

**San José State University  
Anthropology Department  
Anth 108, Medical Anthropology, Section 1, Fall 2020**

**Contact Information**

<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>	By appointment
<b>Class Days/Time:</b>	Tuesday/Thursday, 3:00-4:15
<b>Classroom:</b>	Online: <a href="https://sjsu.zoom.us/j/94642225376?pwd=RVphR01qSndZRI9LN0pBQWsvTEMvdz09">https://sjsu.zoom.us/j/94642225376?pwd=RVphR01qSndZRI9LN0pBQWsvTEMvdz09</a>
<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.

**Course Format**

**Technology Intensive, Hybrid, and Online Courses**

This course adopts a hybrid online course strategy. It requires that students have access to Zoom, Canvas, and various web-based media platforms. Students will also need to download lockdown browser technology for exams.. See [University Policy F13-2](http://www.sjsu.edu/senate/docs/F13-2.pdf) at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas. You are responsible for regularly checking with the messaging system through [MySJSU](http://one.sjsu.edu) on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) ([http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\\_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources))

**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**

Mike Davis, *The Monster Enters: Covid-19, Avian Flu, and the Plagues of Capitalism*. New York: OR Books. Alternately available without Covid-19 updates as: Mike Davis, *The Monster at Our Door: The Global Threat of Avian Flu*

Joseph Dumit, *Drugs for Life: How Pharmaceutical Companies Define our Health*. Durham, NC: Duke University Press

It is recommended that students obtain a subscription to *The New York Times*, *The Washington Post*, or both

### **Other readings**

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

## **Course Requirements and Assignments**

### Pop Quizzes (5 over the semester: 10%)

Students will be quizzed on course readings

### Bi-Weekly Research Cluster Exegesis Papers (5 over semester: 25%)

Each student must join a research cluster of roughly 5 other students. Each research cluster will be responsible for writing and posting a short 1-2 page (single-spaced) exegesis paper to student bulletin boards.

### Thursday Seminar Facilitation (5 over semester) + Participation (20%)

Research clusters will be responsible for preparing at least three questions to facilitate discussion in Thursday lectures. Questions may ask the professor for clarification — or may ask for reflecting and discussion from fellow students

Students will also be required to provide a participation grade for themselves and for each member of their research cluster. (This self-reported and research cluster-reported grade will account for half of the 20%)

### Exegesis Commentary (10%)

Students are required to comment once per week on the exegesis papers posted by other research clusters. Responses should be brief, and should engage with ideas put forth in an exegesis paper.

### Critical Research Paper (35%)

This 7-8 page paper will require students to write about the anthropology of a particular illness, disease, or health question of their choosing based on consultation with the Instructor.

## **Grading Information**

### **Grading Distribution is as follows:**

100-97 = A plus

96-93 = A

92-90 = A minus

89-87 = B plus

86-83 = B

83-80 = B minus

79-77 = C plus

69-67 = D plus

76-73 = C

66-63 = D

72-70 = C minus

Below 63 = F

## **Determination of Grades**

Grades will be determined 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.

### **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>8/20</b>	<b>Course Introduction</b>
2	8/25 8/27	<b>Illness Narratives and Subjectivity</b> Matthew Wolf-Meyer, excerpts in <i>The Unraveling</i> John Marlovits, “Mental Health as Ruination” Viewing: <i>Life, Animated</i>
3	9/1 9/3	<b>Medicalization and Normalization</b> Michel Foucault, “Docile Bodies” and “Scientia Sexualis” Anne Fausto-Sterling, “The Five Sexes Revisited” View: Michel Foucault: Beyond Good and Evil Recommended: Michael Taussig, “Reification and the Consciousness of the Patient”
4	9/8 9/10	<b>Assembling Minds and Bodies: Making Neurochemical Selves</b> Nikolas Rose, “Neurochemical Selves” Christine Ross, excerpts in <i>The Aesthetics of Disengagement: Contemporary Art and Depression</i> Kelly Knight, “addicted, pregnant, poor” in <i>Medicine Anthropology Theory</i>
5	9/15 9/17	<b>Pandemics: The Plagues of Capitalism?</b> Mike Davis, first half of <i>The Monster Enters: Covid-19, Avian Flu, and the Plagues of Capitalism</i> View: Paul Farmer and Evelynn Hammonds here: <a href="https://www.youtube.com/watch?v=oFyTeyGQ3jo">https://www.youtube.com/watch?v=oFyTeyGQ3jo</a>
6	9/22 9/24	<b>Pandemics: Convergences of Environmental Justice and Public Health</b> Mike Davis, second half of <i>The Monster Enters</i>  Recommended: John Ehrenreich, “The Health of Nations” Susan Erikson, “Global Health Futures: Reckoning with the Pandemic Bond”
7	9/29 10/1	<b>Research Cluster Conferences</b>
8	10/6 10/8	<b>Race, Gender, Sex and Science: AIDS Activism</b> Alexis Shotwell, “Women Don’t Get AIDS, They Just Die From It”

		Paul Farmer, "Invisible Women: Class, Gender, and HIV" View <i>United In Anger</i>
9	10/13 10/15	<b>Population and Biopolitics</b> Adele Clark and Donna Haraway, excerpts in <i>Making Kin, Not Population</i> Michel Foucault, excerpts in <i>Society Must be Defended</i>
10	10/20 10/22	<b>Global Health: Structural Inequalities and Colonial Histories</b> Paul Farmer, "Rethinking 'Emerging Infectious Diseases'" And "Rethinking Health and Human Rights: Time for a Paradigm Shift" Vincanne Adams, "What is Critical Global Health?" Jeremy Greene, et al. "Colonial Medicine and its Legacies"  Recommended: Adia Benton and Kim Yi Dionne, "International Political Economy and the 2014 West African Ebola Outbreak" Randall Packard, excerpts in <i>A History of Global Health</i>
11	10/27 10/29	<b>Pharmaceuticals</b> Joseph Dumit, first half of <i>Drugs for Life</i>
12	11/3 11/5	<b>Pharmaceuticals</b> Joseph Dumit, second half of <i>Drugs for Life</i>
13	11/10 11/12	<b>Disability and Debility</b> Viewing: <i>Crip Camp</i> Rayna Rapp and Faye Ginsburg, "Anthropology and Disability Worlds" Jasbir Puar, excerpts in <i>The Right to Main</i> Lauren Berlant, excerpts in "Slow Death" Rob Nixon, excerpts in <i>Slow Violence and the Environmentalism of the Poor</i>
14	11/17 11/19	<b>The Chemical Uncanny</b> Joseph Masco, "Mutant Ecologies: Radioactive Life in Post-Cold War New Mexico" Michelle Murphy, "Chemical Regimes of Living" Kim Fortun, "Ethnography in Late Industrialism" James Doucet-Battle, "Sweet Salvation: One Black Church, Diabetes, Outreach, and Trust" <i>Transforming Anthropology</i>
15	11/24 11/26 no class for Thanksgiving	<b>Care</b> Elana Buch, "Senses of Care: Embodying Inequality and Sustaining Personhood in the home care of older adults in Chicago" <i>American Ethnologist</i> Revisit Clark and Haraway, <i>Making Kin</i>
16	12/1 12/3	<b>Research Cluster conferences and Instructor Advising</b>
Final Exam	12/11	Friday, December 11 1445-1700