

(Syllabus Revised - 3.0)
ANTH 331: MEDICAL ANTHROPOLOGY SEMINAR
Fall 2018
Tuesdays 1:10-3:30pm
Dalton 212E
Department of Anthropology
Bryn Mawr College

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Office Hours: M 11:00am-12:00pm, 2:10-3:00pm; T 11am-12pm.

COURSE DESCRIPTION:

This course explores medical anthropology through theories that underpin the discipline and ethnographic examples. Medical anthropology bridges many sub-fields in anthropology and brings together modes of inquiry that range from studies of narrative, to power, to institutions, to studies of bodies – literally, symbolically, metaphorically. This course introduces students to the origins of the field of medical anthropology, explores theoretical developments in the field, and highlights topics of interest in the field, juxtaposing recent scholarship with canonical texts. Medical anthropologists are concerned with the cultural construction of health, illness, the delivery of treatment, and the ways inequality and stratification shape the experience of illness and recovery. It is concerned with interactions between individuals and groups and social institutions, as well as cultural representation as anthropologists look comparatively across cultures at systems of medicine, and health and illness. The goals of the course are to expose students to ways of thinking about medical anthropology in a discussion based seminar format; to gain analytical skills; and gain experience doing secondary source research.

Goals:

- To introduce you to current debates in the field of medical anthropology;
- To challenge you to think and write critically and anthropologically;
- To enable you to explore a research topic that interests you in the field of medical anthropology.

COURSE REQUIREMENTS AND ASSIGNMENTS:

Workload and Class Participation: You are expected to attend all class meetings and come prepared to participate, having read and digested the assigned readings. As a participant in this class you, like I, are responsible for contributing to ideas and knowledge produced in the class. This necessitates participating in class discussion, responding to comments by other participants, as well as ideas presented in the course materials (books, articles, etc.). Doing so makes for a more dynamic class and enables us all to benefit from a wider variety of opinions and interpretations of the material we will be discussing.

The course is designed to be a seminar to foster discussion. The class sessions will be heavily discussion-based, covering issues pertaining to medical anthropology and raised in the reading assignments for that day. If it appears that people are not completing the readings in time for class, the assignments for the course will be augmented and a graded weekly written summary of the assigned readings will be required.

Course Requirements:

1. **Participation:** 20% - Because active discussion and participation are so integral to the course you will receive a grade for class participation. You are expected to come to each class having read the assigned readings and with several discussion questions.
2. **In Class Presentation:** 10% - a 10-15 minute presentation with a partner of the readings for one of the weeks. This should not be a summary of the readings, rather a presentation of the themes, issues or problems that run through all of the readings assigned for that week.
3. **Paper 1:** 20% - a response paper on the readings assigned the week of September 16. An assignment sheet will be handed out in class. Response papers should be 3-4 pages.
4. **Paper 2:** 20% - a paper based on analysis you make of a graphic novel on health and other materials. An assignment sheet will be handed out in class. The paper should be 3-4 pages.
5. **Research Paper:** 30% - a 10-15 page research paper (page range is inclusive of bibliography) on a topic of your choosing related to medical anthropology. On the last day of class students will present a summary of their research and conclusions to the class.

Interim due dates:

- One-page prospectus and appended preliminary annotated bibliography
- Preliminary draft due (draft will be exchanged with a peer for review).
- Final paper due the last day of class.

The research paper should be approximately 10-15 pages.

Extensions generally will not be given except in extreme circumstances through written correspondence with your individual Dean. That said, life happens, and I encourage you to reach out to me and your Dean when you think it might interfere with your ability to complete one of the major writing assignments in this class (nb: having something else due in another class is typically not a life event).

Format for all written assignments: All written assignments must be typed, double-spaced, 12 point font, with at least 1" margins, and page numbers. Ideas that are not yours and other sources, including websites used to write the papers, should be fully cited. Keep an extra copy of each paper you hand in. Late assignments will be penalized.

Technology Use: Multiple studies have shown that multitasking on a laptop has adverse effects not just on your own learning, but it also interferes with the learning process of people seated around you (for one of many examples see

<https://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>). Therefore, out of respect for all participants in the class, please refrain from using laptops, tablets, etc. during class, except when we are using the assigned *books* from the course (this does not apply to students with different learning needs with assistive devices). In order to create an optimal learning environment for everyone, I encourage you to take notes by hand and bring hard copies of the readings and texts to class. All phones should be put away and on silent for the duration of the class. No texting, checking social media, and the like. If you have extenuating circumstances and need to urgently answer a call or text, please step outside of the classroom and do it in the hallway to minimize disruption.

Social Media Policy: Student participation is a critical component of Anthropology classes. The Department of Anthropology envisions our classrooms as safe spaces, where both students and faculty can freely exchange ideas and voice opinions on a range of topics without fear of being disparaged or ridiculed in public or online. Additionally, to encourage critical thinking, professors often play "Devil's Advocate" and argue multiple perspectives (including those they may not personally hold). Thus, we ask you to refrain from posting on social media things you hear or observe in our classes that are explicitly attributed to or could be tracked back to a fellow student or faculty member. Doing this would have a chilling effect on classroom discussion, as we would all be more hesitant to freely express ourselves if we have to worry about online repercussions. If you have an issue with someone's behavior during class, please let the professor know in private so that we can work together to maintain a productive learning environment.

Learning Needs: Bryn Mawr College is committed to providing equal access to students with a documented disability. Students needing academic accommodations for a disability must first register with Access Services. Students can call 610-526-7516 to make an appointment with the Access Services Director, Deb Alder, or email her at dalder@brynmawr.edu to begin this confidential process. Once registered, students should schedule an appointment with the professor as early in the semester as possible to share the verification form and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement. More information can be obtained at the Access Services website (<http://www.brynmawr.edu/access-services/>). Early contact will help to avoid unnecessary delays.

Academic Honesty: Students are expected to have read, understood and abide by the Bryn Mawr College Policy on Academic Honesty <http://sga.blogs.brynmawr.edu/honor-board/honor-code/>. If you have any questions about the policy please see your instructor. Note on Plagiarism: Be sure to give credit where credit is due. All material drawn from outside sources should be quoted and/or cited appropriately. All papers written must be original to this course.

Required Texts (available at the Bryn Mawr College Bookshop)

- Craig, Sienna R. 2012. *Healing Elements: Efficacy and the Social Ecologies of Tibetan Medicine*. Berkeley: University of California Press.
- Kohrman, Matthew. 2005. *Bodies of Difference: Experiences of Disability and Institutional Advocacy in the Making of Modern China*. Berkeley: University of California Press.

Additional required articles are available on Moodle.

Class Meetings and Reading Assignments

9/4 Introduction and What is Medical Anthropology?

9/11 Situating Medical Anthropology

Library Research Session

Kate Blinn, Canaday Social Science Reference Librarian

9/18 Situating Medical Anthropology

- Singer, Merrill and Hans Baer. 2007. "Why Have a Medical Anthropology?" In Singer & Baer (eds), *Introduction to Medical Anthropology*. Lanham: Alta Mira Press, pp. 1-34.
- Hahn, Robert. 1995. *Three Theories of Sickness*. In *Sickness and Healing*. New haven: Yale University Press, pp. 57-75.
- Good, Byron. "Illness Representation in Medical Anthropology: a Reading of the Field." In *Medicine, Rationality, and Experience*. Cambridge: Cambridge University Press, pp. 25-64.
- Gawande, Atul. 2011. *The Hot Spotters*. *The New Yorker Magazine*.

9/25 Dichotomies: the Normal and the Pathological

- Benedict, Ruth. 1958. *Anthropology and the Abnormal*.
- Lock and Nguyen. 2018. Chapter 2. *The Normal Body*. In *An Anthropology of Biomedicine*, 2nd Edition. Oxford: Wiley Blackwell, **pp. 38-50 ONLY**. nb: the entire Chapter is on Moodle, but you only need to read the selected pages.
- Ong, Aihwa. 1988. *The Production of Possession: Spirits and the Multinational Corporation in Malaysia*. *American Ethnologist* 15(1): 28-42.
- (optional) White, Cassandra. 2011. *Leprosy and Stigma in the Context of International Migration*. *Leprosy Review* 82: 147-154.

- Obeyesekere, G. Selection from Medusa's Hair. pp. 21-51.

Recommended:

- Goffman, Erving. 1963. Chapter 1 Stigma and Social Identity. In Stigma: Notes on the Management of Spoiled Identity. New York: Simon and Schuster, pp. 1-40.

10/2

Cross-Cultural Psychiatry and Constructions of Disability

- Kohrman, Matthew. Bodies of Difference.

Due: Hand in preliminary topics you are considering for your research paper. Write 3-5 sentences about each topic. Please provide as much detail about your topic(s) as possible. If you have located secondary source citations that are guiding your thinking, feel free to include these (double spaced, 12-point font).

10/9

Narrative Approaches and the Graphic Novel

- McMullin, Juliet. 2016. Cancer and the Comics: Graphic Narratives and Biogitimate Lives. Medical Anthropology Quarterly 30(2): 149-167.
- McMullin, Juliet. 2015. See entry from Somatosphere (in Moodle).
- Kleinman, Arthur Selection from the Illness Narratives. Preface and Chapter 1.
- CDC. 2018. The Junior Disease Detectives: Operation Outbreak Graphic Novel {peruse this online}
- CDC Weekly US Flu Surveillance Report <https://www.cdc.gov/flu/weekly/index.htm> {look through this report for the week of 11/13}

Paper 1 Due

10/16

Fall Break – No Class

10/23

Providers & Patients

- Lock and Nguyen 2012. Chapter 3 Anthropologies of Medicine.
- Good, Byron. 1994. "How does Medicine Construct its Objects?" In Medicine, Rationality, and Experience. Cambridge: Cambridge Univ. Press, pp. 65-87.
- Kleinman, Arthur "Patients and Healers in the Context of Culture (pp. 104-118)
- Helman, Cecil G. 2007 Doctor-Patient Interactions in Culture, Health and Illness. Oxford: Butterworth-Heinemann.

10/30

Medical Pluralism and Traditional Medicine

- Erickson, Pamela I. 2008. What is Ethnomedicine? In Ethnomedicine. Long Grove, IL: Waveland Press, pp. 1-11.
- Anh, Andrew, et. al. 2006. Complementary and Alternative Medical Therapy Use Among Chinese and Vietnamese American: Prevalence, Associated Factors, and the Effects of Patient-Clinician Communication. AJP 96(4): 647-53.
- Baer, Hans. Selections from Medical Pluralism: An Evolving and Contested Concept in Medical Anthropology. Chapter 20. In A Companion to Medical Anthropology.

Film: Amchis-The Forgotten Healers of the Himalayas

DUE TODAY: Prospectus for Final Paper

11/4 (Sunday 10:30am-12pm) Infectious Disease (Ebola and Avian Influenza)

- Omidian, Patricia, et al. 2014. Medical Anthropology Study of the Ebola Disease (EVD) Outbreak in Liberia/West Africa. Report to WHO.
- Porter, Natalie. 2013. Bird Flu. Somatosphere <http://somatosphere.net/2013/05/bird-flu-the-circulation-of-life-and-death-in-a-postspecies-world.html>
- Porter, Natalie. 2013. Bird Flu Biopower. American Ethnologist 40(1): 132-148.

11/6

Dying and Palliative Care/ Inequality and Migrant Health

- Gawande Selection from Being Mortal.
- Case Story, analysis and commentary on Hospice Patient with Gallbladder Cancer in Healing by Heart Culhane-Pera, Kathleen et. al. (eds). Nashville: Vanderbilt University Press (2003), pp. 255-268.
- Holmes, Seth. 2013. "Doctors don't know anything": The Clinical Gaze in Migrant Health. In Fresh Fruit Broken Bodies.

Recommended:

- Kaufman and Morgan. 2005. "the Anthropology of the Beginnings and Ends of Life." Annual Review of Anthropology.

Paper 2 Due

11/13

Healing Elements Ethnography

- Craig, Sienna R. 2012. Healing elements: Efficacy and the Social Ecologies of Tibetan Medicine. Berkeley: University of California Press.

11/20

Health Disparities, Race and Medical Research

- Whitmarsh, Ian. 2008. Contestations of Race. In *Biomedical Ambiguity: Race, Asthma, and the Contested Meaning of Genetic Research in the Caribbean*. Ithaca: Cornell University Press, pp. 15-32.
- Montoya, Michael. 2007. Bioethnic Conscriptation: Genes, Race and Mexicana/o Ethnicity in Diabetes Research. *Cultural Anthropology* 22(1): 94-128.
- Fullwiley, Duana. 2007. The Molecularization of Race: Institutionalizing Human Difference in Pharmacogenetics Practice. *Science as Culture* 16: 1-30.
- Chavez, Leo. 2009. Wasting Away in Neoliberalville: Mexican Immigrant Women's Views of Cervical Cancer, Social Inequality, and Gender Relations. In *Confronting Cancer: Metaphors, Advocacy, and Anthropology*. Juliet McMullin and Diane Weiner (eds.) Santa Fe: School for Advanced Research.

11/27

Biopower: Governing Bodies and Populations

- Foucault, Michel. 1980. "The Politics of Health in the Eighteenth Century." Pp. 166-182. In *Power/Knowledge: Selected Interviews and Other Writings 1972/1977*. Edited by Colin Gordon. New York: Pantheon.
- Lock and Nguyen, Chapter 5
- Hacking, Ian. *Biopower and the Avalanche of Printed Numbers*

DUE TODAY: Draft of Research Paper Due for Peer Exchange in Class

***12/4**

The Placebo Effect: What cures?

- Moerman, Daniel. 2000. Cultural Variations in the Placebo Effect: Ulcers, Anxiety, and Blood Pressure. *Medical Anthropology Quarterly* 14(1): 51-72.
- Raikhel, Eugene. 2010. Post-Soviet Placebos. *Culture, Medicine, and Psychiatry*, 34: 132-68.
- Lakehoff. 2007. The Right Patients for the Drug: Managing the Placebo Effect in Antidepressant Trials. *Biosocieties* 2(2): 57-71.

12/11

Research paper presentations

Research Papers are due by 4:30pm on the last day of classes Thursday December 13 to the administrative assistants in the main social science office in Dalton room 114.

