

**ANTH 194M: Advanced Topics in Medical Anthropology**

Spring 2013

Matthew Wolf-Meyer, Assistant Professor

Office Hours: Monday & Wednesdays, 3-5, alternate Thursdays 1:30-3

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Course Description:

## Reading List

Required texts and the course pack are available at the Literary Guillotine (204 Locust St, Santa Cruz). Readings available on eCommons are noted in the syllabus with [CP].

Canguilhem, Georges

1991 [1966] *The Normal and the Pathological*. C.R. Fawcett, transl. New York: Zone Books.

Dumit, Joseph

2012 *Drugs for Life: How Pharmaceutical Companies Define Our Health*. Durham: Duke University Press.

Foucault, Michel

1994 [1963] *The Birth of the Clinic: An Archaeology of Medical Perception*. A.M. Sheridan Smith, transl. New York: Vintage.

Koch, Erin

2013 *Free Market Tuberculosis: Managing Epidemics in Post-Soviet Georgia*. Nashville: Vanderbilt University Press.

Latour, Bruno

1999 *Pandora's Hope: Essays on the Reality of Science Studies*. Cambridge, MA: Harvard University Press.

Manderson, Lenore

2011 *Surface Tensions: Surgey, Bodily Boundaries, and the Social Self*. San Francisco: Left Coast Press.

Mol, Annemarie

2002 *The Body Multiple: Ontology in Medical Practice*. Durham, NC: Duke University Press.

*A note about texts:* Admittedly there are a number of texts required for this class, many of which are available used or cheap in trade paperback format. If you do choose to sell them back to the bookstore or online – as long as they are in good (non-highlighted, non-ink underlined) condition – they should garner a decent price.

## Grading & Assignments:

Attendance, Participation & Presentation (25%) – Students are expected to attend all classes with the required material having been read. One absence is allowed; each absence beyond the first will reduce the student's final grade by 10%.

Students are required to post 2 discussion questions to the eCommons Discussion Forum 24 hours before each meeting (Tuesday at 5 PM). These discussion questions must be synthetic and bring together concerns between the week's readings and previous weeks (and ANTH 134). Each week's worth of discussion questions is worth 2% (18% total).

Additionally, students will lead class discussions of the texts in pairs, and each student will participate in two presentations. These presentations are worth 3.5% each and are treated as pass/fail. These presentations should move beyond summaries and pose discussion questions, review published book reviews, and compare the week's material with previous texts considered in class and ANTH 134, as well as integrate student questions from the Discussion Forums.

Midterm (25%) – For the midterm, students are expected to turn in a 3-4 page critique of 2-3 journal articles published within the last 36 months in an academic journal related to your paper topic (*Medical Anthropology; Medical Anthropology Quarterly; Social Science & Medicine; Anthropology & Medicine; Culture, Medicine, Psychiatry; etc.*). This critique must show the relevance of the course content to the article under consideration in addition to showing the articles' relevance to your final paper. Further details will be provided in class.

Life History Interview (20% total) – For your final paper, you are required to conduct eight hours of life history interviews. This can be distributed between up to four individuals (e.g. one eight-hour interview with one person; four two-hour interviews with four different people, etc.). You must post your interview recordings to your eCommons Dropbox. In addition, you must prepare four interview transcripts of key passages from your interviews (which may also be included in your final paper). Each of the four transcripts is worth 5%.

Final Paper (30% total, detailed in class schedule) – You are required to complete a 20-25 page final paper (excluding bibliography) based upon life history interviews that you conduct. The paper must relate to medical anthropology in some way and must have a thesis. You are not expected to do any outside reading for your paper (outside of the Midterm papers you select), but you should draw upon your reading in ANTH 134 and other relevant courses in your undergraduate education to develop your argument; you must also engage with the readings in ANTH 194M.

Policies:

**No late work will be accepted for credit. All assignments must be turned in to receive a passing grade in the course.**

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.

Academic Integrity – Plagiarism of any sort will not be tolerated. Evidence of plagiarism 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 plagiarism and strategies for avoiding such. For a description of the plagiarism review process, see [http://www.ucsc.edu/academics/academic\\_integrity/undergraduate\\_students/](http://www.ucsc.edu/academics/academic_integrity/undergraduate_students/).

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 advanced 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, the reading will be less than this; however, students should expect to be reading about 200 pages per week in addition to other course requirements.

Style Matters: All submitted work should follow the guidelines set forth in the American Anthropological Association's style guide (available at [aaanet.org](http://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. Failure to meet these standards will result in a reduced grade.

Contacting Me: I **only** check my email between 8-10 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](mailto:mwolfmey@ucsc.edu)) or at my office telephone number (459-2365).

## Part One: Foundational Theories in Medical Anthropology

### Week One:

#### Discussion of Syllabus

Canguilhem, Georges

1991 [1966] *The Normal and the Pathological*. C.R. Fawcett, transl. New York: Zone Books.

### Recommended Reading (just to refresh your memory)

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 Two:

Foucault, Michel

1994 [1963] *The Birth of the Clinic: An Archaeology of Medical Perception*. A.M. Sheridan Smith, transl. New York: Vintage.

### Week Three:

Armstrong, David

2002 *A New History of Identity: A Sociology of Medical Knowledge*. New York: Palgrave. [CP]

Beck, Ulrich

1992 *Risk Society: Towards a New Modernity*. Thousand Oaks: Sage. [CP]

### Week Four:

#### **Paper Abstract (5% of Final Paper Grade) & Interview Transcription # 1**

Deleuze, Gilles

1995 [1990] *Negotiations*. M. Joughin, transl. New York: Columbia University Press. [CP]

Foucault, Michel

1998 [1982] *Technologies of the Self*. In *Ethics: Subjectivity and Truth*. P. Rabinow, ed. Pp. 223-252. *Essential Works of Michel Foucault, 1954-1984, Vol. 1*. New York: New Press. [CP]

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2000 [1978] *Governmentality*. In *Power*. J.D. Faubion, ed. Pp. 201-222. *Essential Works of Michel Foucault, 1954-1984, Vol. 3*. New York: New Press. [CP]

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2000 [1982] *The Subject and Power*. In *Power*. J.D. Faubion, ed. Pp. 326-348. *Essential Works of Michel Foucault, 1954-1984, Vol. 3*. New York: New Press. [CP]

### Week Five:

#### **Paper Bibliography & Outline (5%) & Interview Transcription # 2 Due**

Latour, Bruno

1999 *Pandora's Hope: Essays on the Reality of Science Studies*. Cambridge, MA: Harvard University Press.

Part Two: Medical Anthropological Theory in Practice

Week Six:

**Midterm Due**

Mol, Annemarie

2002 *The Body Multiple: Ontology in Medical Practice*. Durham, NC: Duke University Press.

Week Seven:

**5 Page Brainstorm Due (5%) & Interview Transcript # 3 Due**

Manderson, Lenore

2011 *Surface Tensions: Surgery, Bodily Boundaries, and the Social Self*. San Francisco: Left Coast Press.

Week Eight:

**Interview Transcription # 4 Due**

Koch, Erin

2013 *Free Market Tuberculosis: Managing Epidemics in Post-Soviet Georgia*. Nashville: Vanderbilt University Press.

Week Nine:

**Rough Draft of Paper Due**

Dumit, Joseph

2012 *Drugs for Life: How Pharmaceutical Companies Define Our Health*. Durham: Duke University Press.

Week Ten:

**Peer Reviews Due (10% of Final Paper Grade)**

Final Exam Week

**June 14<sup>th</sup>: Final Paper Due (10% of Final Paper Grade) by 11:59**

## Research Project Component Descriptions

### Draft Interview Schedule

Come up with 20-30 questions you're interested in the answer to: What questions would you ask to know how people experience their health and illness? What questions would you ask to understand relationships between individual bodies and the state? Direct questions won't work – formulate questions that you think will *indirectly* answer your concerns. After you have the whole list, group them under main questions and follow-up questions. Main questions should elucidate the follow-up questions without the latter being asked; but, in case they aren't answered, it's important to have them recorded so that they can be asked. Also: Put the questions into some logical order – what questions should you open with, and what questions should you end your conversation with?

### Archive Report (2-3 pages)

Spend some time with one of the electronic archives (listed on the **How to Conduct Research Using Primary Sources** document) – choose one of two pursuits: follow a topic as it develops over time, or read a broad swath of things publishing in the same year. In the case of the former, answer these questions: How are things changing? What is causing them to change? Who are the loud voices that are serving to change things, and what (apparently) are their motives? When do things stop changing, and why? In the case of the broad picture approach: What do people seem to be concerned about (look at editorials, letters to editors, etc.)? How are these concerns overlapping? What kind of milieu do they produce? What kinds of questions do they lead to on the part of those concerned? Do things get resolved?

### Ethnographic Description (2-3 pages)

Choose a site relevant to the course research project, and spend some time there. What are the material conditions of the site – the décor, the building, the layout, etc.? Who are the actors – both the primary, always-there people and those that pass through? What's the site's purpose for being? What kinds of materials do they have that promote themselves, or represent themselves to others? How do people at the site interact with people and institutions outside of the site? What are the concerns of people at the site?

### Interview Transcriptions (5-7 pages)

Do not transcribe an entire interview. Transcribe interesting sections of interviews – only in exceptional cases more than a page of continuous content. Keep the language as closely to its spoken form as possible – keep inflections, contractions, trailing sentences, pauses, etc. Do not include any analysis of the spoken language, but group segments under keywords determined by the class as related to the course project.

### Field Update (2-3 pages)

Briefly describe what has been happening at your fieldsite as described in the Ethnographic Description. How have things changed or stayed the same? Are there emergent concerns developing? With a more honed eye, do things appear differently to you now than they did previously?