ANTH 134: Medical Anthropology
Winter 2014
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Office Hours: 12-2:30, Tuesdays & Thursdays
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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

Langford, Jean M.

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

Porter, Roy

Zhan, Mei
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 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 <salturne@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

Bivins, Roberta

Conrad, Peter

Davis, Lennard

Scheper-Hughes, Nancy, and Margaret Lock
Week 2: What is “Modern” Medicine?

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

Readings:
Flint, Karen

Hobsbawm, Eric

Last, Murray

Porter, Roy

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

Readings:
Langford, Jean M.

Martin, Emily

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

At Home: Listen to Howard Dully’s “My Lobotomy”:
Week 3: Medicine and the Citadel of Science  
January 21st: Medicine & Its Worlds  
Readings:  
Langford, Jean M.  
Latour, Bruno  
Martin, Emily  
Wahlberg, Ayo  
Zhan, Mei  

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:  
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

Langford, Jean M.

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

Flint, Karen

Healy, David

Zhan, Mei

In Lecture & Section: Fredrick Wiseman’s Hospital

At Home: Watch Nova’s “Doctors’ Diaries”
Week 5: How Medicine Makes it Objects
February 4th: Producing Patients; Take Home Midterm Due
Readings:
Flint, Karen
Langford, Jean M.
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
Zhan, Mei

February 6th: In-Class Midterm & In-Class Film
Readings:
Jain, Sarah S. Lochlann
Whyte, Susan Reynolds

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

Geurts, Kathryn

Lock, Margaret, and Patricia Kaufert

Zhan, Mei

February 13th: Technology, Disability, and Cyborg Therapeutics; Precis 3 Due
Readings:
Langford, Jean M.

Martin, Emily

Zhan, Mei

In Lecture & Section: Henry Rubin’s Murderball

Week 7: Medicine & Colonialism

February 18th: The Moral Logics of Colonial Medicine

Readings:
Comaroff, Jean

Flint, Karen

Petryna, Adriana

February 20th: Postcolonial Embodiments of Colonial Power

Readings:
Langford, Jean M.

Pinto, Sarah

Vaughn, Megan

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
- Koch, Erin
- Montoya, Michael J.

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

Readings:
- Farquhar, Judith, and Qicheng Zhang
- Kohrman, Matthew
- Zhan, Mei

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](http://www.crazymonkeygames.com/Pandemic-2.html).
Week 9: Capitalism & Medicine
March 4th: The Globalization of Pharmaceuticals

Readings:
Becker, Gay  

Ecks, Stefan  

Lakoff, Andrew  

Oldani, Michael  

March 6th: Medicine at Work

Readings:
Langford, Jean M.  

Martin, Emily  

Zhan, Mei  

In Lecture & Section: Morgan Spurlock’s 30 Days: “Anti-Aging”

At Home: Watch “Iranian Kidney Bargain Sale”
Week 10: The Horizon of Healthiness
March 11th: The Changing Contours of Healthy Bodies

Readings:
Elliott, Carl

Martin, Emily

Porter, Dorothy

Rapp, Rayna

Romain, Tiffany

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