



# ANTH716

## Culture, Illness and Healing

S1 Evening 2019

*Dept of Anthropology*

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## General Information

Unit convenor and teaching staff

Lecturer

Kevin Groark

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Contact via (02) 9850 8110

TBA

By appointment

Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

This unit examines the cultural, socio-economic, and political dimensions of disease and health. Notions of disease causality and healing practices vary enormously across societies, and an understanding of the dynamics of these factors is crucial not only for theoretical advancement, but also for applied intervention in the field of international public health. In addition to surveying the key conceptual developments in the field of medical anthropology, we look at how anthropological perspectives and methods can be used in applied settings (for example, to improve communication between health practitioners and patients). We also explore issues 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? And how might medical anthropology shape global health policies and interventions.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

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.

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.

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

Name	Weighting	Hurdle	Due
<u>Participation</u>	20%	No	Weekly
<u>Illness Narrative Essay</u>	30%	No	Week 11
<u>Midterm</u>	25%	No	See Unit Handbook
<u>Final</u>	25%	No	See Unit Handbook

### Participation

Due: **Weekly**

Weighting: **20%**

Participation in lectures and seminars involves more than just showing up. Students are expected to be active participants in class and demonstrate that they have read and engaged with the readings. Participation also means contributing to a general atmosphere of scholarly enquiry, showing respect for the opinions of others. Thus talking too much and not allowing other students adequate time to contribute could count against you.

Failure to attend seminars without approved 'Special Consideration' (see Unit Handbook) will lower your mark. You are also encouraged to complete a Discussion Preparation Guide and bring it to the seminar. It is essential that you also attend or listen to the lectures, since all lectures will contain valuable information that will be used in the tutorials, all assignments and, particularly, the essay exam. You will not be able to successfully complete this unit if you miss

multiple seminars.

During the seminar, points will be awarded for any of the following:

- initiating discussion
- giving information
- asking for information
- raising questions
- restating another's contribution
- asking for clarification
- giving salient examples
- encouraging others
- relieving group tension

Points will be subtracted for any of the following:

- expression of unsupported opinions
- attempts to dominate the discussion
- mocking others

In your verbal contributions to discussions, I will be looking for remarks that engage thoughtfully with the readings. It is also important that you engage respectfully with your peers. Do not mock anyone's contributions. If you don't understand or agree with something someone says, ask them to clarify, or explain respectfully why you disagree. Everyone should feel free to speak up. Please do not drown out quieter voices. If you are having trouble speaking up in class discussion, please come to speak with the course convenor privately and together we can strategise ways to facilitate your contribution.

On successful completion you will be able to:

- 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.
- 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.
- Understand and identify how inequality, social hierarchy, and structural violence generate unequal and often unique health determinants in the global and transnational context.

## Illness Narrative Essay

Due: **Week 11**

Weighting: **30%**

Short essay exploring an online illness community. See Student Handbook in iLearn for additional details

On successful completion you will be able to:

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- 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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- Understand and identify how inequality, social hierarchy, and structural violence generate unequal and often unique health determinants in the global and transnational context.

## Midterm

Due: **See Unit Handbook**

Weighting: **25%**

Online midterm - See Student Handbook in iLearn for additional details

On successful completion you will be able to:

- 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.
- Understand how biology, culture, politics, and ecology interact to shape illness and health, health systems, and patterns.
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- Understand and identify how inequality, social hierarchy, and structural violence generate unequal and often unique health determinants in the global and transnational context.

## Final

Due: **See Unit Handbook**

Weighting: **25%**

Online final - See Student Handbook in iLearn for additional details

On successful completion you will be able to:

- 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.
- 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.
- To understand how healing systems often cut across categories of religion, medicine, and social organization.
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context.

## Delivery and Resources

Please access the official and final version of the unit guide via iLearn.

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

Please access the final and official schedule via the unit guide link in iLearn

## Learning and Teaching Activities

1

Seminar participation and discussion

2

Interview and interview analysis

3

Essay writing

4

Critical engagement with readings

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)

- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](#) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](#) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](http://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 Services and 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.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)



If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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 - 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.
- To understand how illness and health (and normality) are constructed within particular social, cultural, political, and environmental contexts.

#### Assessment tasks

- Participation
- Illness Narrative Essay
- Midterm
- Final

### 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.
- 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.
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- To understand how illness and health (and normality) are constructed within particular social, cultural, political, and environmental contexts.
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## **Assessment tasks**

- Participation
- Illness Narrative Essay
- Midterm
- Final

## **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.
- Understand how biology, culture, politics, and ecology interact to shape illness and health, health systems, and patterns.
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## **Assessment tasks**

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- Illness Narrative Essay
- Midterm
- Final

## **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**

- 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.
- Understand how biology, culture, politics, and ecology interact to shape illness and health, health systems, and patterns.
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## Assessment tasks

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- Illness Narrative Essay
- Midterm
- Final

## 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:

### Learning outcomes

- Interview, analyse, and represent the illness experience of another person, emphasizing the integrative factors (culture, politics, social structure, etc.) influencing their condition.
- To understand how illness and health (and normality) are constructed within particular social, cultural, political, and environmental contexts.

## Assessment tasks

- Participation
- Illness Narrative Essay
- Midterm
- Final

## 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

- 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 illness and health (and normality) are constructed within particular social, cultural, political, and environmental contexts.
- 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**

- Participation
- Illness Narrative Essay
- Midterm
- Final