

Medical Anthropology - ANTH201, Spring 2023-24

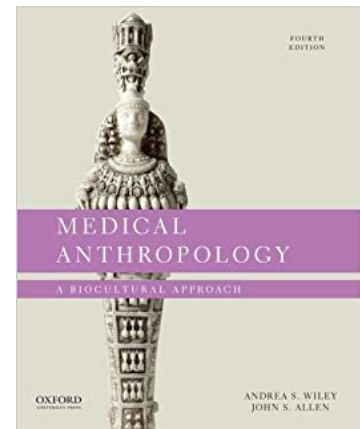
Dr. Paul Christensen

Humanities, Social Sciences, and the Arts

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Course introduction and goals: Medical anthropology analyzes the relations among health, illness, social institutions and cultural representations. Medical anthropologists work comparatively, looking at different systems to understanding and intervene into embodied problems. Although Western biomedicine has developed powerful theories and practices to treat all bodies in universal, pre-cultural terms, medical anthropology continually points to the differences in how bodies count: Who thrives; who falls ill and from what causes; who has access or lacks access to relevant expert healing resources are matters not only of biological vulnerability, but of culture and power. This course is an overview of the intersection where health, culture, and political-economic power meet. It requires that you consider intellectually challenging materials on health and disease cross-culturally, and that you interrogate your own personal and social beliefs about bodies and the causes and responses to their vulnerabilities.



Student expectations, policies, and grading:

1) **Academic honesty/integrity** is a crucial component of the scholarly process. All students will practice these tenets as outlined by RHIT in all class related activities. Notably, **plagiarism** will not be tolerated in any form and punished to the severest extent possible. See the RHIT rules and procedures for more information <http://www.rose-hulman.edu/offices-and-services/registrar/rules-procedures.aspx>

2) **Attendance** - I don't take attendance, you are all adults and responsible for your education (there is an institute attendance policy we will rely on if necessary). We are a small group and absences will be noticed and adversely impact your grade. **If you are or are going to be absent contact me, ideally in advance, via email or in class to discuss the situation.**

3) **Civil, critical discussion** - I strongly advocate classroom discussion as a tool for fostering engaged thinking and intellectually stimulating exchange. Disagreement is a potential component of such exchanges. Such disagreements are healthy, but must be treated appropriately. No student will be targeted or maligned, either in class or out by any member of our group, for expressing an opinion different from your own. Additionally, constructive criticism is encouraged as a tool for fostering intellectual exchange.

Grading:

Reading discussions - we will have multiple structured reading discussions during the term. This portion of the class is worth 15 points.

Poster - you will create a conference style poster based on your own research around a topic of your choosing. Posters will be presented at a public session on Tuesday, May 14 in the Union. This assignment is worth 25 points.

Two papers - written on topics we generate in class and due in the third and eighth week. Papers must be double-spaced, at least 1,200 words in length, and follow the American Anthropology Association's style guide for citations (see www.aaanet.org for style guidelines). Students must draw upon the lectures and readings to support their arguments and position. The papers count towards 30% of your final grade or 60 points (each paper is worth 30 points).

Quizzes - several short quizzes drawn from the readings, films, and class lectures. Quizzes are designed to bolster in-class discussions by ensuring a high overall level of comprehension and engagement with the course material (4 x 10 = 40 points).

Film connection - we are watching several short films in class. You must pick one and write a short paper that 1) briefly reviews the film and 2) connects the film to issues raised in the readings. The paper is due by the end of the course (10 points).

Two essay exams - given during fifth and tenth week. The exams are online essays. You will receive possible questions on the designated day and then have 24 hours to complete your selected question and submit the essay. Each exam is worth 25 points.

Total		200 possible points	
<u>Grade</u>	<u>Points</u>	<u>Grade</u>	<u>Points</u>
A	200-185	C	130-149
B+	184-180	D+	120-129

B	179-160	D	100-119
C+	150-159	F	below 99

Required text:

Students are required to read the following three books and circulated articles:

1. Andrea Wiley and John Allen's *Medical Anthropology: A Biocultural Approach*, 2020
2. Alvaro Jarrin's *The Biopolitics of Beauty: Cosmetic Citizenship and Affective Capital in Brazil*, 2017.
3. Alexandra Brewis and Amber Wutich's *Lazy, Crazy, and Disgusting: Stigma and the Undoing of Global Health* (2022)
4. Articles as linked or circulated on Moodle

Week one: Medical anthropology history (March 4, 5, 7, and 8)

M. Course introduction and review of syllabus

T. What is anthropology?

TH. History of medical anthropology

F. Watch *Bending the Arc* on Netflix

Readings for the week: Wiley & Allen chapter 1, E.E. Evans Pritchard, The Notion Witchcraft Explains Unfortunate Events, What Happened to the Girls in Le Roy, Domínguez Hernández's Healthcare in the age of inequality

Week two: Rationality, and belief (March 11, 12, 14, and 15)

M. Rationality and belief - initial poster topic discussion

T. Illness and culture - paper #1 discussion

TH. Watch *Strange Beliefs: Sir Edward Evans-Pritchard*

F. **Reading discussion #1 - reading quiz #1 (ONLINE!)**

Readings for the week: Wiley & Allen chapters 2 and 8, Jarrin *Introduction*,

Week three: Managed bodies (March 18, 19, 21, and 22)

M. Being healthy - poster topics due

NOTE! No in-class meeting 3/14 and 3/15 - I'll be away at a conference

T. Soda Wars! and public health

TH. Advertisements and governed bodies

F. Reading discussion #2 - paper #1 due

Readings for the week: Jarrin chapters 1 and 2, Brewis and Wutich *Introduction*, Gökçe's Social medicine as a state of exception: rethinking responsibility and public medicine through mutual aid events in Japan

Week four: Health and Culture (March 25, 26, 28, and 29)

M. Governing Bodies - biopolitics and Foucault

T. Culturally specific syndromes

TH. Cultural views on health

F. Reading discussion #3 - reading quiz #2

Readings for the week: Wiley & Allen chapter 3 and 4, Jarrin chapter 3, Foucault's *Docile Bodies*, *The Means of Correct Training*, and *Panopticism*

Week five: Governing Bodies and Populations (April 1, 2, 4, and 5)

M. Views of the body

T. Poster progress discussion

TH. Watch *Selling Sickness* (*exam opens at start of class*)

NOTE! I will
travel to Japan
on 4/4 with my
other class

F. Exam #1 due

Readings for the week: Wiley & Allen chapter 6, Jarrin remaining chapters

Spring break!

Week six: Interpreting the body in medicine (April 15, 16, 18 and 19)

M. Poster work - individual meetings

T. Sperm banking

TH. "But you're better, right?!" Caregiving, addiction and recovery in Japan- paper #2 discussion

F. Reading discussion #4 - reading quiz #3

Readings for the week: Schmidt and Moore's "Constructing a 'Good Catch,'" and Tober's "Semen as Gift," Brewis and Wutich *Part I - Disgusting*

Week seven: Healing, embodiment and placebo effects (April 22, 23, 25, and 26)

M. Healing

T. Watch *The Name of the Disease*

TH. Recognition

F. Reading discussion #5

Readings for the week: Brewis and Wutich *Part II - Lazy*, Taylor's *On Recognition, Caring, and Dementia* (PLUS! Listen to Taylor on *This American Life* discussing her article)

Week eight: Institutional Lives (April 29, 30, May 2 and 3)

M. Asylums, monitoring, and care

T. Healing or marginalization

TH. Watch *Bethel - Community and Schizophrenia in Northern Japan*

F. Outcomes of institutionalization - **paper #2 due**

Readings for the week: Rosenhan *On Being Sane in Insane Places*, Wiley & Allen chapter 11 (optional - Wiley & Allen chapter 7), Brewis and Wutich - *Part III - Crazy chapter 7!*

Week nine: Structural Violence and Health Care Disparities (May 6, 7, 9, and 10)

M. Watch *Place Matters*

T. Disparities

TH. Structural violence

F. Reading discussion #6 - reading quiz #4

Readings for the week: Wiley & Allen chapters 9 and 10, Farmer's *On Suffering and Structural Violence*, Brewis and Wutich - *Part III - Crazy chapters 8 and 9!*

Week ten: Public Health (May 13, 14, 16, and 17)

M. Medical anthropology today

T. **Poster presentations**

TH. Exam opens at start of class

F. Exam #2 - note exam is online!

Readings for the week: Wiley & Allen *Epilogue*, Brewis and Wutich - *Conclusion*

