

ANSC 164: Introduction to Medical Anthropology

Winter 2023

MWF 11-11:50 am PST

HSS 1305

Instructor

Alex Stewart, Ph.D.

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he/him pronouns

Office Hours: M/W/F 10-10:50am in courtyard outside HSS 1305

OR by appointment in Zoom personal meeting room: <https://ucsd.zoom.us/j/3969178702>

Course Overview

In traditional, small-scale societies, shamans and healers tend to be the first and most important forms of specialized labor, and the medical field remains a realm of great prestige in most societies today. However, distribution of medical resources has become enormously uneven, and there are varying degrees of conflict and integration among modern biomedicine and its various predecessors. In this class, we will learn how individual experiences of health and medicine are not solely the product of biology, but also bear the influence of cultural notions of the body and wellness, socially constructed diseases and syndromes, and larger structures of political and economic inequality. We will examine the ideas, practices, and sociopolitical structures behind both biomedicine and culturally particular medical traditions in order to better understand how humans experience and mobilize their bodies and how societies define and shape disease and healing practices. Together, we will learn about tremendous suffering and injustice, but hopefully, we also will develop some understanding of how to mobilize human cultural resources to address these challenges.

Course Requirements:

Attendance OR Asynchronous Assignments 10%

To get the most out of this class, it is best for you to attend all of our class meetings and actively participate in class discussions and group activities. If you are unable to attend live lectures, you may still view podcasts at Podcast.ucsd.edu or the Canvas media gallery, and then you can simulate class participation and receive full credit by completing an asynchronous assignment. **Asynchronous assignments will be posted after each lecture, and if you do not attend class live, they must be completed before the next lecture begins.** If you attend class live, you do not need to complete them. No late asynchronous assignments will be accepted except in cases of verifiable emergencies.

Daily Discussion Posts 10%

Before each class, you must make a post to that day's discussion forums on the Canvas course page. Your post may either introduce a discussion question about one or more of the readings and/or films assigned for the upcoming class OR respond to a question posted by one of your classmates. **Questions should be posted by 11:59 p.m. on the night before each class, and responses must be posted before lecture begins.** You should ask debatable (not factual) questions that could have a variety of plausible answers, and give your post a title that will inspire other students to read it and respond. The goal of these questions is to help you think critically about the readings and to inspire discussion in class. Each student should review the online discussion before each class in addition to doing the assigned readings.

In-Class Group Presentation 10%

Once during this quarter, you will work together with a group of one or two other students to present one day's assigned reading(s) to the class. The presentation should last between ten and fifteen minutes, and each group member must participate. Even though you will present the readings as a group, you will be graded as an individual. **DO NOT just summarize** the readings. Instead, you can use online activities, polls, wordclouds, videos, games, discussion questions, etc. to relate readings to current events and broader themes of the course.

Remember, watching Powerpoints on Zoom gets boring, so please **be creative!**

Midterm Exam: 15%

Making and explaining connections between key terms and using class material to make an argument in response to an essay prompt will assess your ability to apply the material presented in the first half of the course. The midterm will be administered through Canvas during class time.

Final Exam: 20%

Making and explaining connections between key terms and using class material to make an argument in response to an essay prompt will assess your ability to apply the material presented in the first half of the course. The final will be administered through Canvas during scheduled time.

Illness Narrative Paper Proposal: 10%

In preparation for the final illness narrative paper, you must submit a 2-3 page proposal in which you identify (1) a specific person you plan to interview about an experience of illness and/or healing, (2) how this illness narrative advances understanding of one or more concepts from the course, and (3) at least three sources (including articles and/or films) assigned or recommended for this course or from other relevant scholarly publications that will help to analyze the narrative and relate it to course material. You must explain how you will use sources and interview material, and how this will enrich scholarly understanding of one or more specific issues relevant to this course and medical anthropology.

Illness Narrative Paper: 25%

This assignment will require you to interview someone about their experience with an illness and apply concepts from the course in order to analyze the narrative of their experience with illness. This paper must go beyond mere physical description to explore the impact of illness on social relations, how culture affects their interpretation of the illness and healing experience, how political and economic structures affect their susceptibility to disease and healing practices, and how their embodied sense of self is transformed.

Students must complete all components of the class listed above in order to pass the course.

Policies

Classroom Environment

We will discuss some sensitive issues in this class, and you are expected to approach them with an open mind. **You are encouraged to contribute critical and alternative viewpoints, but you must always be respectful** and refrain from using any language that could be construed as a personal attack.

Please silence your cellphone and put it away during class. **Your TA, your fellow students, and I can see you texting/gaming/instatwitterfacing/etc.**, and it is rude and distracting. You may use a laptop to refer to class readings, take notes, etc., but please do not use it for other activities during class time. Also, **please wait until class is dismissed to pack up your things**. It is difficult to hear my closing remarks over the noise of students rustling their things.

Late Work

Electronic submissions are due at 11:59 pm PST on the dates list below.. Please plan to submit in advance because extensions will not be granted in case of technical difficulties, incomplete submissions, or submissions to the wrong section. Assignments submitted after the due date will be docked 4% for each day (24 hrs) they are late (including weekends). Late discussion questions and in-class assignments will not be accepted unless a student gives prior notice and has a verified excuse.

Communication

You can contact us via email for basic questions about the course, and we will do our best to respond within 48 hours. You also can post questions on Canvas for an even faster response. **Please check Canvas and your UCSD email regularly for class updates.** However, for complex questions about course material or paper topics and a more in depth response, please **come talk with us during office hours.**

Academic Integrity

Plagiarism and cheating are very serious offenses; all quotations and paraphrasing must be properly cited and everything not cited must be your own, original work. We will be using turnitin.com to confirm the originality of your final paper. Those suspected of misconduct will be

referred to the authorities, and will be subject to failing the course in addition to appropriate disciplinary sanctions. See <http://students.ucsd.edu/academics/academic-integrity/policy.html>.

Academic Support Services

If you require accommodations due to a disability, you must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD). Please present AFAs as soon as possible to allow time for appropriate planning for the provision of reasonable accommodations.

Grade Disputes

If you have questions about why you received a grade, please talk to your teaching assistant in office hours right away about how you can do better in the future. Grade changes will only be made for errors in calculation or in extreme circumstances. Please do not wait until after your final grade has been calculated to ask questions about how assignments are graded.

Required Texts and Films

All texts are available for free electronically on Canvas. Required and recommended films are available at the links below or viewable on campus or through a vpn on the Library's E-reserves: <http://libraries.ucsd.edu/borrow-and-request/course-reserves/index.html>.

Course Schedule* **all readings available on Canvas**
All readings are due by lecture or section (whichever comes first) on the day they are listed.
*Like all things, subject to change

Week 1: Illness, Culture and Meaning

1/9: Introductions (no assigned readings)

1/11: Illness and Meaning

Kleinman, Arthur. 1988. "The Meaning of Symptoms and Disorders." In *The illness narratives: Suffering, healing, and the human condition*. Kleinman, Arthur. New York: Basic Books. Pp: 3-30.

1/13: Culture and Illness

Erickson, "What Causes Disease" *Ethnomedicine* 35-58

Week 2: Medicine and Power

1/16: NO CLASS, Martin Luther King, Jr. Day

1/18: Biomedical Knowledge, Power, and Anthropological Theory

Hahn, R.A. and A. Kleinman 1983. "Biomedical Practice and Anthropological Theory: Frameworks and Directions." *Annual Review of Anthropology*

1/20:The Biomedical Gaze

Good, Byron. 1994. How Medicine Constructs its Objects. In *Medicine, Rationality and Experience: An Anthropological Perspective*. 65-87
Available on E Reserves

Blumhagen, Dan W. 1979. "The doctor's white coat: The image of the physician in modern America." *Annals of Internal Medicine* 91: 111-116.

Week 3: Cultural Construction of Illness

1/23:Race, Medicine, and Colonialism

Comaroff, Jean. 1997. "The Diseased Heart of Africa: Medicine, Colonialism, and the Black Body." In *Knowledge, Power, and Practice*, S Lindenbaum & M Lock, University of California Press, 305-29.

Jones, James. 1993. "The Tuskegee Syphilis Experiment: A Moral Astigmatism." *The 'Racial' Economy of Science: Toward a Democratic Future*. edited by Sandra Harding. Bloomington: University of Indiana Press. 275-286.

Assigned Film:*The Deadly Deception* <https://www.youtube.com/watch?v=YKEYsuL2B24>

1/25: Illness and Society

Evans-Pritchard. 1976. The Notion of Witchcraft Explains Unfortunate Events. In *Witchcraft and Oracles Among the Azande*

1/27: Culture and Disorders

Geertz, Hildred. 1968. Latah in Java: A Theoretical Paradox. *Indonesia* 5:93-104.

Low, Setha. 1985. Culturally interpreted Symptoms or Culture-Bound Syndromes: A Cross-Cultural Review of Nerves. *Medicine and Social Science*. 21.2:187-196.

Assigned Film: *Latah : a culture-specific elaboration of the startle reflex*, E-Reserves

Week 4: Illness Narratives

1/30: Illness and Meaning

Paper Proposal Due at 11:59 pm

Fadiman, Anne. 1998. *The Spirit Catches You and You Fall Down*. New York: Farrar, Straus and Giroux. 1-37.

Assigned Film: *The Split Horn: Life of a Hmong Shaman in America*

viewable via VPN: <http://search.alexanderstreet.com/view/work/1641531>

Also recommended: *Between Two Worlds: The Hmong Shaman in America*

<http://search.alexanderstreet.com/anth/view/work/1784565>

2/1: Cultural Competency

Fadiman, Anne. 1998. *The Spirit Catches You and You Fall Down*. New York: Farrar, Straus and Giroux. pg. 250-276

2/3: Structural Competency

Taylor, Janelle S. 2003. Confronting “culture” in medicine’s “culture of no culture.”

Academic Medicine 78.6: 555-559.

Metzl, Jonathan M. and Helena Hansen. 2014 Structural Competency: Theorizing a New Medical Engagement with Stigma and Inequality. Social Science and Medicine. 103:126-133.

Week 5: Cultural Constructions of Personhood

2/6: Local Biologies

Lock, Margaret. 2001 The Tempering of Medical Anthropology: Troubling Natural Categories. *Medical Anthropology Quarterly* 15.4:478-492.

2/8: Personhood, Exclusion, Biopower

Greenhalgh, Susan. 2003. Planned Births, Unplanned Persons: “Population” in the Making of Chinese Modernity. *American Ethnologist*. 30.2:196-215.

2/10: MIDTERM

Week 6: Immigration, Health, Embodied Violence

2/13: Immigration and health

Holmes, Seth. “Introduction. ‘Worth Risking Your Life:’”*Fresh Fruit Broken Bodies*, Berkeley: University of California Press: 1-29

Required film: *In Sickness and in Wealth: Becoming American*, E Reserves

2/15: Social Suffering and Structural Violence

Holmes, Seth. “‘How the Poor Suffer:’ Embodying the Violence Continuum.” *Fresh Fruit Broken Bodies*, Berkeley : University of California Press: 88-110

2/17: The Biomedical Gaze on Migrant Health

Holmes, Seth. 2013 “‘Doctors Don’t Know Anything’: The Clinical Gaze in Migrant Health,” *Fresh Fruit Broken Bodies*, Berkeley : University of California Press: 111-54

Week 7: Critical Medical Anthropology

2/20: NO CLASS, President's Day

2/22: Pandemics, Modernity, and Neoliberalism

Briggs, Charles and Clara Mantini-Briggs. 2003. "Sanitation and Global Citizenship" In Stories in a Time of Cholera: Racial Profiling During a Medical Nightmare. Berkeley: UC Press. 269-297.
Required Film: *Bending the Arc*, via E-Reserves

2/24: Biopolitics and Famine

Edkins, Jenny. "Introduction" and "Pictures of Hunger" In *Whose Hunger? Concepts of Famine, Practices of Aid*. University of Minnesota Press. xv-xxii, 1-14.

Week 8: Globalization of Ethnomedicine

2/27: Lumpen Abuse: Criminalizing Addiction and Poverty

Bourgois, Philippe and Jeff Schonberg. excerpts from "Introduction" and "Male Love" *Righteous Dopefiend*. Berkeley: University of California Press

3/1: Traditional Medicines in the Modern World

Hsu, Elisabeth. 2008. The History of Chinese Medicine in the People's Republic of China and its Globalization. *East Asia Science, Technology and Society: an International Journal* 2: 465-484.

Required Film: *Kumare*, through E- Reserves

3/3: Globalization and Indigenous Healing

Feinberg, Ben. 2018 Undiscovering the Pueblo Mágico: Lessons from Huautla for the Psychedelic Renaissance. In *Plant Medicines, Healing and Psychedelic Science: Cultural Perspectives*. Edited by Beatriz Caiuby Labate and Clancy Cavnar. Springer.

Week 9: Cultural Constructions of Personhood and Normality

3/6: Culture Change and Disorders

Ong, Aihwa. 1988 The Production of Possession: Spirits and the Multinational Corporation in Malaysia. *American Ethnologist* 15.1:28-42.

3/8: Cultural Construction of Mental Illness

Obeyeskere, Gananath. "Depression, Buddhism, and the Work of Culture in Sri Lanka." In *Buddhism and Depression*. Edited by Arthur Kleinman and Byron Good. Berkeley: University of California Press: 134-152.

Rosenhan, D. et al. 1973. On being sane in insane places. *Science*. 179:250-58.

Assigned Film: *Disordered States: mental illness and spirit possession*
available through E-Reserves

3/10: Constructing Prenatal Persons and Bioethics

Rapp, Rayna. 1998. Refusing Prenatal Diagnosis: The Meanings of Bioscience in a Multicultural World. *Science, Technology, and Human Values*. 23.1:45-70.

Csordas, Tom. 2002. "A Handmaid's Tale" In Body/Meaning/Healing. New York: Palgrave Macmillan. 88-99.
Film: *The Burden of knowledge: moral dilemmas in prenatal testing*

Week 10: Embodiment, Healing, and Self

3/13: Belief and Embodiment

Illness Narrative Paper Due at 11:59 pm

- Levi-Strauss, Claude. 1963. "The Effectiveness of Symbols." In Structural Anthropology. Basic Books.
- Hahn, Robert and Arthur Kleinman. 1983. Belief as Pathogen, Belief as Medicine: "Voodoo Death" and the Placebo Phenomenon in Anthropological Perspective. *Medical Anthropology Quarterly* 14.4:3, 16-19.

3/15: Making the Self

- Seligman, Rebecca. 2010. "The Unmaking and Making of Self: Embodied Suffering and Mind-Body Healing in Brazilian Candomble." *Ethos* 38.3:297-320.

3/17: Embodiment, Gender, and Technologies of the Self

- Nissen, Nina. 2013. "Women's Bodies and Women's Lives in Western Herbal Medicine in the UK," *Medical Anthropology*, 32:1, 75-91,

Final Exam:

03/20/2023	M	11:30a-2:29p
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