

**Department of Anthropology
Rutgers University – New Brunswick/Piscataway**

**MEDICAL ANTHROPOLOGY (070:307:01)
Fall 2016**

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Class: MW 2:15 - 3:35 pm, RAB 110-A
Office hours: MW 4 – 5 pm or by appt
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COURSE DESCRIPTION

Medical anthropology concerns itself with the ways that individuals and communities understand health, illness, and healing in local moral worlds shaped by social, political, and economic factors. This course examines these understandings in diverse societies by considering ethnographic case studies from a number of settings both domestic and foreign, paying particular attention to the ways that medical knowledge is created, disseminated, and practiced in everyday life. We will begin the course with an interpretive approach by focusing on the intimacies of experiences, language, and meaning-making processes. From there we will move on to questions about how power and inequality shape such processes. We will examine biotechnologies and the biotechnical landscape in which so much of healthcare occurs, and we will consider transnational flows of knowledge and power. Throughout, we will reflect on research designs and rationales by determining what research questions an ethnographic approach can and cannot address.

Topics covered will include disease classifications and categorizations; healing systems, including biomedicine; medicalization; theories of body and mind; the meanings and effects of new medical technologies; and the marketing of healthcare in a neoliberal global economy. The main objective of this course is to familiarize students with key theoretical concepts and approaches in medical anthropology through a critical review of the relevant literature and introductory training in ethnographic research methods.

Prerequisite: Introduction to Cultural Anthropology (070:101) or instructor's permission.

COURSE LEARNING GOALS

- to gain a working knowledge of key theories and concepts in medical anthropology [CA1]
- to practice applying that knowledge through ethnographic fieldwork and reflection [CA2-3]
- to gain familiarity with issues in local and global health contexts [CITE1]
- to develop students' proficiency in speaking critically and effectively about health, illness, and healing [CA5]

- to develop students' ability to write cogent and persuasive arguments for an anthropology audience [CA4]
- to encourage students to integrate an anthropological approach to health and healthcare into their everyday lives [CA1]

You can find the Department of Anthropology's learning goals at:

<http://anthro.rutgers.edu/undergrad-program/departments-learning-goals>

ASSIGNMENTS & GRADING

This course is designed to give you a taste of what it means to be a professional anthropologist through reading and discussing the literature, learning about and implementing research methodologies, and sharing your work with your classmates. Anthropology is, by its nature, *interactive* and *experiential*, which means that I expect full participation in assigned activities both inside and outside of the classroom. All assignments are due in your Sakai dropbox by the date and time listed below. Further details will be discussed in class.

Reading notes & 3 mini-assignments [CA1-2] 20%

Reading notes will be **due by 9 AM** on the day of class and will serve as an entry point for our discussion that day. Students may be called upon at random to initiate discussion, using their reading notes as a guide to introduce the text to the class. *You must submit reading notes even if you miss class.* Mini-assignments are opportunities for targeted practice of specific research skills.

Fieldnotes [CA3] 15%

Starting in October, you will make at least 3 visits to your field site (to be decided in consultation with professor) of at least 1 hr each and submit a set of fieldnotes for each visit. (Note that there may be some variation in this assignment based on field site.) **Due dates: note #1 by 10/23, note #2 by 11/6, note #3 by 11/20 (all by 11 pm).**

Interview summary [CA3] 10%

You will conduct a 30-min interview with one person at your field site and write up a 1-page narrative summary of what you discussed. **Due date: 11/20, 11 pm.**

Abstract [CA4] 10%

You will write a scientific abstract of 250-300 words for your final paper using guidelines that will be distributed and discussed in class. This will serve as your final paper proposal. **Due date: 11/27, 11 pm.**

Final paper draft + peer review [CA4] 15%

You will exchange final paper drafts with your classmate(s) and come to class prepared to discuss ways to improve the paper before its final submission. **Due date: 12/11, 11 pm.**

Final paper [CA4]**30%**

Based on course readings, class discussions, and fieldwork experiences, you will write a 4-5,000 word paper addressing some aspect of health and/or healthcare in New Brunswick. **Due date: 12/16, 5 pm.**

Final grades will be calculated according to the Department's current grade policy:

A (93-100) / B+ (89-92) / B (81-88) / C+ (77-80) / C (70-76) / D (65-69) / F (64 and Below)

POLICIES & LOGISTICS

Attendance. Students are expected to attend all classes. If you miss a class, contact another student in the course to find out what occurred in class that day and what you will need to do to prepare for the next meeting. *If you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email will be automatically sent to me.* In cases where you must miss class for periods longer than one week, you should see a Dean of Students for assistance to help verify these circumstances.

Communication. In addition to reading texts and writing papers, learning about anthropology requires listening, reflection, dialogue, and engagement with an intellectual community. To cultivate these essential skills, you must participate. Attending class regularly, preparing well, and taking part actively are important for your learning in this class. Respecting the opinions of others, even when they differ greatly from your own, is also key. Debates may get heated, but they should never get personal. If you ever have any questions or concerns about the course, I expect you to contact me directly. I will respond to emails within 24 hours Monday through Friday; I will address emails received over the weekend on Monday morning.

Technology. You may use laptops for note-taking, but please respect your peers by refraining from using social media during class. Cell phone use is prohibited, and if I see you texting, I will ask you to leave. Please bring a notebook and a writing utensil to all class sessions, as there will be times when computer use will not be possible or preferable.

Learning differences and supportive services. Any student with a disability requiring accommodations in this course is encouraged to contact me after class, via email, or set up a time for office hours immediately when classes begin. Additionally, students will need to contact the Office of Disability Services (<https://ods.rutgers.edu/>) to provide a Letter of Accommodations.

Written assignments. We will be critiquing one another's work throughout the semester, so please do not write anything that you would be uncomfortable sharing with your peers. Some of this work will be based on personal reflection, but other work will require the use of outside sources (e.g., course readings). Any sources informing your writing for this class must be cited appropriately and included in a bibliography at the end of the paper or assignment using standard social science citation practice (in-text citations and an appropriately formatted final bibliography at the end). You should also proofread and run spell-check before turning in assignments. Points will be deducted on written assignments where typos, sentence fragments, etc., prevent comprehension. I highly recommend you refer to Harvard College's "A Student's Guide to Reading and Writing in Social Anthropology" for some handy reading and writing tips (see Additional Resources below).

Due dates. Assignments are due when they are due; late papers will not be accepted. If truly extraordinary circumstances make it impossible for you to meet a deadline, talk to me as early as possible. All work must be completed to receive a passing grade for the course.

Academic integrity. The work you submit must be your own. Plagiarism or other practices that violate academic integrity will be followed with any disciplinary action mandated by Rutgers University. It is students' responsibility to be familiar with the rights and obligations associated with academic integrity. You are encouraged to read the full policy on academic integrity at the following website: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers> and to consult these resources for guidelines on producing academic work: <http://academicintegrity.rutgers.edu/resources>.

REQUIRED TEXTS

All required readings are available on Sakai under the "Resources" tab.

ADDITIONAL RESOURCES

For an excellent overview of how to read and write anthropology, see:

A Student's Guide to Reading and Writing in Social Anthropology

http://writingproject.fas.harvard.edu/files/hwp/files/anthropology_writing_guide_2010.pdf

For a quick overview of medical anthropology-related terms, concepts, theories, and examples, see:

Medical Anthropology Wiki (created by the University of South Florida)

<https://medanth.wikispaces.com/>

COURSE SCHEDULE

WEEK 1

Weds 9/7 introduction & overview

Mini-assignment #1 due Sun, 9/11, by 11 pm.

WEEK 2

Mon 9/12

Perusek, David (2012) Cancer, Culture, and Individual Experience: Public Discourse and Personal Affliction. *Ethos* 40(4):476-506.

Weds 9/14

Kleinman, Arthur (1988) *The Illness Narratives: Suffering, Healing, and the Human Condition*. New York: Basic Books. Pp. 3-55.

Note: Reading notes due for ch. 1 only (pp. 3-30).

WEEK 3

Mon 9/19

Rosenberg, Charles E. (2002) The Tyranny of Diagnosis: Specific Entities and Individual Experience. *The Milbank Quarterly* 80(2):237-260.

Tranulis, Constantin, et al. (2009) Early Intervention in Psychosis: A Case Study on Normal and Pathological. *Culture, Medicine and Psychiatry* 33:608-622.

Weds 9/21

Kaufman, Sharon R. (2005) *...And a Time to Die: How American Hospitals Shape the End of Life*. New York: Scribner. Appendix A ("About the Research"), pp. 327-332, and Introduction (pp. 1-20).

Methods: Bogdewic, Stephen P. (1999) Participant Observation. In *Doing Qualitative Research*. B.F. Crabtree and W.L. Miller, eds. Pp. 47-69. Thousand Oaks, CA: Sage Publications.

Mini-assignment #2 due Sun, 9/25, by 11 pm.

WEEK 4

Mon 9/26

Good, Byron, and Mary-Jo DelVecchio Good (1994) In the Subjunctive Mode: Epilepsy Narratives in Turkey. *Social Science & Medicine* 38(6):835-842.

Mattingly, Cheryl (1994) The Concept of Therapeutic "Emplotment". *Social Science and Medicine* 38(6):811-822.

Weds 9/28

Saris, A. Jamie (1995) Telling Stories: Life Histories, Illness Narratives, and Institutional Landscapes. *Culture, Medicine and Psychiatry* 19:39-72.

Methods: Spradley, James P. (1979) *The Ethnographic Interview*. Pp. 55-68. New York: Holt, Rinehart and Winston.

Mini-assignment #3 due Sun, 10/2, by 11 pm.

WEEK 5

Mon 10/3

Good, Byron (1994) How Medicine Construct its Object. In *Medicine, Rationality, and Experience: An Anthropological Perspective*. Cambridge: Cambridge University Press. Pp. 65-87.

Weds 10/5

Rosenhan, D. L. (1973) On Being Sane in Insane Places. *Science New Series* 179(4070):250-258.

Methods: Bosk, Charles L. (2008) *What Would You Do? Juggling Bioethics and Ethnography*. Pp. 107-142. Chicago: University of Chicago Press.

Begin site visits!

WEEK 6**Mon 10/10**

Carr, Summerson (2009) Anticipating and Inhabiting Institutional Identities. *American Ethnologist* 36(2):317-336.

Weds 10/12

Kitanaka, Junko (2012) *Depression in Japan: Psychiatric Cures for a Society in Distress*. Princeton, N.J.: Princeton University Press. Pp. 1-18.

WEEK 7**Mon 10/17**

Gravlee, Clarence C. (2009) How Race Becomes Biology: Embodiment of Social Inequality. *American Journal of Physical Anthropology* 139(1):47-57.

Lock, Margaret, and Patricia Kaufert (2001) Menopause, Local Biologies, and Cultures of Aging. *American Journal of Human Biology* 13(4):494-504.

Weds 10/19

Martin, Emily (2010) Self-Making and the Brain. *Subjectivity* 3(4):366-381.

Fieldnote #1 due by Sun, 10/23, by 11 pm.

WEEK 8**Mon 10/24**

Hamdy, Sherine F. (2008) When the State and Your Kidneys Fail: Political Etiologies in an Egyptian Dialysis Ward. *American Ethnologist* 35(4):553-569.

Weds 10/26

Kroeger, Karen A. (2003) AIDS Rumors, Imaginary Enemies, and the Body Politic in Indonesia. *American Ethnologist* 30(2):243-257.

WEEK 9

Mon 10/31

Livingston, Julie (2012) *Improvising Medicine: An African Oncology Ward in an Emerging Cancer Epidemic*. Durham: Duke University Press. Pp. ix-xi, 52-84.

Weds 11/2

Garcia, Angela (2008) The Elegaic Addict: History, Chronicity, and the Melancholic Subject. *Cultural Anthropology* 23(4):718-746.

Fieldnote #2 due by Sun, 11/6, by 11 pm.

WEEK 10

Mon 11/7

van der Geest, Sjaak, and Susan Reynolds Whyte (1989) The Charm of Medicines: Metaphors and Metonyms. *Medical Anthropology Quarterly* 3(4):345-367.

Weds 11/9

Biehl, João (2007) Pharmaceuticalization: AIDS Treatment and Global Health Politics. *Anthropological Quarterly* 80(4):1083-1126.

WEEK 11

Mon 11/14

Farmer, Paul (2005) Never Again? Reflections on Human Values and Human Rights. In *The Tanner Lectures on Human Values*. G. Petersen, ed. Pp. 137-188. Salt Lake City: University of Utah Press.

Weds 11/16 Class cancelled (AAA meetings).

Fieldnote #3 & interview summary due by Sun, 11/20, at 11 pm.

WEEK 12

Mon 11/21

Methods: Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw (2011) *Writing Ethnographic Fieldnotes*. Pp. 171-248. Chicago: University of Chicago Press.

Methods: Starks, Helene, and Susan Brown Trinidad (2007) Choose Your Method: A Comparison of Phenomenology, Discourse Analysis, and Grounded Theory. *Qualitative Health Research* 17(10):1372-1380.

Weds 11/23 No class.

(Change of designation day – Friday classes meet instead.)

Abstract due by Sun, 11/27, by 11 pm.

WEEK 13

Mon 11/28

Kowalski, Julia (2016) Ordering Dependence: Care, Disorder, and Kinship Ideology in Northern India Antiviolence Counseling. *American Ethnologist* 43(1):63-75.

Weds 11/30

Aulino, Felicity (2016) Rituals of Care for the Elderly in Northern Thailand: Merit, Morality, and the Everyday of Long-term Care. *American Ethnologist* 43(1):91-102.

WEEK 14

Mon 12/5

Hemmings, Colin P. (2005) Rethinking Medical Anthropology: How Anthropology is Failing Medicine. *Anthropology & Medicine* 12(2):91 - 103.

Weds 12/7

Adams, Vincanne, Nancy J. Burke, and Ian Whitmarsh (2014) Slow Research: Thoughts for a Movement in Global Health. *Medical Anthropology* 33(3):179-197.

Final paper draft due by Sun, 12/11, by 11 pm.

WEEK 15

Mon 12/12

Abramowitz, Sharon (2014) Ten Things that Anthropologists Can Do to Fight the West African Ebola Epidemic. *Somatosphere*.
<<http://somatosphere.net/2014/09/ten-things-that-anthropologists-can-do-to-fight-the-west-african-ebola-epidemic.html>>

Weds 12/14

Come to class prepared to discuss your classmate's draft and to use your fieldwork, writing, and peer review experiences to reflect on what you have learned about medical anthropology and the perspectives that it offers.

Final paper due to your Sakai dropbox by Friday, 12/16, by 5 pm.