



## ANTH 3317-WDE Medical Anthropology II (Winter 2018)

**INSTRUCTOR:** Dr. Carolan Wood

**EMAIL:** [cwood3@lakeheadu.ca](mailto:cwood3@lakeheadu.ca)

**OFFICE HOURS:** by appointment via telephone

**PREREQUISITE:** ANTH 3312

**COURSE DESCRIPTION:** This course is based on an ecological perspective, which views a community's health as a reflection of the nature of its adaptation to its environment. Factors such as religious beliefs, subsistence patterns, diet, stress, and modernization all are considered when discussing the overall health of groups of peoples.

**COURSE OVERVIEW/APPROACH:** To be successful in this course you can expect to devote 4-6 hours each week (participating in discussion, reading, writing in your journal, watching videos, researching and preparing assignments. ANTH 3317 is a discussion-based, writing-intensive course, which culminates in the creation of a Reflective Learning /Participation Journal. We will begin by discussing the major themes and foundational concepts of Environmental Health, and end with you and your peers steering the trajectory of course content through your choice of presentation research. Check Desire2Learn often for course updates and further instruction.

**REQUIRED READINGS:** see course schedule (next page) and posted course website links  
Scharper SB. 2013. *For Earth's Sake: Toward a Compassionate Ecology*. Toronto, ON: Novalis.

### LEARNING OUTCOMES:

By the end of the course students will be able to:

- Explain the relationship between a population of humans, their biophysical and biocultural environment, and associated health outcomes
- Quantify the role of applied medical anthropology through the deliver of public health and health care services to populations
- Apply reflective learning to understand how personal experience shapes your acceptance of new ideas, and how course content affects your personal practice
- Conduct discipline-specific analytic research on a chosen area of interest
- Generate effective, clear communication through discussion posts and critical reading
- Present research, impart knowledge to their peers, and respond to questions - skills required in an academic or employment context in which oral presentations are expected

### LEARNING ASSESSMENTS:

	<b>DUE:</b>	<b>%</b>
Presentation topic approved	Jan 29	~
Term test #1	Feb 26	20%
Student reading approved	Feb 26	~
Presentation	Mar 19	25%
Presentation Q & A	Apr 2	5%
Discussion Participation /Reflective Learning Journal	weekly /Apr 2	30%
Term test #2	Apr 10	20%

**March 9, 2018** is the final day to withdraw from this course. You will have **20%** of your final grade completed and returned to you by this date.

**LAKEHEAD UNIVERSITY – WINTER 2018**  
**ANTH 3317 WDE: MEDICAL ANTHROPOLOGY II COURSE SCHEDULE**

WEEK OF	TOPIC	READINGS
Jan 8	Course Introduction Human environmental interactions & adaptability	Leonard et al. 2009 Scharper pp. 11-32 Ulijaszek 2013
Jan 15	Effects of Agriculture on Environmental and Human Health <b>WATCH:</b> Food Inc. 2008 (94 min) <a href="https://www.youtube.com/watch?v=2Kpaki3lOJs">https://www.youtube.com/watch?v=2Kpaki3lOJs</a>	Harper et al. 2016 Melby & Mauger 2016 Scharper pp. 33-57
Jan 22	The Political Ecology of Water <b>WATCH:</b> Bad Sugar (29:00) <i>posted</i>	Eichelberger 2016 Scharper pp. 58-85 Whiteford et al. 2016
<b>Jan 29</b>	<b>PRESENTATION TOPIC APPROVED</b> Environmental Racism and Community Health <b>WATCH:</b> Colour of Pollution: Environmental Racism (38:40) <a href="https://www.youtube.com/watch?v=nV4MCL-yBFM">https://www.youtube.com/watch?v=nV4MCL-yBFM</a> <b>WATCH:</b> Place Matters (29:00) <i>posted</i>	Checker 2016 Scharper pp. 86-121
Feb 5	Environmental Health Inequalities in the context of Colonialism <b>WATCH:</b> Collateral Damage (29:00) <i>posted</i> <b>LISTEN:</b> CBC radio documentary (2017), "Children of the Poisoned River" <a href="http://www.cbc.ca/news2/interactives/children-of-the-poisoned-river-mercury-poisoning-grassy-narrows-first-nation/">http://www.cbc.ca/news2/interactives/children-of-the-poisoned-river-mercury-poisoning-grassy-narrows-first-nation/</a> Toronto Star, Nov 11, 2017, Ontario knew about Grassy Narrows mercury site for decades, but kept it secret <a href="https://www.thestar.com/news/canada/2017/11/11/ontario-knew-about-mercury-site-near-grassy-narrows-for-decades-but-kept-it-secret.html">https://www.thestar.com/news/canada/2017/11/11/ontario-knew-about-mercury-site-near-grassy-narrows-for-decades-but-kept-it-secret.html</a> Toronto Star, Nov 23, 2017, Is Grassy Narrows poisoning a crime against humanity? <a href="https://www.thestar.com/opinion/contributors/2017/11/23/grassy-narrows-poisoning-a-crime-against-humanity.html">https://www.thestar.com/opinion/contributors/2017/11/23/grassy-narrows-poisoning-a-crime-against-humanity.html</a>	Scharper pp. 122-153 Stephenson & Stephenson 2016
Feb 12	"Progress" and the Politics of Pollution & Health <b>WATCH:</b> China's Cancer villages (16:13) <a href="https://www.youtube.com/watch?v=O1pbNTvkYSA">https://www.youtube.com/watch?v=O1pbNTvkYSA</a> <b>WATCH:</b> Not just a Paycheck (29:00) <i>posted</i>	Cartwright 2016 Lora-Wainwright & Chen 2016 Scharper pp. 154-179
Feb 19	<b>READING WEEK</b>	
Feb 26	<b>STUDENT ASSIGNED READING /REFERENCES APPROVED</b> <b>TEST #1 (20%)</b> available Feb 24 to 26	
Mar 5	Emerging Environmental Health risks HuffPost, Jan 10, 2017 – Fragrance is the new Second Hand smoke <a href="http://www.huffingtonpost.ca/lisa-borden/natural-fragrances_b_14086978.html">http://www.huffingtonpost.ca/lisa-borden/natural-fragrances_b_14086978.html</a>	Bevacqua 2013 Bulled & Singer 2016 Little 2016 Scharper pp. 180-218
Mar 12	Ecosyndemics and the future NY Times, Dec 2, 2015 - What you can do about Climate Change <a href="https://www.nytimes.com/interactive/2015/12/03/upshot/what-you-can-do-about-climate-change.html?emc=edit_clim_20170601&amp;nl&amp;nid=29590209&amp;te=1&amp;r=1">https://www.nytimes.com/interactive/2015/12/03/upshot/what-you-can-do-about-climate-change.html?emc=edit_clim_20170601&amp;nl&amp;nid=29590209&amp;te=1&amp;r=1</a> <b>LISTEN:</b> David Suzuki on why indigenous knowledge is critical for human survival <a href="https://news.mongabay.com/2018/01/audio-david-suzuki-on-why-indigenous-knowledge-is-critical-for-human-survival/">https://news.mongabay.com/2018/01/audio-david-suzuki-on-why-indigenous-knowledge-is-critical-for-human-survival/</a>	Baer 2016 Kopnina 2016 Singer 2016
<b>Mar 19</b>	<b>PRESENTATION DUE (25%) BEFORE 1 PM</b> <b>PRESENTATION VIEWING /Q &amp; A begins</b>	Student assigned readings
Mar 26	<b>PRESENTATION VIEWING /Q &amp; A continues</b>	Student assigned readings
<b>Apr 2</b>	<b>REFLECTIVE LEARNING/PARTICIPATION JOURNAL DUE (30%)</b> <b>PRESENTATION Q &amp; A ends (5%)</b>	
<b>Apr 10</b>	<b>TEST #2 (20%)</b> available Apr 8 to 10	

## **IMPORTANT COURSE INFORMATION**

**COURSE PRINCIPLES:** In registering for this course students agree to treat peers and the professor with respect, consideration and care. Your responsibility as a learner is to engage with the course ideas, participate, and to learn to think critically as you read, write and discuss. Critical thinking is an investigation – the purpose of which is to explore a situation, question or problem (often focused on deciding what to believe or do), and come to a conclusion (decision or hypothesis) that incorporates all known information, and as a result, is convincingly justified (Kurfis 1988). Know that you are free to voice your opinion based on your knowledge and life experience, but please keep an open mind, and be respectful of other opinions, cultural views and religious traditions. In teaching this course, the Professor is committed to creating a positive learning experience for all students; will provide helpful, constructive and fair evaluation and/or feedback on all assignments and tests in a timely fashion; and be available for assistance in understanding assignments and class expectations (please see the email protocol and/or we can talk on the phone).

### **LEARNING ASSESSMENTS:**

**Discussion Participation /Reflective Learning Journal (30%):** Students will keep a weekly personal journal of their learning participation, and share parts of their reflection with their peers. Students will not only have the opportunity to gain the perspective of others, but to guide the direction of the discussion toward what they most need to know. Further instruction will be provided.

**Term Tests (2 x 20% = 40%):** Tests will not be cumulative. Term test 1 will cover all course material prior to Reading week, and Term test 2 will cover all remaining material. Both tests will consist of short answer questions and will require you to demonstrate your understanding of the course material covered in readings, discussions, videos and peer presentations. Term tests will be administered online via D2L. Students may complete their tests anytime (from 7 am to 11:59 pm) within the availability periods (Feb 24-26 and Apr 8-10). You will have a **LIMITED amount of time (~2 hours) to complete each exam**. You CANNOT return to the exam if you leave it (you will only be graded on what you have completed). Be sure to prepare for these tests just as you would any other.

**Presentation (25%):** Students will research a topic of their choosing pertaining to Environmental Health and present their findings to their peers in a video-taped presentation posted to D2L. A detailed rubric with requirements and expectations will be provided. **The professor must approve your choice of presentation topic BEFORE January 29. Approval for a course reading that will be assigned as class reading is required BEFORE Feb 26.** Presentations must be formal, thoroughly researched, properly referenced and visually appealing. Each presentation will be approximately 15 minutes long. You will be graded on your visualization, clarity, conciseness, and ability to identify and explain key issues.

**Presentation Q & A (5%):** Students are required to view the presentations of their fellow students. You will be graded on your ability to ask specific, critical questions of your peers, and answer questions posted by your fellow students and professor. You will also be able to rate your fellow students presentations using a 5-star system in D2L.

**SUBMISSION OF ASSIGNMENTS: Late assignments will NOT be accepted. Students will receive a 0 for any assignment not turned in on time.** With the exception of your Presentation (due at 1 pm), ALL other assignments and tests must be submitted/completed electronically using D2L prior to 11:59 pm on the due dates. Be sure to follow the submission requirements set out in your assignment instructions. Personal computer/internet issues will not be considered - be sure to upload your assignment far in advance of the deadline. Emailed assignments WILL NOT be graded.

**MISSED WORK POLICY:** If you are ill (have a death in the family, or other issue beyond your control) and miss an assignment or test, you have **UP TO 72 HOURS from the due date/time of the missed test/assignment to submit your request for a make-up/submission and provide the supporting documentation to the instructor via email.** Late requests will **NOT** be considered.

**For illness, a medical doctor's note** MUST include the statement **"This student was unable to write the test/submit the assignment on date(s) for medical reasons."** Documentation must show that the physician was consulted **WITHIN ONE DAY of the test or assignment due date**. A statement merely confirming a report of illness made by the student is NOT acceptable.

Requests for extensions will be granted only on the basis of legitimate medical or compassionate grounds. **Official, university-approved documentation** (e.g. medical certificate, death certificate, accident report etc.) **must be submitted to make-up missed work**. The [Lakehead Medical Certificate](#) may be downloaded from the university website. Please note that the Lakehead medical certificate will not be issued in [all cases](#). **If your request is granted, be prepared for the makeup test/or to submit the assignment at any time. There is no opportunity to defer a makeup test or a renegotiated assignment deadline.**

**REMARKING TERM WORK:** Requests for "remarks" must be submitted in writing **within 1 week** of the date the graded assignments/tests were made available for students to view. The particular day you choose to view your assignment is irrelevant. To request a remark, you must submit a **written request via email providing evidence as to why you believe your assignment should receive a different grade**. Any work remarked by the instructor will involve the entire assignment, not simply the questions or portion you believe were scored improperly. As a result, it is possible that your revised mark may actually go down, rather than going up or staying the same. The revised mark stands.

**E-MAIL POLICY:** Students must treat email as professional correspondence, using a formal tone (Hello Dr. Wood etc.) and phrasing questions clearly. I can only respond to email sent using your Lakehead email address. **Please use my Lakehead email address ([cwood3@lakeheadu.ca](mailto:cwood3@lakeheadu.ca)) to contact me directly** – NOT the email function in Desire2Learn. **Students MUST include the course code 'ANTH 3317 3317' (FIRST – i.e. before any other text) in the subject line to ensure the email is not sent to a junk folder**. You can expect a reply within 48 hours (I will likely respond within 24 hours). Weekends and holidays may take longer. If you do not receive a reply with 48 hours, do not assume I have received your email. Ensure you have met the above criteria and resend. Students are requested to keep email inquiries brief. You may receive a faster response by posting on the ANTH 3317 "General Questions" discussion board, so your peers may also benefit from the answer.

**COPYRIGHT POLICY:** ALL content hosted on the Desire2Learn ANTH 3317 website is protected by Canadian copyright laws. Such content is either copyright to Lakehead University, all rights reserved, copyright of the course instructor, or as otherwise stated in the particular materials. Duplication (**for example: screen captures, recording lectures using voice recorders, digital photography and/or video recorders etc.**), **redistribution, or reselling of this content is strictly prohibited**. Students are bound by these terms and conditions as stipulated in the [Terms and Conditions](#)

**FINAL GRADES:** Final grades will be calculated according to the weights listed in the [university's Grading Scheme](#). There will be no make up assignments or extra credit assignments. The grades you earn are the grades you will receive. Interim grades can be found in D2L under the Grades tool.

**SUPPORT FOR STUDENTS WITH DISABILITIES:** Student Affairs coordinate services and facilitates reasonable academic accommodations for students with disabilities. Academic accommodations are provided on the basis of documentation of a disability. Additional information is available at the following website: <https://www.lakeheadu.ca/current-students/student-services/accessibility>

**ACADEMIC DISHONESTY:** The University takes a most serious view of offences against academic honesty such as plagiarism, cheating and impersonation. Penalties for academic offences will be strictly enforced. Please see the [Academic Dishonesty webpage](#) for what constitutes academic misconduct.

The ["Code of Student Behaviour and Disciplinary Procedures"](#) including sections on plagiarism and other forms of misconduct.