensitive Topics
The discipline of Social Anthropology addresses a number of topics that some might find sensitive or, in some cases, distressing. You should read this Course Guide carefully and if there are any topics that you may feel distressed by you should seek advice from the course convenor and/or your Personal Tutor.

For more general issues you may consider seeking the advice of the Student Counselling Service, http://www.ed.ac.uk/schools-departments/student-counselling

Guide to Using LEARN for Online Tutorial Sign-Up
The following is a guide to using LEARN to sign up for your tutorial. If you have any problems using the LEARN sign up, please contact the course secretary by email (lLauren.Ayre@ed.ac.uk).

Tutorial sign up will open on Tuesday 20 September 2016 and will close on Friday 23 September 2016.

Step 1 – Accessing LEARN course pages
Access to LEARN is through the MyEd Portal. You will be given a log-in and password during Freshers’ Week. Once you are logged into MyEd, you should see a tab called ‘Courses’ which will list the active LEARN pages for your courses under ‘myLEARN’.

Step 2 – Welcome to LEARN
Once you have clicked on the relevant course from the list, you will see the Course Content page. There will be icons for the different resources available, including one called ‘Tutorial Sign Up’. Please take note of any instructions there.

Step 3 – Signing up for your Tutorial
Clicking on Tutorial Sign Up will take you to the sign up page where all the available tutorial groups are listed along with the running time and location.

Once you have selected the group you would like to attend, click on the ‘Sign up’ button. A confirmation screen will display.

IMPORTANT: If you change your mind after having chosen a tutorial you cannot go back and change it and you will need to email the course secretary. Reassignments once tutorials are full or after the sign-up period has closed will only be made in exceptional circumstances.

Tutorials have restricted numbers and it is important to sign up as soon as possible. The tutorial sign up will only be available until Monday 28 September 2015 so that everyone is registered to a group ahead of tutorials commencing in Week 2. If you have not yet signed up for a tutorial by this time you will be automatically assigned to a group which you will be expected to attend.

External Examiner
The External Examiner for the Social Anthropology Honours programme is: Dr Adam Reed, University of St Andrews.
Appendix 2 - Course Work Submission and Penalties

Penalties that can be applied to your work and how to avoid them.

There are three types of penalties that can be applied to your course work and these are listed below. Students must read the full description on each of these at: http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/coursework_penalties

Make sure you are aware of each of these penalties and know how to avoid them. Students are responsible for taking the time to read guidance and for ensuring their coursework submissions comply with guidance.

- **Incorrect submission Penalty**
  When a piece of coursework is submitted to our Electronic Submission System (ELMA) that does not comply with our submission guidance (wrong format, incorrect document, no cover sheet etc.) a penalty of 5 marks will be applied to students work.

- **Lateness Penalty**
  If you miss the submission deadline for any piece of assessed work 5 marks will be deducted for each calendar day that work is late, up to a maximum of seven calendar days (35 marks). Thereafter, a mark of zero will be recorded. There is no grace period for lateness and penalties begin to apply immediately following the deadline.

- **Word Count Penalty**
  The penalty for excessive word length in coursework is one mark deducted for each additional 20 words over the limit. Word limits vary across subject areas and submissions, so check your course handbook. Make sure you know what is and what is not included in the word count. Again, check the course handbook for this information. You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

ELMA: Submission and Return of Coursework

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

For details of how to submit your course work to ELMA, please see our webpages here. Remember, there is a 5 mark incorrect submission penalty, so read the guidance carefully and follow it to avoid receiving this.
Extensions: New policy-applicable for years 1 - 4

From September 2016, there will be a new extensions policy that applies to all courses in the school from years one to four.

If you have good reason for not meeting a coursework deadline, you may request an extension. Before you request an extension, make sure you have read all the guidance on our webpages and take note of the key points below. You will also be able to access the online extension request form through our webpages.

- Extensions are granted for 7 calendar days.
- Extension requests must be submitted no later than 24 hours before the coursework deadline.
- If you miss the deadline for requesting an extension for a valid reason, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a valid reason and require an extension of more than 7 calendar days, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a Learning Profile from the Disability Service allowing you potential for flexibility over deadlines, you must still make an extension request for this to be taken into account.

Plagiarism Guidance for Students: Avoiding Plagiarism

Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. Passing off anyone else’s work (including another student's work or material from the Web or a published author) as your own is plagiarism and will be punished severely.

When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. All submissions will be run through ‘Turnitin’, our plagiarism detection software. Turnitin compares every essay against a constantly-updated database, which highlights all plagiarised work. Assessed work that contains plagiarised material will be awarded a mark of zero, and serious cases of plagiarism will also be reported to the College Academic Misconduct officer. In either case, the actions taken will be noted permanently on the student's record. For further details on plagiarism see the Academic Services' website:

http://www.ed.ac.uk/academic-services/staff/discipline/plagiarism
Data Protection Guidance for Students

In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, *Personal Data Processed by Students*, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at:

http://www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/dpforstudents