

ANTH 134: Medical Anthropology

Winter 2014

Matthew Wolf-Meyer, Associate Professor

Office Hours: 12-2:30, Tuesdays & Thursdays

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Office hours: Mondays & Tuesdays, 12:30-1:45 at the Café in the University Center

Course Description:

Are medical systems culturally influenced or are they the product of objective science? Are human understandings of pain, health, and life itself culturally constructed or are they objective facts? How do different medical traditions influence the diagnosis and treatment of ailments? How do science and medicine relate to one another as bodies of knowledge and practice? Medical anthropology struggles with these questions – and many more – and has a long history within anthropology, stretching as far back to the 1850s, but has only recently come to the forefront of anthropological practice. In light of this, one might reasonably ask *why* medical systems and the study of illness and disease have gained this new scholarly (and political) valence. What has become so compelling about medicine at the end of the 20th century and beginning of the 21st?

The 20th century saw both major scientific & medical achievements and health related catastrophes. From the discovery of penicillin and the double helix structure of DNA to the development of pharmaceutical and medical treatments for HIV and cancer, medical science has greatly progressed from the practices of the 19th century, which consisted (even then!) of bloodletting, quarantine and institutionalization. The 20th century also saw the introduction of HIV/AIDS, SARS, and avian flu in the human population, with concomitant scares and mobilizations of activist and scientific-medical networks in attempts to counter their devastating effects. These diseases depended on the powers of globalization and transportation technologies to become the dangers they were perceived as (and are), but exist against a backdrop of continual medical disenfranchisement of most of the world's population and the decreased efficacy of socialized medicine. Their treatment and containment depend largely on the efficacy of medical power.

This course is intended as an introduction to how disease, medicine, and medical practice can be thought about from an anthropological perspective, largely focusing on comparative approaches to healing and illness. To this end, we will sample from a number of medical anthropology traditions, and juxtapose anthropological research conducted around the world in a variety of contexts (specifically American biomedicine, Ayurvedic practice, Traditional Chinese Medicine, and African folk medicines). This is by no means an exhaustive introduction to the subfield of medical anthropology – it is admittedly partial – but rather an attempt to help students orient themselves to the subfield, its landmarks, and its concerns.

Reading List:

Required texts and the course pack are available at the Literary Guillotine (204 Locust St, Santa Cruz). Copies of each of the books will be on reserve at McHenry Library – but it is **strongly advised** that you purchase copies of each of them.

Flint, Karen

2008 Healing Traditions: African Medicine, Cultural Exchange, & Competition in South Africa, 1820-1948. Columbus: Ohio University Press.

Langford, Jean M.

2002 Fluent Bodies: Ayurvedic Remedies for Postcolonial Imbalance. Durham, NC: Duke University Press.

Martin, Emily

1994 Flexible Bodies: Tracking Immunity in American Culture -- From the Days of Polio to the Age of AIDS. Boston: Beacon.

Porter, Roy

2004 Blood and Guts: A Short History of Medicine. New York: W. W. Norton.

Zhan, Mei

2009 Other-Worldly: Making Chinese Medicine through Transnational Frames. Durham: Duke University Press.

Grading & Assignments:

Attendance & Participation (10%) – Students are expected to attend all classes with the required material having been read. Two absences are allowed; each absence beyond the second will reduce the student's final grade by 5%. Students are required to bring their answers to the reading questions to section as well as post them on eCommons. Failure to bring answers to section will result in a 1 point penalty.

Reading Questions (40%) -- Each week students will receive 4-5 reading questions through eCommons. Each question is worth 1% of your final grade. Answers are due the day of the assigned reading, and must be 4-6 sentences long and include examples from the reading. Questions will appear 1 week before the assignment is due.

You have three options for the remainder of your grade, listed in order of difficulty:

Option One: Midterm & Final Exam (20% and 30%, respectively; 50% total) – Each exam will have both an in-class and take-home portion. In the case of the midterm, students will have a 2-3 page take-home essay question, which they will receive one week before it is due. The final exam will be 4-5 pages long. Both exams will have in-class portions that include short answer questions.

Option Two: Original Ethnological Research Paper (50% total). Drawing on research conducted over the course of the semester using the Human Relations Area File, students are expected to turn in a 15-20 page (excluding bibliography) final paper. The paper must relate to the content of the course; its focus is left to the student's determination, but must be approved by the professor. Additionally, the paper must have a theoretically-informed argument which is defended by the paper's contents. The final paper is worth 30% of the final grade, and students will turn in a Paper Brainstorm (5%), Outline (5%), and Rough Draft (10%). Final papers will be due on the final exam day, and must be submitted by email no later than 12 PM. Resources to guide your preparation of these assignments will be available through eCommons.

Option Three: Biweekly Argumentative *Précis* (5 at 10% each; 50% total). In 5-7 pages, you must distill the arguments of the authors read over the preceding two weeks, and make an interpretive argument that binds their analyses and arguments together. You must use empirical data from the ethnographies, and may use content from documentaries shown in class. Your argument cannot be a summary; it must be theoretically motivated and make evident that you are drawing on anthropological theory.

Completing Option 2 or 3 requires that you file a statement of intent to the instructor via email by the second class meeting. You will be notified by the following class meeting whether you have been approved to do Option 2 or 3.

If you turn in an Option 2 or 3 assignment late, you will automatically be reassigned to Option 1. The instructor also reserves the right to reassign you from one option to another based on your performance on the assignments.

Policies:

There is no extra credit available. A curve will be applied to the final grades in the course based upon the highest attained grade for each Option.

No late work will be accepted for credit. All assignments must be turned in to receive a passing grade in the course (e.g. a C).

Students taking the course Pass/Fail must earn a C to receive a Pass.

Workload: The expectation within the University of California system is that for each credit hour of a course, students spend 3 hours in preparation during the week. For a 5 credit course, this means that students should be spending about 15 hours per week preparing for class. I assume that undergraduate students can read 1 page of academic writing in 3 minutes; 200 pages of reading should require about 600 minutes, or 10 hours. In most cases, should expect to be reading about 150-200 pages per week in addition to other course requirements.

Attendance: Students who miss any class during the first week of class will be administratively dropped from the course. Students who miss three consecutive classes will be notified that they will be dropped from the course within 48 hours unless they respond to the email sent by the instructor with a legitimate excuse for their absences.

Academic Integrity – Academic misconduct of any sort will not be tolerated. Evidence of plagiarism or cheating will result in an immediate failing grade in the course and actions as dictated by university policy regarding academic integrity on undergraduate students. Please see <<http://library.ucsc.edu/science/instruction/CitingSources.pdf>> if you have any questions about what qualifies as academic misconduct and strategies for avoiding such. For a description of the review process, see <http://www.ucsc.edu/academics/academic_integrity/undergraduate_students/>.

Contacting Me: I only check my email between 8-11 PM on weekday evenings and during my office hours. I will always respond to emails within 24 hours, except for emails received on Fridays (which will be responded to on the following Monday). If you plan to stop by my office hours, please contact me ahead of time, either by email (mwolfmey@ucsc.edu) or at my office telephone number (459-2365). However, if you have a grading question, before you email me, email Samantha Turner <salturme@ucsc.edu>.

Style Matters: All submitted work should follow the guidelines set forth in the American Anthropological Association's style guide (available at aaanet.org). All papers should be double-spaced, 12 point font, in Times New Roman, with 1 inch margins on all sides, and page numbers. Citation should look like this: (Author Year: Page), e.g. (Wolf-Meyer 2009: 408). Failure to meet these standards will result in a reduced grade.

Week 1: What is Medicine?

January 7th: One Thesis and Three Ds: Disease, Disability, Disorder

In Section: House: "Pilot"

January 9th: "Complementary" or "Alternative" Medicines?; **Option Intent Due**

Readings:

Barthes, Roland

1988 "Semiology & Medicine" *In* The Semiotic Challenge. R. Howard, transl.

Berkeley, CA: University of California Press.

Bivins, Roberta

2007 "Pragmatism, Pluralism and the (Im)Patient Consumer" *In* Alternative Medicine?

A History. New York: Oxford University Press.

Conrad, Peter

1992 Medicalization and Social Control. *Annual Review of Sociology* 18:209-232.

Davis, Lennard

1995 "Constructing Normalcy" *In* Enforcing Normalcy: Disability, Deafness, and the Body. New York: Verso.

Scheper-Hughes, Nancy, and Margaret Lock

1987 The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology.

Medical Anthropology Quarterly 1(1):6-41.

Week 2: What is “Modern” Medicine?

January 14th: What’s in a System?, or The Sick Individual or the Sick Society?

Readings:

Flint, Karen

2008 Preface & What is ‘Traditional’ about Traditional Healers & Medicines? *In* Healing Traditions: African Medicine, Cultural Exchange, & Competition in South Africa, 1820-1948. Columbus: Ohio University Press.

Hobsbawm, Eric

1983 Introduction: Inventing Traditions. *In* The Invention of Tradition. E. Hobsbawm and T. Ranger, eds. Pp. 1-14. Cambridge: Cambridge University Press.

Last, Murray

1992 [1981] The Importance of Knowing about not Knowing: Observations from Hausaland. *In* The Social Basis of Health and Healing in Africa. S. Feierman and J. Janzen, eds. Pp. 393-408. Berkeley: University of California Press.

Porter, Roy

2004 Blood and Guts: A Short History of Medicine. New York: W. W. Norton.

January 16th: Medicine, Postmodernity & Invented Traditions; **Precis 1 Due**

Readings:

Langford, Jean M.

2002 (Re)Inventing Ayurveda. *In* Fluent Bodies: Ayurvedic Remedies for Postcolonial Imbalance. Durham, NC: Duke University Press.

Martin, Emily

1994 Preface & Introduction: Problems and Methods. *In* Flexible Bodies: Tracking Immunity in American Culture -- From the Days of Polio to the Age of AIDS. Boston, MA: Beacon Press.

In Lecture & Section: Pan Nalin’s Ayurveda: The Art of Being

At Home: Listen to Howard Dully’s “My Lobotomy”:

<http://www.npr.org/templates/story/story.php?storyId=5014080>.

Week 3: Medicine and the Citadel of Science

January 21st: Medicine & Its Worlds

Readings:

Langford, Jean M.

2002 Ayurvedic Interiors. *In* *Fluent Bodies: Ayurvedic Remedies for Postcolonial Imbalance*. Durham, NC: Duke University Press.

Latour, Bruno

1999 [1993] Give Me a Laboratory and I Will Raise the World. *In* *The Science Studies Reader*. M. Biagioli, ed. Pp. 258-275. New York: Routledge.

Martin, Emily

1991 The Egg and the Sperm: How Science has Created a Romance Based on Traditional Gender Stereotypes. *Signs* 16(3):485-501.

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1997 Anthropology and the Cultural Study of Science: From Citadels to String Figures. *In* *Anthropological Locations: Boundaries and Grounds of a Field Science*. A. Gupta and J. Ferguson, eds. Pp. 131-146. Berkeley: University of California.

Wahlberg, Ayo

2008 Pathways to Plausibility: When Herbs Become Pills. *BioSocieties* 3(1):37-56.

Zhan, Mei

2009 Preface & Introduction. *In* *Other-Worldly: Making Chinese Medicine in Transnational Frames*. Durham: Duke University Press.

January 23rd: Making Medicine in the Laboratory, Practicing Medicine in the Clinic;

Paper Brainstorm Due [Wolf-Meyer in Berlin]

In Lecture: The Health Culture: Traditional Chinese Medicine in the 21st Century

At Home: Listen to CBC Ideas' interview with Allan Young:

<http://www.cbc.ca/ideas/episodes/2009/01/02/how-to-think-about-science-part-1---24-listen/#>

Week 4: How Medicine Makes its Agents

January 28th: Nature vs. Society, or The Cultural Biases of Medicine; **Take Home**

Midterm Distributed

Readings:

Good, Byron J., and Mary-Jo DelVecchio Good

1993 "Learning Medicine": The Construction of Medical Knowledge at Harvard Medical School. *In Knowledge, Power & Practice: The Anthropology of Medicine and Everyday Life*. S. Lindenbaum and M. Lock, eds. Pp. 81-107. Berkeley: University of California Press.

Langford, Jean M.

2002 Medical Simulations. *In Fluent Bodies: Ayurvedic Remedies for Postcolonial Imbalance*. Durham, NC: Duke University Press.

Martin, Emily

1994 "Fix my Head." *In Flexible Bodies: Tracking Immunity in American Culture -- From the Days of Polio to the Age of AIDS*. Boston, MA: Beacon Press.

January 30th: Competence, Care & Quacks; **Precis 2 Due**

Readings:

Armstrong, David

1995 The Rise of Surveillance Medicine. *Sociology of Health & Illness* 17(3):393-404.

Flint, Karen

2008 Competition, Race, and Professionalization. *In Healing Traditions: African Medicine, Cultural Exchange, & Competition in South Africa, 1820-1948*. Columbus: Ohio University Press.

Healy, David

2006 The New Medical Oikumene. *In Global Pharmaceuticals: Ethics, Markets, Practices*. A. Petryna, A. Lakoff, and A. Kleinman, eds. Pp. 61-84. Durham: Duke University Press.

Zhan, Mei

2009 Get on Track with the World. *In Other-Worldly: Making Chinese Medicine in Transnational Frames*. Durham: Duke University Press.

In Lecture & Section: Fredrick Wiseman's Hospital

At Home: Watch Nova's "Doctors' Diaries"

<<http://video.pbs.org/video/1114402491/program/979359664>>.

Week 5: How Medicine Makes it Objects

February 4th: Producing Patients; **Take Home Midterm Due**

Readings:

Flint, Karen

2008 Healing the Body Politic. *In* Healing Traditions: African Medicine, Cultural Exchange, & Competition in South Africa, 1820-1948. Columbus: Ohio University Press.

Langford, Jean M.

2002 The Effect of Externality. *In* Fluent Bodies: Ayurvedic Remedies for Postcolonial Imbalance. Durham, NC: Duke University Press.

Martin, Emily

1994 Immunology on the Street. *In* Flexible Bodies: Tracking Immunity in American Culture -- From the Days of Polio to the Age of AIDS. Boston, MA: Beacon Press.

Taussig, Michael

1980 Reification and the Consciousness of the Patient. *Social Science & Medicine* 14(1):3-13.

Zhan, Mei

2009 Hands, Hearts and Dreams. *In* Other-Worldly: Making Chinese Medicine in Transnational Frames. Durham: Duke University Press.

February 6th: **In-Class Midterm & In-Class Film**

Readings:

Jain, Sarah S. Lochlann

2007 Cancer Butch. *Cultural Anthropology* 22(4):501-538.

Whyte, Susan Reynolds

2002 Subjunctivity and Subjectivity: Hoping for Health in Eastern Uganda. *In* Postcolonial Subjectivities in Africa. R. Werbner, ed. Pp. 171-190. London: Zed Books.

In Lecture: Allie Light's Rachel's Daughters

At Home: Listen to Radiolab's "Diagnosis" episode:

<http://www.wnyc.org/shows/radiolab/episodes/2008/12/05>

Week 6: Medicine's Many Bodies

February 11th: Is Human Biology Universal & Transhistorical?; **Paper Outline Due**

Readings:

Flint, Karen

2008 African-Indian Encounters and the Influence on African Therapeutics, 1860-1948. *In Healing Traditions: African Medicine, Cultural Exchange, & Competition in South Africa, 1820-1948*. Columbus: Ohio University Press.

Geurts, Kathryn

2002 On Rocks, Walks, and Talks in West Africa: Cultural Categories and an Anthropology of the Senses. *Ethos* 30(3):178-198.

Lock, Margaret, and Patricia Kaufert

2001 Menopause, Local Biologies, and Cultures of Aging. *American Journal of Human Biology* 13:494-504.

Zhan, Mei

2009 Translating Knowledges. *In Other-Worldly: Making Chinese Medicine in Transnational Frames*. Durham: Duke University Press.

February 13th: Technology, Disability, and Cyborg Therapeutics; **Precis 3 Due**

Readings:

Langford, Jean M.

2002 Clinical Gazes. *In Fluent Bodies: Ayurvedic Remedies for Postcolonial Imbalance*. Durham, NC: Duke University Press.

Martin, Emily

1994 Configurations of Healthy Bodies. *In Flexible Bodies: Tracking Immunity in American Culture -- From the Days of Polio to the Age of AIDS*. Boston, MA: Beacon Press.

Zhan, Mei

2009 Does it Take a Miracle? *In Other-Worldly: Making Chinese Medicine in Transnational Frames*. Durham: Duke University Press.

In Lecture & Section: Henry Rubin's *Murderball*

At Home: Listen to This American Life's "Ruining it for the Rest of Us" Episode

http://www.thisamericanlife.org/radio_episode.aspx?sched=1275.

Week 7: Medicine & Colonialism

February 18th: The Moral Logics of Colonial Medicine

Readings:

Comaroff, Jean

1993 The Diseased Heart of Africa: Medicine, Colonialism, and the Black Body. *In* Knowledge, Power & Practice: The Anthropology of Medicine and Everyday Life. S. Lindenbaum and M. Lock, eds. Pp. 305-329. Berkeley: University of California Press.

Flint, Karen

2008 Early African-White Encounters. *In* Healing Traditions: African Medicine, Cultural Exchange, & Competition in South Africa, 1820-1948. Columbus: Ohio University Press.

Petryna, Adriana

2005 Ethical Variability: Drug Development and Globalizing Clinical Trials. *American Ethnologist* 32(2):183-197.

February 20th: Postcolonial Embodiments of Colonial Power

Readings:

Langford, Jean M.

2002 Healing National Culture & Parodies of Selfhood. *In* Fluent Bodies: Ayurvedic Remedies for Postcolonial Imbalance. Durham, NC: Duke University Press.

Pinto, Sarah

2004 Development without Institutions: Ersatz Medicine and the Politics of Everyday Life in Rural North India. *Cultural Anthropology* 19(3):337-364.

Vaughn, Megan

1991 Seeing is Believing. *In* Curing Their Ills: Colonial Power and African Illness. Stanford: Stanford University Press.

In Lecture & Section: NOVA's Deadly Deception

At Home: Listen to the This American Life podcast, "Gossip":

<http://www.thisamericanlife.org/radio-archives/episode/444/gossip>

Week 8: Medicine, Governance and Control

February 25th: Medico-Panopticism; **Rough Draft Due**

Readings:

Heath, Deborah, Rayna Rapp, and Karen-Sue Taussig

2005 Genetic Citizenship. *In A Companion to the Anthropology of Politics*. D. Nugent and J. Vincent, eds. Pp. 152-166. Malden, MA: Blackwell Publishers.

Koch, Erin

2006 Beyond Suspicion: Evidence, (Un)certainty, and Tuberculosis in Georgian Prisons. *American Ethnologist* 33(1):50-62.

Montoya, Michael J.

2007 Bioethnic Conscription: Genes, Race, and Mexicana/o Ethnicity in Diabetes Research. *Cultural Anthropology* 22(1):94-128.

February 27th: Negotiating Medicine; **Precis 4 Due**

Readings:

Farquhar, Judith, and Qicheng Zhang

2005 Biopolitical Beijing: Pleasure, Sovereignty, and Self-Cultivation in China's Capital. *Cultural Anthropology* 20(3):303-327.

Kohrman, Matthew

2003 Why am I not Disabled? Making State Subjects, Making Statistics in Post-Mao China. *Medical Anthropology Quarterly* 17(1):5-24.

Zhan, Mei

2009 Engendering Families and Knowledge, Sideways. *In Other-Worldly: Making Chinese Medicine in Transnational Frames*. Durham: Duke University Press.

In Lecture & Section: Michael Moore's *SICKO*

At Home: Play "Pandemic 2" (as each of the three kinds of disease – virus, bacteria and parasite): <http://www.crazymonkeygames.com/Pandemic-2.html>.

Week 9: Capitalism & Medicine

March 4th: The Globalization of Pharmaceuticals

Readings:

Becker, Gay

2004 Deadly Inequality in the Health Care "Safety Net": Uninsured Ethnic Minorities' Struggle to Live with Life-Threatening Illnesses. *Medical Anthropology Quarterly* 18(2):258-275.

Ecks, Stefan

2005 Pharmaceutical Citizenship: Antidepressant Marketing and the Promise of Demarginalization in India. *Anthropology & Medicine* 12(3):239-254

Lakoff, Andrew

2006 High Contact: Gifts and Surveillance in Argentina. *In Global Pharmaceuticals: Ethics, Markets, Practices*. A. Petryna, A. Lakoff, and A. Kleinman, eds. Pp. 111-135. Durham: Duke University Press.

Oldani, Michael

2004 Thick Prescriptions: Toward an Interpretation of Pharmaceutical Sales Practices. *Medical Anthropology Quarterly* 18(3):325-356.

March 6th: Medicine at Work

Readings:

Langford, Jean M.

2002 Epilogue. *In Fluent Bodies: Ayurvedic Remedies for Postcolonial Imbalance*. Durham, NC: Duke University Press.

Martin, Emily

1994 Educating and Training the Body & Educating and Training at Work. *In Flexible Bodies: Tracking Immunity in American Culture -- From the Days of Polio to the Age of AIDS*. Boston, MA: Beacon Press.

Zhan, Mei

2009 Discrepant Distances & Epilogue. *In Other-Worldly: Making Chinese Medicine in Transnational Frames*. Durham: Duke University Press.

In Lecture & Section: Morgan Spurlock's *30 Days*: "Anti-Aging"

At Home: Watch "Iranian Kidney Bargain Sale"

http://www.snagfilms.com/films/title/iranian_kidney_bargain_sale

Week 10: The Horizon of Healthiness

March 11th: The Changing Contours of Healthy Bodies

Readings:

Elliott, Carl

2004 Amputees by Choice. *In Better Than Well: American Medicine Meets the American Dream*. New York: W. W. Norton.

Martin, Emily

1994 Post-Darwinism. *In Flexible Bodies: Tracking Immunity in American Culture -- From the Days of Polio to the Age of AIDS*. Boston, MA: Beacon Press.

Porter, Dorothy

1999 Being Fit to Live in the 21st Century. *In Health, Civilization and the State: A History of Public Health from Ancient to Modern Times*. New York: Routledge.

Rapp, Rayna

1987 Moral Pioneers: Women, Men and Fetuses on a Frontier of Reproductive Technology. *Women & Health* 13(1-2):101-116.

Romain, Tiffany

2010 Extreme Life Extension: Investing in Cryonics for the Long, Long Term. *Medical Anthropology* 29(2):194-215.

March 13th: **In-Class Film; Take Home Final Distributed**

In Lecture: Todd Haynes' *Safe*

Final Exam Day

March 18th, 8-11 AM

In-Class Exam; Take Home Final Due; Final Paper & Precis 5 Due by 12 PM