



ANTHROPOLOGY 134A: Selected Topics in Cultural Anthropology
MEDICAL ANTHROPOLOGY

Winter 2019, Lecture: M, W, F 11-11:50am

Location: PCB 1100

Course Code: 60450

Course Website: <https://canvas.eee.uci.edu/courses/13650>

Instructor: Dr. Erica Hua Fletcher

Email: ehfletch@uci.edu

Office Hours: Wednesdays, 12-1pm

Office: SBSG 3311 (Social & Behavioral Sciences Gateway, 3rd floor)

COURSE DESCRIPTION

This course will introduce students to core concepts in medical anthropology, with an emphasis on the many social, political, economic, and cultural forces that shape diverse understanding of bodies, illness, health, and healing practices. This class will focus on the spread of Western (biomedical) health practices throughout the world, its conflicts and synergies with local understandings of health and healing, and contemporary practices to decolonize health care. Students will also be introduced to the work of well-known medical anthropologists who seek to understand and support local efforts to practice traditional health and medical pluralism, to expand healthcare access, and to address social ills. Students are encouraged to reflect on their own experiences of illness and health and to write a paper that explores a health issue or health social movement that affects them, a family member, friend, or their community. Efforts will be made to facilitate student participation, collaboration, and engagement with multimedia texts throughout the course.

PREREQUISITES

Familiarity with basic concepts in sociocultural anthropology is helpful, but not required for this course. Terms commonly used within sociocultural anthropology, including medical anthropology, will be introduced, defined, and used throughout the course. Students are encouraged to ask about the meaning of words used during the lecture sessions and discussion sections.

COURSE OBJECTIVES

By the end of the course, students should be able to:

1. Be able to articulate reasons for the growing dominance of biomedical understandings of the body, its implications in the practice of global public health, and local efforts to practice medical pluralism as a form of resistance and of local knowledge.
2. Recognize the diversity of health beliefs, health practices, and therapeutic treatments across cultures, time, and space.
3. Be familiar with core concepts and well-known leaders in the field of medical anthropology.
4. Write a paper that explores a health-related topic and engages in self-reflection through an anthropological framework.
5. Reflect on various strategies to facilitate an engaging learning environment.

Grade Breakdown

Discussion Section Attendance (min. 6):	10%
Discussion Section Participation (min. 6):	10%
Lecture Activities (via iClicker2):	10%
Midterm Exam:	20%
Paper Draft:	5%
Self-feedback on Draft:	5%
Final Paper:	20%
Final Exam:	20%

Attendance and Participation (30% of final grade)

Lecture and discussion sections are the main sources of learning for this course. Please arrive on time, complete of assigned readings before class, and stay until the end. Attendance (10% of final grade) will be taken in lecture sections through iClicker2 activities. SEE INSTRUCTIONS for setting up iClicker2 at the end of this document. Electronic devices are permitted in lectures, and at the discretion of TAs in their discussion sections.

Highly Recommended: Contribute to Collaborative Study Guide on Google Docs

NOTE: Bringing a fellow student's iClicker2 to class is a violation of the University Honor Code. If you are caught with a remote other than your own or have votes in a class that you did not attend, you will forfeit all clicker points and may face additional disciplinary action.

Attendance (10% of final grade) will be taken in discussion sections, and students must attend a minimum of 6 discussion sections. Discussion sections will begin in the second week of classes. Active class participation (10% of final grade) will be assessed by your TA. Class participation must reflect a) an in-depth understanding of the

reading material, b) ability to think critically about author's intent and message, c) application to real-world issues, and d) potential applications within social services, public policy, and the health professions.

Midterm & Final Exams (40%):

Two non-cumulative exams will be given in Week 5 on Monday, February 4 and on Week 10 on Friday, March 15. The exams will cover the readings and content discussed in lectures. Both exams may involve true/false questions, multiple choice questions, a matching section, and 3 multiple-choice questions on *Of Two Minds* for extra credit. Students are required to take both exams.

Cumulative Paper Assignment (30%): See directions at the end of this document.

Key Dates:

- **Paper Draft, Friday, February 1**
- **Self-evaluation/feedback on the paper draft, Friday, February 8**
- **Final Paper, Friday, March 1**

REQUIRED COURSE MATERIAL

- **Purchase iClicker2**
- **Reading Assignments**

This course will emphasize close readings of all assigned articles. All required course readings will be posted on the course website, with an average of 2 articles and 1 multimedia source assigned each week. Students should read posted articles before attending class.

- **Optional Course Text**

Extra credit questions on the midterm and final exams will be taken from the optional reading, *Of Two Minds: An Anthropologist Looks at American Psychiatry*, by T. M. Luhrmann (Vintage Books, 2000). ~\$10 used.

COURSE POLICIES

Missed or Late Work

You are responsible for all material covered in lecture and discussion sections. Discussion section attendance & participation can not be made up, but you will be able to drop some scores. Make-up exams will only be given in extraordinary and well-documented situations. The paper draft, self-evaluation, and final version will lose 5 points for each day of lateness (including weekends, holidays, etc.).

Grade Appeals

Requests for an assignment regrade must be submitted in writing to your TA within 7 days of receiving the grade. You must submit your original graded assignment and a detailed written explanation of how your work meets the requirements of the assignment/rubric.

Assignment Submission Policy

All written assignments will be turned online through Canvas before their deadline on Fridays at 5 pm.

Resources

The Learning and Academic Resource Center offers several forms of academic assistance, including workshops on academic reading, exam preparation, note-taking in lectures, and study techniques. See <http://www.larc.uci.edu/students/>.

The UCI Writing Center offers in-person and online consultations for students at any stage of the writing process. See <http://www.writingcenter.uci.edu/>.

Nicole Carpenter, the UCI librarian for anthropology, has created a resource guide for anthropological resources. See <https://guides.lib.uci.edu/anthropology>. (Consider using Anthrosource to begin your literature review for your paper. Students are encouraged to use assigned readings in their literature review as well.)

Accommodations

For learning and accessibility needs, please contact the UCI Disability Services Center: <https://dsc.uci.edu/>

Academic Integrity

Your final paper assignment must be properly sourced. AAA format for citations is required. Violations of academic integrity (cheating, plagiarism, etc.) will result in no credit for the assignment, course failure, and/or referral for disciplinary action. The UCI policy on academic integrity and student conduct policies can be found here: <https://aisc.uci.edu/students/academic-integrity/index.php>.

Email Policy

Please include “134A” in the subject line of your email. I generally respond to emails with 1-2 business days. Feel free to come to my office hours (12-1pm W) to discuss topics that can not be addressed in class or briefly via email. Make sure you start your assignments and exam preparations early, as no questions about them will be answered in the 24 hours before their due date.

Please note this syllabus is subject to minor changes. Changes, if any, will be noted in lecture.

Week	Activities & Assignments	What's Due?
1	<p>Introduction to Medical Anthropology & Core Concepts Monday, January 7: Introduction Course Overview Review syllabus Discuss approach to teaching and student engagement</p> <p>Optional reading: Hedva, Johanna. 2015 Sick Woman Theory. Mask Magazine. http://www.maskmagazine.com/not-again/struggle/sick-woman-theory</p>	Register iClicker2.

	<p>Wednesday, January 9: Assumptions in Western Medicine Miner, Horace 1956 Body Rituals of the Nacirema. <i>American Anthropologist</i> 58(3), 503-507.</p> <p>Friday, January 11: Critical Medical Anthropology Baer, Hans A., M. Singer, and J. H. Johnsen 1986 Toward a Critical Medical Anthropology. <i>Social Science and Medicine</i>, 23(2), 95-98.</p> <p>Listen to Podcast: Bodies, Episode "Bleeding." (37min) https://www.kcrw.com/news-culture/shows/bodies/bleeding</p> <p>Extra Credit: Read Introduction, Of Two Minds</p>	
<p>2</p>	<p>Week 2: A History of Colonial Medicine Monday, January 14 Tilley, Helen. 2016 History of Medicine: Medicine, Empires, and Ethics in Colonial Africa. <i>AMA Journal of Ethics</i>, 18(7), 743-753.</p> <p>Wednesday, January 16 Lock, Margaret and Vin-Kim Nguyen (Read PART I) 2010 Chapter 6: Colonial Disease and Biological Commensurability. In <i>Anthropology of Biomedicine</i>. Malden, MA: Wiley-Blackwell. Pp. 146-157.</p> <p>Friday, January 18: Lock, Margaret and Vin-Kim Nguyen (Read PART II) 2010 Chapter 6: Colonial Disease and Biological Commensurability. In <i>Anthropology of Biomedicine</i>. Malden, MA: Wiley-Blackwell. Pp. 157-174.</p> <p>Bachynski, Kathleen 2018 American Medicine was built on the backs of slaves. And it still affects how doctors treat patients today. <i>The Washington Post</i>. Published June 4, 2018.</p> <p>Extra Credit: Read Chapter 1, Of Two Minds</p>	<p>Due at 5pm: Last day to register iClicker2.</p>
<p>3</p>	<p>Research Methods in Medical Anthropology</p> <p>Monday, January 21: NO CLASS Martin Luther King, Jr. Day Wednesday, January 23:</p>	

	<p>Madison, D. Soyini. 2012 Chapter 1: Introduction to Critical Ethnography: Theory and Method. In <i>Critical Ethnography: Methods, Ethics, and Performance</i>, 2nd ed. Thousand Oaks, CA: SAGE Publications, Inc. pp 1-15.</p> <p>Friday, January 25: Richards, Rose. 2008 Writing the Othered Self: Autoethnography and the Problem of Objectification in Writing about Illness and Disability. <i>Qualitative Health Research</i>, 18(12), 1717-1728.</p> <p>Optional Listen to Podcast Bodies. "Other than"(27min) https://www.kcrw.com/news-culture/shows/bodies/other-than.</p> <p>Extra Credit: Read Chapter 2, Of Two Minds</p>	
<p>4</p>	<p>Experiences of Illness and Healing Monday, January 28: Yow, Valerie Raleigh 2015 Chapter 1: Introduction to the In-Depth Interview. <i>Recording Oral History: A Guide for the Humanities and Social Sciences</i>, 3rd ed. Lanham: Rowman & Littlefield. Pp. 1-26.</p> <p>Wednesday, January 30: Mattingly, Cheryl 1994 The Concept of Therapeutic "Emplotment." <i>Social Science and Medicine</i>, 38(6):811-822.</p> <p>Friday, February 1: Listen to Podcast: TED radio hour, "Dying Well."(53 min) https://www.npr.org/programs/ted-radio-hour/645334275/dying-well OR Bodies, Episode "Sex Hurts."(35 min) https://www.kcrw.com/news-culture/shows/bodies/sex-hurts</p> <p>Extra Credit: Read Chapter 3, Of Two Minds</p>	<p>Due at 5pm: 2 pg. paper draft on Illness narrative interview. Submit assignment on Canvas.</p>
<p>5</p>	<p>MIDTERM EXAM & the Monetization of Medicine Monday, February 4: MIDTERM EXAM</p>	<p>Bring pencil</p>

	<p>Wednesday, February 6: Subprime Health McGregor, Sue 2001 “Neoliberalism and Health Care.” <i>International Journal of Consumer Studies</i>, 25(2): 82-89.</p> <p>Friday, February 8: Subprime Health, cont. Stein, Felix and Devi Sridhar 2018 The Financialization of Global Health. <i>Wellcome Open Research</i> 3 (17).</p> <p>Galbau, Danya 2016 Pricing the EpiPen: Drug Prices, Corporate Governance, and the Financialization of Biomedicine. <i>Somatosphere</i>. Published September 16, 2016. http://somatosphere.net/2016/09/pricing-the-epipen-drug-prices-corporate-governance-and-the-financialization-of-biomedicine.html</p> <p>Extra Credit: Read Chapter 4, Of Two Minds</p>	<p>Due at 5pm: Turn in Self-Feedback on Canvas.</p>
<p>6</p>	<p>Witches, “Traditional” Medicine, & Medical Pluralism Monday, February 11: Evans-Pritchard, E. E. 1976 Chapter IV: The Notion of Witchcraft Explains Unfortunate Events, <i>Witchcraft, Oracles, and Magic among the Azande</i>, (Oxford, UK: Oxford University Press, 1976), 63-83.</p> <p>Toohy, Jack V., and Thomas L. Dezelsky 1980 Curanderas and Brujas— Herbal Healing in Mexican American Communities, <i>Health Education</i>, 11(4), 2-4.</p> <p>Wednesday, February 13: Lock, Margaret and Vin-Kim Nguyen (Read PART I) 2010 Chapter 3: Anthropology of Medicine. In <i>Anthropology of Biomedicine</i>. Malden, MA: Wiley-Blackwell. Pp 57-66.</p> <p>Friday, February 15: Lock, Margaret and Vin-Kim Nguyen (Read PART II) 2010 Chapter 3: Anthropology of Medicine. In <i>Anthropology of Biomedicine</i>. Malden, MA: Wiley-Blackwell. Pp. 66-88.</p> <p>Extra Credit: Read Chapter 5, Of Two Minds</p>	
<p>7</p>	<p>Ritual, Spirituality, & Symbolism in the Practice of Health</p>	

	<p>Monday, February 18: NO CLASS, Presidents' Day</p> <p>Wednesday, February 20 O'Neill, Kevin Lewis 2018 On the Importance of Wolves. <i>Cultural Anthropology</i> 33(3), 499-520.</p> <p>Friday, February 22 Ostenfeld-Rosenthal, Ann 2012 Energy Healing and the Placebo Effect: An Anthropological Perspective on the Placebo Effect. <i>Anthropology & Medicine</i> 19(3), 1-12.</p> <p>Extra Credit: Read Chapter 6, Of Two Minds</p>	
<p>8</p>	<p>Activism in Medical Anthropology</p> <p>Monday, February 25 Pigg, Stacy Leigh 2013 On Sitting and Doing: Ethnography as Action in Global Health. <i>Social Science & Medicine</i> 99, 127-134.</p> <p>Wednesday, February 27 Farmer, Paul. 2004 An Anthropology of Structural Violence. <i>Current Anthropology</i> 45(3), 305-317.</p> <p>Friday, March 1 Scheper-Hughes, Nancy 2009 The Ethics of Engaged Ethnography: Applying a Militant Anthropology in Organs-Trafficking Research. <i>Anthropology News</i>, 13-14.</p> <p>Listen to Podcast: The Brian Lehrer Show, "Illegal Organ Trafficking"(38 min). https://www.wnyc.org/story/31028-illegal-organ-trafficking</p> <p>Extra Credit: Read Chapter 7, Of Two Minds</p>	<p>Due at 5pm: Turn in Final Paper via Canvas.</p>
<p>9</p>	<p>Modern Health Social Movements</p> <p>Monday, March 4: Nelson, Alondra 2013 Chapter 3: The People's Free Medical Clinics. In <i>Body and Soul: The Black Panther Party and the Fight Against Medical Discrimination</i>. Minneapolis: University of Minnesota Press. Part I, 75-95.</p>	

	<p>Wednesday, March 6: Nelson, Alondra 2013 Chapter 3: The People’s Free Medical Clinics. In <i>Body and Soul: The Black Panther Party and the Fight Against Medical Discrimination</i>. Minneapolis: University of Minnesota Press. Part II, 95-114.</p> <p>Friday, March 8: Listen to Podcast, Food Psych 103: Social Justice and Racism in the Body-Positive Movement with Gloria Lucas on Nalgona Positivity Pride (1hr) https://christyharrison.com/foodpsych/4/social-justice-and-racism-in-the-body-positive-movement-with-gloria-lucas</p> <p>Extra Credit: Read technical appendix, Of Two Minds</p>	
<p>10</p>	<p>Health Technologies & FINAL EXAM</p> <p>Monday, March 11: Reproductive Technologies Carter, Shannon and Beatriz M. Reyes-Foster 2016 Pure Gold for Broken Bodies: Discursive Techniques Constructing Milk Banking and Peer Milk Sharing in the U.S. News. <i>Symbolic Interaction</i> 39(3), 1-21.</p> <p>Optional: Listen to Podcast: Bodies, Episode “Refusing to Feed.”(35 min) https://www.kcrw.com/news-culture/shows/bodies/refusing-to-feed</p> <p>Wednesday, March 13: Human/Animal/State Politics Polykett, Branwyn 2017 Building Out of the Rat: Animal Intimacies and Prophylactic Settlement in 1920s South Africa. Engagement: Blog by the Anthropology & Environment Society. (4 pages) https://aesengagement.wordpress.com/2017/02/07/building-out-the-rat-animal-intimacies-and-prophylactic-ssettlement-in-1920s-south-africa/</p> <p>Friday, March 15: FINAL EXAM (Noncumulative)</p>	<p>Bring pencil</p>

iClicker2 setup & policies

I will be using the iClicker2 student response system in class this quarter. iClicker2 helps me to understand your knowledge of the material and gives everyone a chance to participate in class. I will use iClicker2 to keep track of attendance; please see the attendance policy on page (2) of the syllabus. Participation with iClicker2 will account for **10% of your final grade**. I will drop some of the lowest scores to account for times you forget to bring your clicker to class or experience problems.

You may purchase one of the following models: iClicker2

How to register:

To receive credit for the responses you submit with iClicker2, you must register by the drop/add deadline, **January 18**. Students who register after this time will not receive credit.

Canvas:

You must register your clicker through the course website. Look for “iClicker Registration” in the navigation menu on the left side of the page. Click on that link, and you will be prompted to enter your iClicker Remote ID (found on the bar code on the back of the clicker). When complete, you will see the clicker ID and the date you registered it. If you’re using a pre-owned clicker, there is no need for the previous owner to unregister, and you will not be charged a fee to register it through the course Canvas site. If you make a mistake in your entry, click on the “remove” link and re-enter the correct clicker ID information. If you encounter an error when trying to register your clicker, try using Chrome or Firefox instead of Safari or Internet Explorer.

Clicker frequencies: (AA for our classroom)

You may need to change your clicker frequency to match the base receiver in the classroom. Please be familiar with the directions located here:

<https://community.macmillan.com/docs/DOC-7402-participate-in-a-course-polling-session-with-an-iclicker-remote>

- The iClicker base receiver must be plugged in, and often a session must be started before you will be able to change your frequency.
- An original iClicker remote always defaults to frequency AA when first turned on, so do not turn it off during your class once you have turned it on and set your frequency.
- An iClicker2 or iClicker+ remote automatically turns off after 10 minutes of inactivity, but when you turn it back on it will remain on the last used frequency.

Batteries:

It is recommended that you use Energizer, Rayovac, Eveready or another brand name battery in your clicker. Duracell (and some generic brand) batteries cause a problem in the device due to differences in the dimensions on the inside of the remote and the positive battery terminal that keep the two from making contact.

Good batteries should last around 200 hours of class time.

Directions for Cumulative Paper Assignment (30% of final grade)**1) Conduct an Interview (WEEK 3) & Write 2 -2 1/2 pg. Paper on Key Findings (due WEEK 4, Friday, Feb. 1)- 5% of final grade**

Interview a friend, family member, or a healer about their lived experience related to an illness, healing practice, or related health topic. You are welcome to discuss your own experience with illness, if you prefer. To prepare for your interview, create a short list of open-ended questions that have a structure and a goal related to a course theme. Feel free to use first person voice regardless of whom you interview. Write a 2-2 1/2 pg. paper that summarizes and interprets key findings (including examples/stories, themes, quotes) from your interview. Create a short outline to expand on your paper, by incorporating a literature review related to the topic discussed.

2) Provide self-evaluation and feedback on paper draft (due WEEK 5, Friday, Feb. 8)- 5% of final grade

Review your paper and its key concepts. Do NOT provide extensive feedback on technical issues (such as grammar or spelling). Instead, consider the main themes the paper is attempting to convey. What anthropological topics/texts relate to this interview? List at least 2 anthropological sources that can be used to contextualized the health topic within scholarship in medical anthropology. How ought you introduce a topic and structure your final paper with these sources in mind? A self-evaluation should be at least 250 words single-spaced. Students are welcome to annotate directly on their paper, in addition to turning in their self-evaluation/feedback.

3) Submit Revised/Expanded Paper (due WEEK 8, Friday, March 1)- 20% of final grade

Students will be asked to introduce the issue of inquiry and the person interview; provide background on past ethnographic/anthropological studies related to this topic; present interview findings (describe their own experiences of this issue— or a friend or family member's experiences); then discuss these experiences to the literature review presented. Your final paper should be 1,200 words (4-5 pages in length). A minimum of 4 anthropological sources is required in the reference section, which should conform to AAA citation guidelines.

See <https://www.americananthro.org/StayInformed/Content.aspx?ItemNumber=2044>

Self-Evaluation/Feedback on Paper Draft
Evaluation Form

- ✓+ This aspect was handled very well.
- ✓ This aspect is adequate, but could use further improvement.
- ✓ This aspect definitely deserves more attention and care

<p>Findings/Interpretation Section</p> <ul style="list-style-type: none"> ● Includes one sentence on potential thesis for paper draft ● Describes the informant, their relationship to the student, where the interview occurred, and connects aspects of the interview findings back to the thesis ● Use of vivid stories, rich details, quotes to describe data collected ● Includes list of questions prepared for the interview 	
<p>Organization</p> <ul style="list-style-type: none"> ● Ideas arranged in a logical, consistent manner 	
<p>Outline</p> <ul style="list-style-type: none"> ● Clearly outlines future directions for analyzing interview findings 	
<p>Analytical Depth</p> <ul style="list-style-type: none"> ● Interview questions demonstrate a clear sense of engagement with ideas/themes raised in texts/class discussions over the quarter 	
<p>Grammar</p> <ul style="list-style-type: none"> ● Spelling/punctuation ● Sentence structure/phrasing 	

Write a paragraph (250 words) on ways to improve and expand the initial draft. List 2 potential sources (in AAA citation format) from scholarship in medical anthropology that may incorporated in the next draft of the paper.