

ANTH 134A/CLS 178A

# MEDICAL ANTHROPOLOGY

Fall 2016

Tues/Thurs 11:00am-12:20pm

Room: ELH 100



## 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 in which 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 in which local and global inequalities produce contemporary suffering and the role that anthropology might play in addressing these issues.

### Student Learning Outcomes

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

- ◆ Apply an anthropological perspective to the analysis of current issues related to disease, health, and medicine.
- ◆ Demonstrate knowledge of an issue facing one or more countries other than the United States, by describing its cultural, economic, geographic, historical, political, scientific and/or sociological dimensions.

## Professor

**Dr. Angela Jenks**  
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949-824-3188

Office hours: Tues/Thurs,  
2:30-3:30pm in SBSG 3304

## TAs

**Heather Thomas**  
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Office hours: TBA

## Materials

Fadiman, Anne. 1997 or 2012.  
*The Spirit Catches You & You Fall Down.*

Electronic reader on Canvas:  
<https://canvas.eee.uci.edu/courses/2515>

## COURSE REQUIREMENTS

### Lecture Attendance & Activities (5% of grade)

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.

There will be various activities throughout the quarter that are designed to give you an opportunity to apply the concepts we have been learning in class. These may include quizzes, short reflections, film viewing guides, or other activities. No make-up or late assignments will be accepted, but missing one activity will not have an effect on your grade.

All lecture slides will be posted on the course website, though many of them contain images rather than text. Please come to class prepared to take notes.

### Discussion Participation (20% of grade)

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 meet online during week 1 and in person beginning week 2.

### Exams (40% of grade)

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. A study guide will be distributed one week before each exam.

Make-up exams will only be available in extraordinary and well-documented situations.

### Illness Narrative (35% of grade)

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

After conducting your interview and writing 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 three stages:

1. Interview field notes: Complete your interview and take detailed field notes.
2. Brainstorm: Analyze your interview notes & identify central elements of the narrative.
3. Analysis: Write a 1,200 word (-4-5 double-spaced pages) paper analyzing and presenting the narrative.

Additional information, an interview guide, and a grading rubrics will be posted to the course website.

For further assistance with the writing process, the [UCI Writing Center](#) offers drop-in and on-line peer consultations.

## Grading

<b>Lecture attendance &amp; activities</b>	<b>20 pts.</b>
<b>Discussions (8)</b>	<b>80 pts.</b>
<b>Exam 1</b>	<b>80 pts.</b>
<b>Exam 2</b>	<b>80 pts.</b>
<b>Illness narrative project</b>	
<b>Field notes</b>	<b>30 pts.</b>
<b>Brainstorm</b>	<b>30 pts.</b>
<b>Narrative</b>	<b>80 pts.</b>
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<b>Total</b>	<b>400 pts.</b>

### Scale:

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

## COURSE POLICIES

If you have any questions not answered in this syllabus, please contact the professor or your TA. It is best to visit office hours to speak in person.

Outside of office hours, email ([ajenks@uci.edu](mailto:ajenks@uci.edu)) is generally the best way to contact the professor.

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 are useful tools but often distract from learning. Make sure your cell phones are silenced and put away during class. Do not text or make/accept phone calls during class.

You may use a laptop/tablet in class, but only to take notes or access class materials like lecture slides. Do not use your laptop to explore the internet, Tweet, visit Facebook, etc. 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.



### Technology & Communication

### Accommodations

The UCI Disability Services Center ensures access to educational programs and resources for all students. The Center assists students whose disabilities include orthopedic, visual, hearing, learning, chronic health, and psychological disabilities.

If you need an accommodation because of the impact of a disability, please contact the Center at 949-824-7494 or <http://disabilityuci.edu/> and, if applicable, bring your faculty notification letter to the professor.

### Additional Resources

LARC: 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.

The UCI Library is an excellent resource. The Anthropology Reference Librarian, Ms. Pauline Manaka, has developed a helpful [online guide to Anthropology scholarship](#).

### Academic Integrity

Learning in this class depends on you completing all required assignments yourself. Violations of academic integrity (cheating, plagiarism, etc.) will result in no credit for the assignment and possible course failure and referral for disciplinary action. If you are unfamiliar with UCI's policies on academic integrity, please go to <http://www.editor.uci.edu/catalogue/appx/appx.2.htm>

### Missed or Late Work

You are responsible for all material covered in the course. Lecture activities can not be made up, but missing one lecture activity will not affect your grade.

Make-up exams will only be given in extraordinary and well-documented situations. All other assignments will lose 5 points for each day of lateness (including weekends, holidays, etc.).

### Grade Appeals

Your final grade is based on the total points you earned during the quarter. No individual extra credit is given. Requests for a regrade should be submitted in writing within 48 hours 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.

**COURSE SCHEDULE & ASSIGNMENTS** (Changes may be made as needed)

Topic	Date	What to Read	What's Due?
Week 0: Welcome	Thurs, 9/22	No readings.	
Week 1: Introduction to Medical Anthropology	Tues, 9/27	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, 9/29	Joralemon, Donald. 2006. "What's so cultural about disease?" Pgs. 1-14 in <i>Exploring Medical Anthropology</i> . Boston: Pearson, Allyn & Bacon.	
Week 2: Making Sense of Suffering: Illness, Experience, and Metaphors	Tues, 10/4	Kleinman, Arthur. 1988. "The Meaning of Symptoms and Disorders." Pp. 3-30 in <i>The Illness Narratives: Suffering, Healing, and the Human Condition</i> .  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, 10/6	Jain, S. Lochlann. 2007. "Cancer Butch." <i>Cultural Anthropology</i> 22(4):501-538.  Garland-Thomson, Rosemarie. 2016. "Becoming Disabled." <i>New York Times</i> , August 19.	Syllabus quiz (online)
Week 3 Culture(s) of Biomedicine	Tues, 10/11	Payer, Lynn. 1996. <i>Medicine and Culture: Varieties of Treatment in the United States, England, West Germany, and France</i> . Excerpt: pg. 23-73.	
	Thurs, 10/13	Good, Byron. 1994. "How Medicine Constructs its Objects." Pg. 65-87 in <i>Medicine, Rationality, and Experience</i> . Cambridge University Press.  Blumhagen, D.W. 1979. The Doctor's White Coat: The Image of the Physician in Modern America. <i>Annals of Internal Medicine</i> 91(1):111-116.	
Week 4 Normal and the Pathological	Tues, 10/18	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, 10/20	Obeyesekere, Gananath. 1985. "Depression, Buddhism and the Work of Culture in Sri Lanka." Pp. 134-152 in <i>Culture and Depression</i> .  Luhmann, Tanya M. 2013. "The Violence in Our Heads." <i>New York Times</i> , September 20.	

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Topic	Date	What to Read	What's Due?
Week 5 Medicalization	Tues, 10/25	Conrad, Peter and Deborah Potter. 2000. "From Hyperactive Children to ADHD Adults." <i>Social Problems</i> 47:559-82.  Kaufman, Sharon et al. 2004. "Revisiting the Biomedicalization of Aging: Clinical Trends and Ethical Challenges." <i>The Gerontologist</i> 44:731-738.	
	Thurs, 10/27	Scheper-Hughes, Nancy. 1988. "The Madness of Hunger: Sickness, Delirium, and Human Needs." <i>Culture, Medicine, and Psychiatry</i> 12(4):429-458.  Seelye, Katharine. 2015. "In Heroin Crisis, White Families Seek Gentler War on Drugs." <i>New York Times</i> , October 30.	
Week 6 Explaining Disease	Tues, 11/1	Midterm exam in class	Midterm exam
	Thurs, 11/3	Fadiman, <i>The Spirit Catches You and You Fall Down</i> . Chapters 1-7.	
Week 7 Healing and Caring	Tues, 11/8	Fadiman, <i>The Spirit Catches You and You Fall Down</i> . Chapters 8-11.	
	Thurs, 11/10	Fadiman, <i>The Spirit Catches You and You Fall Down</i> . Chapters 12-19.  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.	Fieldnotes (from illness narrative interview)
Week 8 Unnatural Causes: Health and Inequality	Tues, 11/15	Waitzkin H. 1981. "The social origins of illness: a neglected history." <i>Int. J. Health Serv.</i> 11:77-103  Wiedman, D. 2012. "Native American embodiment of the chronicities of modernity: reservation food, diabetes, and the metabolic syndrome among the Kiowa, Comanche, and Apache." <i>Medical Anthropology Quarterly</i> 26(4):595-612.	
	Thurs, 11/17	Nelson, Alondra. 2013. <i>Body and Soul: The Black Panther Party and the Fight Against Medical Discrimination</i> . Excerpt.  Garcia and Sharif. 2015. "Black Lives Matter: A Commentary on Racism and Public Health." <i>American Journal of Public Health</i> . 105(8): e27-e30.	Illness narrative brainstorm

**COURSE SCHEDULE & ASSIGNMENTS** (Changes may be made as needed)

Topic	Date	What to Read	What's Due?
Week 9 Global Health	Tues, 11/22	Janes, C. and O. Chuluundorj. 2004. "Free Markets and Dead Mothers." <i>Medical Anthropology Quarterly</i> 18(2):230-57.	
	Thurs, 11/24	<i>No class, Thanksgiving Holiday</i>	
Week 10 Applying Medical Anthropology	Tues, 11/29	Lowy, Ilana. 2016. "Zika and Microcephaly: Can We Learn from History?" <i>Anthropology Now</i> , January 11.  Williamson, Eliza. 2016. "Whose Responsibility? Reproduction and Care in the Time of Zika." <i>Anthropology News</i> .	
	Thurs, 12/1	No readings.	Illness Narrative due
Final Exam	Tuesday, December 6, 10:30am-12:30pm		