

**San José State University**  
**Anthropology Department**  
**Anth 108, Medical Anthropology, Section 1, Fall 2018**

**Contact Information**

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|-------------------------|---|
| <b>Instructor:</b>      | John Marlovits                          |
| <b>Office Location:</b> | Clark 463                               |
| <b>Telephone:</b>       | 408-924-5542                            |
| <b>Email:</b>           | John.marlovits@sjsu.edu                 |
| <b>Office Hours:</b>    | Tuesday 12-1                            |
| <b>Class Days/Time:</b> | Tuesday/Thursday, 15:00-16:15           |
| <b>Classroom:</b>       | Clark 204                               |
| <b>Prerequisites:</b>   | Anthropology 11 or Instructor's consent |

**Course Description**

This is an introductory course in medical anthropology focusing on health, illness and healing from a cross-cultural perspective. Through the examination of diverse case studies focusing on cultural beliefs and practices surrounding experiences of illness and disease, this course will explore biological, socio-economic, political and cultural contributors to health, illness, and healing. Ethnographic material from Western and non-Western settings will be used to explore how health, illness and healing practices are culturally constructed and mediated. We also consider how different theoretical orientations approach understanding health, illness and healing practices. Finally, the course is designed to introduce students to the main theoretical approaches and major themes that shape medical anthropology.

**Learning Outcomes and Course Goals Program Learning Outcomes (PLO) of the Anthropology Department**

- PLO 1. Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution;
- PLO 2. Awareness of human diversity and the ways humans have categorized diversity;
- PLO 3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline;
- PLO 4. Knowledge of the history of anthropological thought and its place in modern intellectual history;
- PLO 5. Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society;
- PLO 6. Ability to access various forms of anthropological data and literature;
- PLO 7. Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues;
- PLO 8. Knowledge of the research methods of the sub-disciplines of anthropology, and the ability to apply appropriate research methods in at least one sub-discipline;
- PLO 9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences;
- PLO 10. Knowledge of political and ethical implications of social research.

**Course Content Learning Outcomes**

Upon successful completion of this course, students will be able to:

- CLO 1. Compare culture frameworks, analyze processes, identify assumptions and explain biocultural beliefs and practices;

CLO 2. Relate the integral concepts of wellness, knowledge and material culture to the subfield of medical anthropology as the domains interact in traditional and contemporary settings;  
CLO 3. Differentiate and apply major theoretical approaches to medical anthropology;  
CLO 4. Infer define major themes and key concepts from primary ethnographic data and secondary texts;  
CLO 5. Differentiate health and wellness-related for diverse stakeholders, detect the diverse consequences of those actions and distinguish their different points of view.

### **Course Texts**

Marcia Inhorn and Emily Wentzel, eds. *Medical Anthropology at the Intersections: Histories, Activisms, Futures*. Duke University Press, 2012

Angela Garcia, *The Pastoral Clinic: Addiction and Dispossession Along the Rio Grande*, University of California Press, 2010

### **Other readings**

Other readings will be accessible electronically via the professor or through the Martin Luther King, Jr. Library.

### **Course Requirements and Assignments**

#### Quizzes (5 points x 5)

Students will be required to perform group facilitations of course material twice over the course of the semester. This will entail leading a class discussion about weekly course readings, and performing close readings that underscore and elucidate key concepts in course material.

#### Exegesis papers (10 points x 7)

Students will be required to turn in seven 1-2 page exegesis papers over the course of the semester. Papers will require students to distill and articulate the central argument in chosen course readings.

#### Illness Narrative Paper (100 points)

This 3-4 page paper will require students to 1) conduct an interview with a subject of their choosing regarding the experience of an illness or disability, and 2) perform an anthropological interpretation of their interview by engaging with course materials.

#### Midterm and Final Exams (100 points each)

There will be a midterm and final exam consisting of multiple choice and short-answer questions.

#### Critical Analysis Paper (100 points)

This 3-4 page paper will require students to write about the anthropology of a particular illness or disease of their choosing, or to engage broadly with Critical Medical Anthropology's (CMA) approach to the cultural politics of health and medical institutions and contributions to applied health interventions.

### **Grading Information**

**Grading Distribution is as follows:**

100-97 = A+  
96-93 = A  
79-77 = C+  
69-67 = D+

92-90 = A-  
89-87 = B+  
76-73 = C  
66-63 = D

86-83 = B  
83-80 = B-  
72-70 = C-  
Below 63 = F

### **Determination of Grades**

Grades will be determined on the basis of points. See descriptions above for point breakdown of individual assignments.  
There will be no extra credit.

**LATE PAPERS WILL NOT BE ACCEPTED AND WILL RECEIVE A GRADE OF ZERO. A DOCTOR'S NOTE WILL BE REQUIRED FOR LATE PAPERS TO BE CONSIDERED, AND STUDENTS REQUESTING EXTENSIONS WILL NEED TO CONTACT THE PROFESSOR IN ADVANCE OF THE DEADLINE AND PROVIDE JUSTIFICATION FOR THE EXTENSION.**

**PLAGIARISM WILL RESULT IN AN AUTOMATIC "F" GRADE FOR THE ENTIRE COURSE. NO EXCEPTIONS.**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### **Final Examination**

The Final examination will test students grasp of course concepts through essay and short answer questions.

University policy S17-1 (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) which states that "Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment."

### **Classroom Protocol**

Laptop computers, tablets, smartphones, etc. are not permitted during the lecture or film portions of this class unless you have a note from the Disability Resource Center justifying a need. You should write lecture notes by hand, or else make audio recordings of lectures and transcribe them after class meetings. Cell phones must be turned off during class to avoid disruption and out of sight or else the instructor will collect the device from the student until the end of class. Text messaging is strictly prohibited. Any student who allows a cell phone to ring during class, or who texts messages will be given a formal warning by the instructor. A second infraction of this rule will be promptly reported to the Office of Student Conduct with a recommendation that the student be immediately expelled from the course. Students should be aware that according to Title 5 of the California Code of Regulations, "Standards for Student Conduct," grounds for student discipline includes: "Participating in an activity that substantially and materially disrupts the normal operations of the University," {Section 41301(b)(4)} which could include use of electronic devices in classroom settings.

All assignments must be completed in order to pass. I will not accept late assignments nor will I administer makeup exams unless documents can be presented as evidence of illness, death in family, jury duty, etc. No assignments will be accepted via e-mail—I must receive hard copies of all assignments.

### Email Etiquette

Please write “Anth 108” followed by the subject of your email in the Subject line of your email. I will respond to your email as quickly as possible, however students should expect to wait at 24-hours for a response – and should not expect text messaging-like access via email. (I’m often in class, remember.) Students should also begin emails with appropriate formality, e.g., “Dear/Hi Professor Marlovits,” and should conclude with a salutation and their name (at least for the first in a string of emails).

I will not answer questions over email that can be answered by reading the syllabus. I will not answer questions over email about missed lectures – students are required to come to lecture, and if they can’t make it, ask a classmate to share notes. Substantial questions cannot be answered over email and students should come to my office hours instead. I cannot answer email queries about papers, such as: “I don’t know what to write about for the paper, can you help me?” The answer is that I can help you, but you must come to office hours, and you also must do more than say “I don’t know” and begin to formulate at least a vague attempt at a topic. I do not accept electronic papers, and will not edit or grade rough drafts via email. If you would like me to look at a rough draft, you must come to office hours or set up an appointment with me.

### University Policies (Required)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

**Readings and assignment dates may change with fair warning.**

|          |                      | <b>Topics, Readings, Assignments, Deadlines</b>   |
|----------|----------------------|---|
| <b>1</b> | <b>8/21<br/>8/23</b> | <b>8/30 What is medicine and medical pluralism?</b><br>Andrea Wiley and John Allen, “a Biocultural approach to medical anthropology”<br>Judith Farquhar, “Eating Chinese Medicine”<br>Marcia Inhorn and Emily Wentzel, “Introduction: Medical Anthropology at the Intersections”<br><br><b>9/1 Group 1 Facilitation</b> |
| <b>2</b> | <b>8/28<br/>8/30</b> | <b>Illness Narratives and Subjectivity</b><br>Nancy Scheper-Hughes, “Nervosa,” in <i>Death Without Weeping</i><br>Michael Taussig, “Reification and the Consciousness of the Patient”<br>Joao Biehl, “A Life: Between Psychiatric Drugs and Abandonment”  |

|    |                       | Topics, Readings, Assignments, Deadlines  |
|----|-----------------------|---|
|    |                       | <p>Recommended: Susan Sontag, <i>Illness as Metaphor and AIDS and its Metaphors</i></p> <p><b>9/8 Group 2 Facilitation</b></p>  |
| 3  | 9/4<br>9/6            | <p><b>Bodies</b></p> <p>Margaret Lock and Nancy Scheper-Hughes, "The Mindful Body"</p> <p>Donna Haraway, "Biopolitics of Postmodern Bodies"</p> <p>Margaret Lock and P. Kaufert, "Menopause, local biologies, and cultures of aging," <i>American Journal of Human Biology</i> 2001, 13(4): 494-504</p> <p>Recommended: Michel Foucault, "Right of Death and Power over Life" in <i>The History of Sexuality, Volume 1</i>.</p> |
| 4  | 9/11<br>9/13          | <p><b>Medicalization and Normalizing Judgment</b></p> <p>Michel Foucault, "Docile Bodies," in <i>Discipline and Punish</i></p> <p>Anne Fausto-Sterling, "The Five Sexes Revisited"</p> <p>Linda Coco, "Breast Implants in American Culture"</p> <p>Emily Martin, "Grafting Together Medical Anthropology, Feminism, and Technoscience" in <i>Medical Anthropology at the Crossroads</i></p> <p><b>Illness Narrative Due</b></p> |
| 5  | 9/18<br>9/20          | <p><b>Disability</b></p> <p>Rayna Rapp and Faye Ginsburg, "Anthropology and the Study of Disability Worlds," in <i>Medical Anthropology at the Intersection</i></p> <p>Matt Wolf-Meyer, tba</p> <p>Viewing: Judith Butler and Sanaura Taylor, <i>The Examined Life</i></p>  |
| 6  | 9/25<br>9/27          | <p><b>Neurodiversity and Disabling Conditions</b></p> <p>Viewing: <i>Elling</i></p>   |
| 7  | 10/2<br>10/4          | <p><b>Race, Medicine, and Colonialism</b></p> <p>Jean Comaroff, "Medicine, Colonialism, and the Black Body" in <i>Knowledge, Power, and Practice: The Anthropology of Medicine and Everyday Life</i></p> <p>Frantz Fanon, "Colonial Wars and Mental Disorders," in <i>The Wretched of the Earth</i></p> <p>Warwick Anderson, excerpts in <i>Colonial Pathologies</i></p>  |
| 8  | 10/9<br>10/11         | <p><b>Addiction</b></p> <p>Angela Garcia, <i>The Pastoral Clinic</i>, Introduction &amp; chapters 1 and 2</p>   |
| 9  | 10/16<br>10/18        | <p><b>Addiction and Place</b></p> <p>Angela Garcia, chapters 3-5</p>  |
| 10 | <b>10/23</b><br>10/25 | <p><b>Medical Authority and Citizen Science: Cultural and Health Citizenship</b></p> <p>Richard Parker, "Critical Intersections and Engagements: Gender, Sexuality, Health, and Rights in Medical Anthropology" in <i>Medical Anthropology at the Intersections</i></p>   |

|            |                                   | Topics, Readings, Assignments, Deadlines  |
|------------|-----------------------------------|---|
|            |                                   | <p>Viewing: <i>United in Anger</i>, documentary about ACT-UP</p> <p>Recommended: Steven Epstein, excerpts in <i>Impure Science</i></p> <p><b>Midterms Due</b></p>   |
| 11         | 10/30<br>11/1                     | <p><b>Pharmaceuticals</b></p> <p>Matthew Wolf-Meyer, "Therapy, Remedy, Cure: Disorder and the Spatiotemporality of Medicine and Everyday Life"</p> <p>Jonathan Metzl, excerpts from <i>Prozac on the Couch</i></p> <p>Joseph Dumit, excerpts from <i>Drugs for Life</i></p>   |
| 12         | 11/6<br>11/8                      | <p><b>Psychiatry and Community Mental Health</b></p> <p>Vincent Lyon-Callo, "Ariel's Story"</p> <p>Arthur Kleinman, "Medical Anthropology and Mental Health: Five Questions for the Next Fifty Years," in <i>Medical Anthropology at the Intersections</i></p>  |
| 13         | 11/13<br>11/15                    | <p><b>Culture-Bound Syndromes... or Hysterical Epidemics?</b></p> <p>Elaine Showalter, excerpts in <i>Hystories: Hysterical Epidemics and Modern Media</i></p> <p>John Marlovits, "Give me Slack: Depression, Alertness, and Laziness in Seattle"</p> <p>Susan Harding, "Living Prophecy at Heaven's Gate"</p> <p>Viewing: Jello Biafra interviews members of the Unarian cult</p>  |
| 14         | <b>11/20</b><br>no class<br>11/22 | <p><b>Structural Violence and Health Care Disparities</b></p> <p>Paul Farmer, "On Suffering and Structural Violence" in <i>The Paul Farmer Reader</i></p> <p>Gay Becker, "Deadly Inequality in the Health Care "Safety Net": Uninsured Ethnic Minorities' Struggle to Live with Life-Threatening Illnesses, <i>Medical Anthropology Quarterly</i> 18(2)</p> <p>Deborah Heath and Rayna Rapp, "Genetic Citizenship" in <i>A Companion to the Anthropology of Politics</i></p> <p>Viewing: <i>Unnatural Causes: Is Inequality Making Us Sick?</i></p> <p><b>Critical Analysis Paper Due</b></p> |
| 15         | 11/27<br>11/29                    | <p><b>Applied Medical Anthropology and Public Health</b></p> <p>Robert Hahn and Marcia Inhorn, Introduction to <i>Anthropology and Public Health: Bridging Differences in Culture and Society</i></p> <p>Merrill Singer, "Medical Anthropology and Public Policy" in <i>Medical Anthropology at the Intersections</i></p>   |
| 16         | 12/4<br>12/6                      | <p><b>Care: Beyond Illness vs Disease, Beyond Mind-Body Dualism</b></p> <p>Annemarie Mol, excerpts from <i>The Logic of Care: Health and the Problem of Patient Choice</i></p>  |
| Final Exam | 12/17                             | <p>Monday December 17<sup>th</sup>, 14:45-17:00</p> <p><b>Exegesis Papers due at the Final Exam</b></p>   |