General Information

Unit convenor and teaching staff
Unit Convenor
Aaron Denham
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Contact via aaron.denham@mq.edu.au

Credit points
4

Prerequisites
Admission to MGlobalHlthDevStud or GradCertGlobalHlthDevStud or MAppAnth or PGDipAppAnth or MDevCult or PGDipDevCult or PGCertDevCult or PGDipPP or MSocEntre or PGCertSocEntre or MPASR or PGdipPASR or PGCertPASR or GradDipPASR or GradDipPP or MPPP or 4cp in ANTH units at 800 level

Corequisites

Co-badged status

Unit description
This unit examines the cultural and socio-economic dimensions of disease and health. Notions of disease causality and healing practices vary enormously across societies, knowledge of which is crucial to the field of international public health. We look at how anthropological knowledge and methods can be used in applied settings, for example, to improve communication between health practitioners and patients. We also address questions in critical medical anthropology, such as: How do global inequalities and violence affect health in developing countries? What larger social transformations accompany the rise of biomedicine, including recent biomedical technologies?

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes

1. Introduce students to the scope of medical anthropology and to analyse and discus the literature and central theories related to medical anthropology and the broader study of illness and healing practices in their social and cultural contexts.
2. Understand how biology, culture, politics, and ecology interact to shape illness and health, health systems, and patterns.
3. Interview, analyse, and represent the illness experience of another person, emphasizing the integrative factors (culture, politics, social structure, etc.) influencing their condition.
4. Apply the theories and concepts of medical anthropology to critically evaluate one’s own culture and determinants of illness and health.
5. To understand how healing systems often cut across categories of religion, medicine, and social organization.
6. To understand how illness and health (and normality) are constructed within particular social, cultural, political, and environmental contexts.
7. Understand and identify how inequality, social hierarchy, and structural violence generate unequal and often unique health determinants in the global and transnational context.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Essay Exam 1</td>
<td>25%</td>
<td>25 April</td>
</tr>
<tr>
<td>Illness Narrative</td>
<td>35%</td>
<td>30 May</td>
</tr>
<tr>
<td>Essay Exam 2</td>
<td>25%</td>
<td>17 June</td>
</tr>
</tbody>
</table>

**Participation**

**Due:** Weekly  
**Weighting:** 15%

Active attendance and engagement with discussions and a discussion guide based on the readings will be turned in at the conclusion of each class.

This Assessment Task relates to the following Learning Outcomes:

- Introduce students to the scope of medical anthropology and to analyse and discuss the literature and central theories related to medical anthropology and the broader study of illness and healing practices in their social and cultural contexts.
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Essay Exam 1
Due: 25 April
Weighting: 25%

A selection of essays based on the readings and seminars from the first half of the semester

This Assessment Task relates to the following Learning Outcomes:
• Introduce students to the scope of medical anthropology and to analyse and discus the literature and central theories related to medical anthropology and the broader study of illness and healing practices in their social and cultural contexts.
• Understand how biology, culture, politics, and ecology interact to shape illness and health, health systems, and patterns.
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Illness Narrative
Due: 30 May
Weighting: 35%

Interview a friend or family member about an illness and write a paper illustrating their illness experience.

This Assessment Task relates to the following Learning Outcomes:
• Understand how biology, culture, politics, and ecology interact to shape illness and health, health systems, and patterns.
• Interview, analyse, and represent the illness experience of another person, emphasizing the integrative factors (culture, politics, social structure, etc.) influencing their condition.
• Apply the theories and concepts of medical anthropology to critically evaluate one’s own culture and determinants of illness and health.
• To understand how healing systems often cut across categories of religion, medicine, and social organization.
• To understand how illness and health (and normality) are constructed within particular social, cultural, political, and environmental contexts.

Essay Exam 2
Due: 17 June
Weighting: 25%

A selection of essays based on the readings and seminars from the first half of the semester.

This Assessment Task relates to the following Learning Outcomes:
• Introduce students to the scope of medical anthropology and to analyse and discus the literature and central theories related to medical anthropology and the broader study of illness and healing practices in their social and cultural contexts.
• Understand how biology, culture, politics, and ecology interact to shape illness and health, health systems, and patterns.
• Apply the theories and concepts of medical anthropology to critically evaluate one’s own culture and determinants of illness and health.
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Delivery and Resources
Please access further details for this unit in iLearn

http://unitguides.mq.edu.au/unit_offerings/55984/unit_guide/print
The course convener will use the first half of the seminar to introduce concepts, provide background information or examples, or offer an overview of the key issues under discussion. The second half of the seminar will be devoted to discussing the issues and readings.

Seminar attendance and participation are mandatory. Students are expected to be active participants and demonstrate that they have actively engaged the readings and material presented.

All other required readings will be available electronically on iLearn.

**Unit Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3 March</td>
<td>Introduction and the Scope of Medical Anthropology</td>
<td></td>
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<tr>
<td>2</td>
<td>10 March</td>
<td>Belief, Healing, Meaning</td>
<td></td>
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<tr>
<td>3</td>
<td>17 March</td>
<td>Ethnomedicine</td>
<td></td>
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<td>4</td>
<td>24 March</td>
<td>The Illness Experience I: Constructing Disorder, Experience, and Meaning</td>
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<td>5</td>
<td>31 March</td>
<td>The Illness Experience II: Illness Narratives and Finding Culture and Stress in Talk</td>
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<tr>
<td>6</td>
<td>7 April</td>
<td>The Culture of Biomedicine</td>
<td></td>
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<td>7</td>
<td>28 April</td>
<td>Cultural Competency</td>
<td>Exam (25 Apr)</td>
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Semester Break: 11 April to 25 April
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>8</td>
<td>5 May</td>
<td>The Critical Perspective: Pathologies of Power, Structural Violence, and Health as Human Right</td>
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<td>9</td>
<td>12 May</td>
<td>Guest</td>
</tr>
<tr>
<td>10</td>
<td>19 May</td>
<td>Adaptation: Biocultural Approaches</td>
</tr>
<tr>
<td>11</td>
<td>26 May</td>
<td>Research and Reading Week (no seminar)</td>
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<tr>
<td>12</td>
<td>2 June</td>
<td>Global Health</td>
</tr>
<tr>
<td>13</td>
<td>9 June</td>
<td>Culture and Mental Health</td>
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<tr>
<td></td>
<td>17 June</td>
<td>Exam week</td>
</tr>
<tr>
<td></td>
<td>17 June</td>
<td>Exam</td>
</tr>
</tbody>
</table>

**Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](http://mq.edu.au/policy/docs/). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

**Student Code of Conduct**

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

**Results**

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

**Student Support**

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

**Learning Skills**

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

**Student Enquiry Service**

For all student enquiries, visit Student Connect at ask.mq.edu.au

**Equity Support**

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

**IT Help**

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University’s IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.
Graduate Capabilities
PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

• Introduce students to the scope of medical anthropology and to analyse and discuss the literature and central theories related to medical anthropology and the broader study of illness and healing practices in their social and cultural contexts.
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Assessment tasks

• Participation
• Essay Exam 1
• Illness Narrative
• Essay Exam 2

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

http://unitguides.mq.edu.au/unit_offerings/55984/unit_guide/print
Learning outcomes

- Introduce students to the scope of medical anthropology and to analyse and discuss the literature and central theories related to medical anthropology and the broader study of illness and healing practices in their social and cultural contexts.
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- Apply the theories and concepts of medical anthropology to critically evaluate one’s own culture and determinants of illness and health.

Assessment tasks

- Participation
- Illness Narrative

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Introduce students to the scope of medical anthropology and to analyse and discuss the literature and central theories related to medical anthropology and the broader study of illness and healing practices in their social and cultural contexts.
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Assessment tasks
• Participation
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• Essay Exam 2

PG - Research and Problem Solving Capability
Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes
• Understand how biology, culture, politics, and ecology interact to shape illness and health, health systems, and patterns.
• Interview, analyse, and represent the illness experience of another person, emphasizing the integrative factors (culture, politics, social structure, etc.) influencing their condition.

Assessment tasks
• Participation
• Illness Narrative

PG - Engaged and Responsible, Active and Ethical Citizens
Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes
• Introduce students to the scope of medical anthropology and to analyse and discuss the literature and central theories related to medical anthropology and the broader study of illness and healing practices in their social and cultural contexts.

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Assessment tasks
• Participation
• Illness Narrative

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes
• Interview, analyse, and represent the illness experience of another person, emphasizing the integrative factors (culture, politics, social structure, etc.) influencing their condition.
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Assessment tasks
• Participation
• Illness Narrative