

MEDICAL ANTHROPOLOGY

FALL 2018

TUES/THURS 9:00AM-10:50AM

ROOM: DBH 1100



Course Description & Objectives

This course is an introduction to the anthropological study of illness, healing, and medicine. We will explore the cultural and historical specificity of what appear to be biological givens, drawing from a variety of anthropological questions, theoretical approaches, and research techniques.

We begin by examining the experience of illness and the ways understandings of disease and health are affected by--and in turn influence--social, cultural, and political concerns. We will approach biomedicine as one of many culturally produced medical systems, comparing ways of seeing and knowing across traditions and exploring the power of medicine to act as a form of social control.

Finally, we will examine the ways local and global inequalities produce contemporary suffering and the role that anthropology might play in advancing health equity.

Student Learning Outcomes

By the end of the class, students will be able to:

- ◆ Apply an anthropological perspective to the analysis of current issues related to disease, health, and medicine;
- ◆ Analyze patient experiences in relation to sociocultural contexts and structural inequalities;
- ◆ Demonstrate a broad understanding of issues facing both the U.S. and global medical systems.

Professor

Dr. Angela Jenks

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Drop-in office hours: Weds,
10am-12pm in SBSG 3304

TAs

Megan Neal

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Materials

Fadiman, Anne. *The Spirit Catches You & You Fall Down*.

Hamdy, Sherine and Coleman Nye. *Lissa*.

Packet from Southern California Library

Canvas: [https://
canvas.eee.uci.edu/courses/10907](https://canvas.eee.uci.edu/courses/10907)

Course Requirements

Lecture Activities (10%)

The weekly class sessions are a main source of learning for the course. Please arrive to class on time and plan to stay for the entire session.

Various in-class activities throughout the quarter will give you an opportunity to apply the concepts we have been learning in class.

No make-up or late assignments will be accepted, but missing one activity will not have an effect on your grade.

Discussion Participation (20%)

Discussion sections are an important component of the course and offer opportunities for further learning.

You are required to participate in AT LEAST EIGHT (8) discussions throughout the quarter. Only one discussion each week will count toward your grade, and no make-ups are possible.

Discussions will begin meeting during Week 1.

Exams (30%)

There will be one in-class midterm and a final exam. Exams may include multiple choice, identification, short answer, and essay questions related to assigned readings, lectures, and discussions.

Guided Reading Analyses (15%)

Guided reading analyses will be required for each of the three longer texts used in this class. Templates will be posted on the course website.

Illness Narrative (25%)

For this project, you will visit and interview someone who has recently experienced an illness or other medical event (broadly defined).

After conducting your interview and analyzing your field notes, write an "illness narrative" that describes the experience and interprets it in relation to one or more of the topics covered in this class.

Complete the project in two stages:

1. Interview field notes & brainstorm: Complete your interview, take detailed field notes, and identify central elements of the narrative.
2. Present your narrative in one of several formats: a written essay (~1,200 words), a graphic narrative, or an audio/video presentation.

Additional information and an interview guide will be posted to the course website.

Extra Credit: "Yeah, but..." (+2% or 8 pts.)

Any student may write ONE 1-2 page paper that challenges, nuances, or more deeply explores the instructor's approach to a topic covered in class. The paper will identify a specific lecture by title/date, and then answer the following questions:

1. What was the "Big Question" addressed in the instructor/professor's lecture? What was the instructor/professor's answer/argument about the topic?

2. How would YOU have answered the question/argued the topic differently? What evidence (from at least 2 assigned readings/other scholarly sources and your personal knowledge/experience) would you draw on in formulating your own answer?

"Yeah, but" essays must be submitted before the course final exam.

Grading

Lecture activities (10)	40 pts.
Discussions (8)	80 pts.
Exam 1	60 pts.
Exam 2	60 pts.
Guided Reading Analyses (3)	60 pts.
Illness narrative project	
Field notes/Brainstorm	30 pts.
Narrative	70 pts.
Total	400 pts.

Scale:

A ≥ 374	A- ≥ 360
B+ ≥ 346	B ≥ 334
B- ≥ 320	C+ ≥ 306
C ≥ 294	C- ≥ 280
D+ ≥ 266	D ≥ 254
D- ≥ 240	F ≤ 240

Grade Appeals

Your final grade is based on the total points you earned during the quarter. Requests for a regrade should be submitted in writing within 48 hours of receiving the grade. Your request should include a detailed, well-thought-out argument that explains how your work meets the requirements of the assignment/rubric.

Course Policies

If you have any questions not answered in this syllabus, please contact the Professor or your TA. For general questions about the class that other students may share, please post in the “Questions & Help” section of the Canvas discussion board.

For individual questions, feel free to visit me in office hours or contact me through email (ajenks@uci.edu).

During the week (Mon-Fri), I aim to respond to messages within 24 hours. Please remember to include the name of the course in the subject line and your full name in your message.

Electronic devices can be important tools for learning and engagement, and we will often use them during class. If you did not bring a device to class, please

participate in class activities using paper and pen and remember to turn in your work to receive credit.

Laptops/tablets may be used in class to take notes or access class materials like lecture slides.



Technology & Communication

Because many individuals are distracted by glowing screens in their line of vision, **the first 5 rows of our classroom will be a “screen free zone.”** If

you wish to take notes on a laptop or tablet, please sit in rows 6 or higher. The professor may ask that all devices be put away during some portions of selected class sessions, so please come to class prepared with pen & paper.

Audio or video recording is not allowed without explicit written permission from the instructor.

Missed or Late Work

You are responsible for all material covered in the course. Lecture activities and discussion sections can not be made up, but missing at least one lecture activity or up to two discussions will not affect your grade.

Make-up exams are essay-based and are available in extraordinary and well-documented situations.

All other assignment deadlines have a 24-hour, no-questions-asked, “grace period.” During that time, you may turn an assignment in with no late penalty. After those 24 hours, assignments will lose 5 points for each day of lateness. Please let me know if you have any concerns about deadlines.

Academic Integrity

Learning, research, and scholarship depend upon an environment of academic integrity and honesty. This environment can be maintained only when all participants recognize the importance of upholding the highest ethical standards.

Academic integrity is a requirement for passing this course. All student work, including class activities, exams, and papers must be the work of the individual(s) receiving credit.

Academic dishonesty includes, for example, cheating on exams or any assignment, plagiarism of any kind (including improper citation of sources), having someone else take an examination or complete an assignment for you (or doing this for someone else), or any activity in which you represent someone else’s work as your own.

Violations of academic integrity will be referred to the Office of Academic Integrity and Student Conduct and will receive no course credit.

Please familiarize yourself with UCI’s Academic Integrity Policy (<https://aisc.uci.edu/policies/academic-integrity/index.php>) and speak to the Professor if you have any questions about what is and is not allowed in this course.

Help & Resources

Academic Support

LARC

The [Learning and Academic Resource Center](#) offers several forms of academic assistance, including workshops on academic reading, exam preparation, note-taking, and study techniques.

Library

The UCI Library is an excellent research resource and offers a helpful [online guide to Anthropology scholarship](#).

Writing Center

The [UCI Center for Excellence in Writing and Communication](#) offers in-person and online consultations for students at any stage of the writing process in any class.

Access and Inclusion

I am committed to providing an inclusive learning environment. For disability and other learning-related needs and accommodations, please communicate with me as soon as possible.

The UCI Disability Services Center assists students whose disabilities include orthopedic, visual, hearing, learning, chronic health, and psychological disabilities. You can contact the center at 949-824-7494 or <http://disability.uci.edu>.

If there are ways in which the overall structure of the course and general classroom interactions could be adapted to facilitate full participation, please do not hesitate to rise your ideas with the Professor. Comments and suggestions about the format of readings, lectures, and class discussions are welcome.

Health and Safety

Student Health & Counseling

The [Student Health Center](#) offers a comprehensive outpatient clinic available to all UCI students.

The [Counseling Center](#) offers mental health support services for free to all UCI students. Services include urgent care, consultation, and counseling.

UCI CARE

[UCI Campus Assault Resources & Education](#) offers free and confidential support services to those impacted by sexual assault and relationship abuse/violence.

FRESH Basic Needs Hub



Food Pantry

The [SOAR Food Pantry](#) offers free need-based food and toiletry supplies on an honor system. There are no requirements to access the pantry.

Emergency Meal Swipe Program

UCI students may apply for up to 10 [emergency meal swipes](#) per quarter at the University Dining Commons.

Basic Needs Coordinator

If you have difficulty accessing sufficient food to eat everyday or lack a safe and stable place to live, contact the UCI Basic Needs Coordinator, Andrea Gutierrez, at andrea.g@uci.edu

Course Schedule & Assignments (Changes may be made as needed)

Topic	Date	What to Read	What's Due?
Week 0: Welcome	Thurs, 9/27	No readings.	
Week 1: What is Medical Anthropology?	Tues, 10/2	Keaveney, Madeline M. 2004. "Death Be Not Proud': An Analysis of Margaret Edson's <i>Wit</i> ." <i>Women and Language</i> 27(1): 40-44.	
	Thurs, 10/4	Joralemon, Donald. 2006. "What's so cultural about disease?" Pgs. 1-14 in <i>Exploring Medical Anthropology</i> .	
Week 2: Making Sense of Suffering: Illness, Experience, and Metaphors	Tues, 10/9	Almeling and Willey. 2017. "Same Medicine, Different Reasons: Comparing Women's Bodily Experiences of Producing Eggs for Pregnancy or for Profit." <i>Social Science and Medicine</i> 188: 21-29. Park, Julie. 2000. "'The Worst Hassle is You Can't Play Rugby': Haemophilia and Masculinity in New Zealand." <i>Current Anthropology</i> 41(3):443-453.	
	Thurs, 10/11	Jain, S. Lochlann. 2013. "Cancer Butch." Pg. 67-87 in <i>Malignant: How Cancer Becomes Us</i> .	Syllabus quiz (online)
Week 3: The Normal and the Pathological	Tues, 10/16	Lock, Margaret and P. Kaufert. 2001. "Menopause, Local Biologies, and Cultures of Aging." <i>American Journal of Human Biology</i> 13(4):494-504. Gladwell, Malcolm. 2000. "John Rock's Error." <i>The New Yorker</i> , March 13.	
	Thurs, 10/18	Luhrmann, T.M. and R. Padmavati. 2016. "Voices That Are More Benign: The Experiences of Auditory Hallucinations in Chennai." Pg. 99-112 in <i>Our Most Troubling Madness: Case Studies of Schizophrenia across Cultures</i> . Haldane, Hillary and David Crawford. 2010. "What Lula Lacks: Grappling with the Discourse of Autism at Home and in the Field." <i>Anthropology Today</i> 26(3): 24-26.	
Week 4: Cultures of Biomedicine	Tues, 10/23	Payer, Lynn. "Borderline Cases: How Medical Practice Reflects National Culture." Fadiman, <i>The Spirit Catches You and You Fall Down</i> . Chapters 1-5.	
	Thurs, 10/25	Fadiman, <i>The Spirit Catches You and You Fall Down</i> . Chapters 6-10. Shaw, Rosalind H. 2018. "More an Inmate Than a Patient: An Injured Anthropologist Experiences Rehab." WBUR, May 4.	

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Topic	Date	What to Read	What's Due?
Week 5: Healing and Caring	Tues, 10/30	Fadiman, <i>The Spirit Catches You and You Fall Down</i> . Chapters 11-15.	
	Thurs, 11/1	Fadiman, <i>The Spirit Catches You and You Fall Down</i> . Chapters 16-19. Taylor, Janelle. 2003. "The Story Catches You and You Fall Down: Tragedy, Ethnography, and 'Cultural Competence.'" <i>Medical Anthropology Quarterly</i> 17(2):159-181.	Guided reading: Fadiman
Week 6: Unnatural Causes: How Inequality Produces Sickness	Tues, 11/6	Listen: Carruth, Lauren and Emily Mendenhall. 2018. "Social Aetiologies of Type 2 Diabetes." <i>British Medical Journal</i> 361:k1795. [critique idea of individual choice being imp) Hamdy and Nye, <i>Lissa</i> . Foreword and Part I: Cairo.	
	Thurs, 11/8	Midterm exam (through 11/1)	Midterm exam
Week 7: Ethics and Politics of Health	Tues, 11/13	Hamdy and Nye, <i>Lissa</i> . Part II: Five Years Later. Lopez, Oscar and Andrew Jacobs. 2018. "In Town with Little Water, Coca-Cola is Everywhere. So is Diabetes." <i>New York Times</i> , July 14.	
	Thurs, 11/15	Hamdy and Nye, <i>Lissa</i> . Part III: Revolution.	Guided reading: Hamdy and Nye
Week 8: Visualizing Medical Anthropology	Tues, 11/20	Green, Michael and Kimberly Myers. 2010. "Graphic Medicine: use of comics in medicine and healthcare." <i>British Medical Journal</i> . 340. Anderson, PF et al. 2016. "Difficult Doctors, Difficult Patients: Building Empathy." <i>Journal of the American College of Radiology</i> 13(12B):1590-1598.	Fieldnotes & Brainstorm (from illness narrative interview)
	Thurs, 11/22	No class: Thanksgiving	

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Week 9 Making Change: Health Activism	Tues, 11/27	Southern California Library (SCL) Packet	
	Thurs, 11/29	Southern California Library (SCL) Packet	Guided reading: SCL Packet
Week 10 Applying Medical Anthropology	Tues, 12/4	Messac L., Ciccarone D., Draine J., Bourgois P. 2013. "The good-enough science-and-politics of anthropological collaboration with evidence-based clinical research: Four ethnographic case studies." <i>Social Science & Medicine</i> 99: 176-186.	
	Thurs, 12/6	No readings.	Illness Narrative
Final Exam	Thursday, December 13, 8:00am-10:00am		