

ANTHRO 324, MEDICAL ANTHROPOLOGY

Semester 1, 2017

Welcome to Medical Anthropology (324). This course is part of the major and minor for Anthropology, Social Science for Public Health, and also for the BHSc. The course is coordinated in alternating years from staff in Biological and Social Anthropology. Our aim is to present a balanced blend of both sub-disciplines each year.

In 2017, Associate Professor Judith Littleton from Biological Anthropology and Dr Heather Battles (Biological Anthropology) are the course coordinators, Prof Julie Parke, Ms Pauline Herbst, Ms Julie Spray and Dr Jesse Hession Grayman (Development Studies) will contribute.

There is one text for the course as well as weekly readings.

Ethnography:

Holmes, Seth (2015) *Fresh Fruit, Broken Bodies* Berkeley: University of California Press. (Available as an e-book from the library, hard copy, kindle or audible)

Recommended Texts:

Joralemon, Donald. 2010. *Exploring Medical Anthropology*. Boston: Allyn and Bacon. (We recommend this especially for students who are new to anthropology).

Park and Fitzgerald (eds) *SITES* Volume 1(1), is a collection of papers on New Zealand and Australian Medical Anthropology.

Medical Anthropology is a subfield of general anthropology and draws most especially on biological and social/cultural anthropology to address issues of human health and disease. Included in the subfield are studies of the co-evolution of humans and diseases, human ecology, cultural constructions of health and illness, medical knowledge and practices relating to health, illness and healing, provision of health services, health effects of development and globalisation, and the relationship between health, politics and economics. While not all of medical anthropology is applied, there is a strong trend in that direction.

Lecturers:

Associate Professor Judith Littleton, Dr Heather Battles, Dr Jesse Hession Grayman

Course assistant: Julie Spray

Lectures:

Mon 10.00am – 12.00 am
Tues 9.00 am -10.00 am

Office hours (or make an appointment):

Judith Littleton, Rm721, ext 88574. j.littleton@auckland.ac.nz: Monday 12-1, Tues 10-11.

Heather Battles Rm 718, ext 87447 h.battles@auckland.ac.nz: TBA

Feel welcome to use our office hours -- they will probably be especially useful when you are planning your essay. Don't wait till you have a BIG problem. Judith is the course coordinator and you should see her about all general course-related matters as well as about her course content. Other lecturers can be consulted about their course content.

Classes

Students are expected to attend lectures and to read the set readings before class. A skim reading before class and a careful reading afterwards is recommended. Lectures will include some time for in-class discussions in which all students are expected to participate. These discussions will follow along with the lectures and readings. There will be exercises in lectures including some academic skill building. Some of these exercises will be assessed as noted within the course schedule. Brief in-class videos are an important part of the course.

Course objectives

This course introduces a framework of understanding issues in health and illness which draws from biological anthropology and social/cultural anthropology.

- A major objective of this course is to provide you with the information, resources and academic experiences that enable you to bring an appropriate range of perspectives to bear on topics within medical anthropology.

Also important is knowledge of how medical anthropology is central to current debates in anthropology and can add a unique perspective to interdisciplinary health research and practice. As health is a complex topic, it is rarely possible to address an issue in the anthropology of health by using just one theoretical framework or a single research method.

- Examining how different approaches may be satisfactorily combined to address particular topics is another course objective.

As you will realise by the end of the course, there is a large and growing literature in the dynamic field of medical anthropology. We have selected from it only a very limited number of topics and debates to pursue in class. However, if you have a particular interest, we encourage you to formulate this into an essay topic. For example, there may be students from a nursing background who would like to analyse some aspect of nursing, or people interested in development studies who could define a health and development topic. Some class time will be spent identifying areas of interest and formulating topics.

- Developing skills in research topic formulation is another course objective.

You are expected to make full use of the university libraries in researching your essay. You are also expected to use the theoretical and analytical skills gained in the course to examine your particular essay topic.

- Researching and writing analytically about your topic is the final course objective.

Assessment

Coursework consists of

- an in-class test of an hour, worth 20%
- essay topic statement and five relevant bibliographic sources, worth 5%
- an essay of approximately 2500 words, worth 35%,
- two compulsory exercises, worth 3% each
- best two out of three in class exercises, worth 2% each.

There is a final two hour exam, worth 30%.

*****ALL COURSEWORK (except in class exercises) WILL BE SUBMITTED TO CANVAS (except BY 9.59 AM ON THE DUE DATE*****

All coursework must be submitted by the due date and time. Late work will not be accepted nor marked, except in exceptional circumstances generally for which there is proof in the form of a medical certificate or other written evidence (e.g. counselling certificate). Unlike some other classes, there are no late penalties, late work is simply may be simply unacceptable except in exception cases or where we have organized before the due date some workable alternative. If you are having difficulties see Judith or Heather BEFORE if at all possible. We have instituted this policy because it is fair to everyone, it is the way you will need to work when you are employed, and because we have found that work handed in late is often not as good as work handed in on time as well as having taken away your time from the next task on hand. Our undertaking to you is that we will have the course assessments (questions etc.) posted well in advance so that you can organise your schedule accordingly.

COMPULSORY EXERCISES: (3% each)

1. **Description of an illness/health episode:** due submitted online by Monday 27 March, 9.59 am.

The first compulsory exercise for the course is a description of some episode or event that has to do with health, illness, and healing, which you either experienced, participated in, or witnessed at first hand. As you consider which episode to write about, bear in mind how you will be using these accounts subsequently; please select an episode that you feel merits sustained reflection, and one you will comfortable having your lecturers read. These descriptions are confidential to the individual student and the staff but choose carefully - you want to think of an episode where you can develop some distance not an episode which is too close or too raw.

Write your account as is:

– just try to clearly and accurately convey the episode in question. This should be roughly 300-500 words in length (1-2 pages), and is

Reflection:

At the end of the semester as part of the exam, you will be asked to revisit this descriptive firsthand account, and write a short and coherent reflective essay that brings to bear upon your original account some of the ideas, perspectives, questions, and comparative examples encountered in the course of our readings.

During the class you will get practice at doing this and it is a good way for us to test that you have learnt how to apply and engage with medical anthropological ideas.

2. **Found object (3%) submitted online**

A-F surnames submit **found object by** Monday 20th March 9.59 am.;

G-L surnames submit **found object by** Monday 3rd April 9.59 am;

M-R surnames submit **found object by** Monday 8th May 9.59 am;

S-Z surnames submit **found object by** Monday 22nd May 9.59 am.

Find an article (academic, newspaper, magazine) or a website or a piece of fiction or movie or documentary that connects with the questions and concepts of medical anthropology you are studying in class. Write a short annotation (max 200 words) that explains how you see it connecting with the issues discussed in the course, think of the concepts you have learnt, apply those ideas and questions. While the article and annotation are submitted on line you are welcome to upload your found object (or a link to it) and your annotation to the discussion page in Canvas.

IN CLASS EXERCISES (2% each, best two of three)

Generally lectures will involve discussion and activities as well as lecture material. Exercises may include paragraphs (week 2 for quick check), or quizzes, diagrams, etc. We have marked which weeks there will be an assessed exercise. These will be quick pieces of work but are designed to keep you on track and help us make sure you are on track.

MID-TERM TEST (20%) Tuesday 11th April 9 – 10 am – in class.

Mid-term test including week 6, i.e., the lectures, discussions, videos and readings which concern some of the basic concepts underlying medical anthropology. If you miss the test, evidence must be produced of a genuine reason, and a make-up test may be arranged. See Judith.

ESSAY QUESTION/TOPIC STATEMENT AND FIVE REFERENCES. Due by Monday 24th April 9.59 am online.

As we will comment on this question and get it back to you ASAP, the earlier you can get it in, the greater the benefit to you. A template will be provided for you to submit on line to Canvas. The due date is the last date by which it can be submitted, like the found objects these can be submitted earlier.

ESSAY: 35%, DUE ON CANVAS Monday 15th May 9.59 am.

This essay can be on a topic of your own devising within the objectives of the course but we advise you to be guided by the type of questions that we suggest.

Criteria

Your essay must have a **title** and an introductory paragraph that clearly states your essay topic and indicates the line of argument that you will be pursuing. Your essay will be graded on the success with which it pursues this line of argument and brings to bear relevant material to support it. The best essays will interweave theoretical and empirical material from lectures, set readings, ethnographies, videos, your selected readings derived from library searches and your own cogitations, in a systematic and innovative way. They will be well structured, and well produced. Your original ideas, supported by solid arguments, will be

welcome. Essays will be marked on content (topic statement, argument and support for argument, originality), soundness of structure and quality of production.

Topic

Your essay topic should be one that falls within the scope of this course, but it does not have to be a topic which is specifically covered in lectures. This is a chance for you to apply what you are learning in class to a topic of your own choosing. If you think your topic may be a bit marginal, please check with the lecturers. Your essay must be on a different topic or different aspect of a topic than essays done for any other paper.

A good topic will be one in which you are interested, on which there is a good range of research-based information, and which can be approached anthropologically.

Please study the criteria on which your essay will be judged.

By the time you write your essay question, you should have established that there is enough readily available information on your topic for you to write a good essay

Word length and format for the essay

We are more interested in the quality of the essay than in its length. This essay is a substantial piece of work in terms of the work and thought that goes into it. Essays should be approximately 2500 words. Only essays which conform to the Department of Anthropology 'Guidelines for Essay Writing', available on Canvas will be accepted. Other essays will be returned for correction. Excellent advice can also be found on <http://www.cite.auckland.ac.nz/>

Handing in

In this course, your essay topic statement and essays must be submitted via **Canvas**. Essays need to be submitted **on Canvas by 9.59 am on the due date. There is no hard copy submission.** If you are having trouble submitting in Canvas make sure you email me a copy of your essay so that we have proof that your essay has been submitted on time.

You are responsible for reading the University's Guidelines on the Conduct of Coursework. Note particularly that coursework for one course cannot be used as coursework in another course.

<http://www.auckland.ac.nz/uoa/fms/default/uoa/about/teaching/policiesprocedures/docs/conductcoursework.pdf>

University statement to guide ethical coursework: The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world-wide web. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.

FINAL EXAM: DURING EXAM PERIOD (2 HOURS), WORTH 30%.

The exam will include a section on the ethnography and questions on the content of the course since the initial test -- although material already tested will of course be important background information. Note that one question will ask you to reflect analytically on the description you submitted as the first compulsory exercise.

Resources

You are encouraged to use the University library, especially to research your essay. We will arrange a library tutorial for the class if we or you think this will be helpful. Please also make use of the Anthropology library pages ("Resources by Subject" on LEARN) to find reference sources for Anthropology in general. Click here: for the Medical anthropology [Library page](#). Use web-based sources with care, checking their academic credentials, before citing them.

Personal and academic resources

The University provides many academic, personal and technical resources. Take the time to look under "Current Students" on the university website for an introduction to these, or CONTROL click here (if you are using this on line)

<http://www.auckland.ac.nz/uoaf/currentstudents/currentstudents.cfm>

Pay particular note to services offered by the Student Learning Centre and, given this is a Stage 3 course, to the Careers Service.

Complaints

Should some difficulty arise for an individual or group, please see Judith in the first instance (if that is appropriate). The class will have a student representative also. The complaints process for Anthropology can be found on CANVAS.

COURSE SCHEDULE SUMMARY

Wk	Topic	Coursework due
1 6/3	What is medical anthropology? What is an ethnography?	
	<u>INTREPRETIVE APPROACHES</u>	
2 13/3	Explanations of health/well being and disease/illness	Monday 20 th March 9.59 am. – A-F surnames submit found object
3 20/3	Illness narratives – why meaning matters	Monday 27 th March 9.59 am Ethnographic incident submitted
	<u>CRITICAL APPROACHES</u>	
4 27/3	The changing clinic – biomedicine, power, technologies	G-L surnames submit found object
5. 3/4	Critical biocultural anthropology	In class exercise (1)
6. 10/4	Embodiment, biological process and bodily practice	MID-TERM TEST Tuesday 11 th April 9 – 10 am
	MID-SEMESTER BREAK	Monday 24 th April 9.59 am Essay outline due
	<u>POLITICAL ECONOMY AND STRUCTURAL VIOLENCE</u>	
7. 1/5	Political economy and health	In class exercise (2)
8. 8/5	Structural Violence, State Policies, and Embodied Consequences	Monday 8 th May 9.59 am M-R surnames submit found object.
	<u>MEDICAL ANTHROPOLOGY IN PRACTICE</u>	
9. 15/5	Health and Development (Jesse Grayman)	ESSAY DUE Monday 15 th May 9.59 am.
10. 22/5	Infectious disease and syndemics	S-Z surnames submit found object
11. 29/5	Children and others	In class exercise (3)
12. 5/6	Being a medical anthropologist and in our own backyard (Tuesday only)	

Medical Anthropology Lectures and Readings

MEDICAL ANTHROPOLOGY: IDEAS AND METHODS

1. **Why medical anthropology? Why ethnography?**

D. Joralemon, 1999. "Chapter One: What's So Cultural About Disease" from *Exploring Medical Anthropology*. Needham Heights, MA; Allyn and Bacon. Pp. 1-14. ISBN: 0-205-27006-9

M. Lock. 2002. "Medical Knowledge and Body Politics" from *Exotic No More*, ed. J. MacClancy. Pp. 190-208. Chicago: Univ of Chicago Press. ISBN: 0-226-50013-6

MacCormack, C., & Draper, A. 1988. Cultural meanings of oral rehydration salts in Jamaica. In van Geest, S (ed) *The Context of medicines in developing countries* (pp. 277-288). Springer Netherlands.

AN INTERPRETITIVE APPROACH TO HEALTH AND ILLNESS

2. **Explanations of health/well being and disease/illness**

Video: Doctor of Two Worlds

T. Csordas. 1989. "The Sore That Does Not Heal: Cause and Concept in the Navajo Experience of Cancer." *Journal of Anthropological Research*. 45(4): 457-485. ISSN: 00917710

Zhan, M. (2001). Does it take a miracle? Negotiating knowledges, identities, and communities of traditional Chinese medicine. *Cultural Anthropology*, 16(4), 453-480.

Garro, L. C. (2010). Beyond the reproduction of official accounts: parental accounts concerning health and the daily life of a California family. *Medical anthropology quarterly*, 24(4), 472-499

Larme, A. C. (1998). Environment, vulnerability, and gender in Andean ethnomedicine. *Social Science & Medicine*, 47(8), 1005-1015.

COMPULSORY EXERCISE: Surnames A-F upload found object (see above)

3. **Illness narratives – why meaning matters**

Mendenhall, E., Seligman, R. A., Fernandez, A., & Jacobs, E. A. (2010). Speaking through diabetes. *Medical Anthropology Quarterly*, 24(2), 220-239.

Mattingly, C. (1998). In search of the good: Narrative reasoning in clinical practice. *Medical anthropology quarterly*, 12(3), 273-297.

Borovoy, A., & Hine, J. (2008). Managing the unmanageable: elderly Russian Jewish

emigres and the biomedical culture of diabetes care. *Medical anthropology quarterly*, 22(1), 1-26

4. The Changing Clinic, Technologies And Power

Taylor, J. S. (2008). On recognition, caring, and dementia. *Medical Anthropology Quarterly*, 22(4), 313-335. - Janelle S. Taylor 12/2008

Good, B. (1994). How Medicine Constructs its Objects. *Medicine, Rationality, and Experience. An Anthropological Perspective*, 65-87.

Jaye, C., Egan, T., & Parker, S. (2006). 'Do as I say, not as I do': Medical Education and Foucault's Normalizing Technologies of Self. *Anthropology & Medicine*, 13(2), 141-155.

CRITICAL BIOCULTURAL ANTHROPOLOGY

5. Critical biocultural anthropology – stress and inequality

Schell, L. M. (1997). Culture as a stressor: a revised model of biocultural interaction. *American Journal of Physical Anthropology*, 102(1), 67-77.

Littleton, J. (2007). The production of local biologies: Childhood development at Yuendumu to 1970. *Current anthropology*, 48(1), 135-145.

Thayer, Z. M., & Kuzawa, C. W. (2015). Ethnic discrimination predicts poor self-rated health and cortisol in pregnancy: Insights from New Zealand. *Social Science & Medicine*, 128, 36-42.

Krieger, N., & Smith, G. D. (2004). "Bodies count," and body counts: social epidemiology and embodying inequality. *Epidemiologic reviews*, 26(1), 92-103.

6. Embodiment, biological process and bodily practice

Lock, M., & Kaufert, P. (2001). Menopause, local biologies, and cultures of aging. *American Journal of Human Biology*, 13(4), 494-504.

Horton, S., & Barker, J. C. (2010). Stigmatized Biologies. *Medical anthropology quarterly*, 24(2), 199-219.

Jaye, C., & Fitzgerald, R. (2012). The Embodied Liminalities of Occupational Overuse Syndrome. *Medical anthropology quarterly*, 26(2), 201-220.

Oths, K. S. (1999). Debilidad: a biocultural assessment of an embodied Andean illness. *Medical Anthropology Quarterly*, 13(3), 286-315.

Tuesday lecture: In Class Test

--- MID-SEMESTER BREAK ---

7. Political economy and the environment. (Heather) Monday 1 May

Schell, Lawrence M., et al. "Health disparities and toxicant exposure of Akwesasne Mohawk young adults: a partnership approach to research." *Environmental health perspectives* (2005): 1826-1832.

Singer, Merrill. "Following the turkey tails: neoliberal globalization and the political ecology of health." *Journal of Political Ecology* 21 (2014): 438-451.

Oliver, M. 1996. Defining Impairment and Disability: Issues at Stake. In: Barnes C, and Mercer G, editors. *Exploring the Divide*. Leeds: The Disability Press. p 29-54.

8. Structural Violence, State Policies, and Embodied Consequences (Heather) Monday 8 May/Tuesday 9 May

Farmer, Paul. 2005. "On Suffering and Structural Violence: Social and Economic Rights in the Global Era," in *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. Berkeley: University of California Press, 29-50. (Chapter 1)

Scheper-Hughes, Nancy. 1992. "Nervoso: Medicine, Sickness, and Human Needs," in *Death Without Weeping: The Violence of Everyday Life in Brazil*. Berkeley: University of California Press, pp. 167-215. (Chapter 5)

Park, J. K., & Littleton, J. (2013). Tacking between disciplines: Approaches to tuberculosis in New Zealand, the Cook Islands, and Tuvalu. In C. Banwell, S. Ulijaszek, J. Dixon (Eds.) *When Culture Impacts Health: Global Lessons for Effective Health Research* (pp. 157-166).

Amsterdam: Academic Press Elsevier. [10.1016/B978-0-12-415921-1.00014-2](https://doi.org/10.1016/B978-0-12-415921-1.00014-2)

URL: <http://hdl.handle.net/2292/23569>

9. Health and Development (Jesse) Monday 15 May

Brown, Theodore M, Marcos Cueto, and Elizabeth Fee. 2006. "The World Health Organization and the Transition from International to Global Public Health" *American Journal of Public Health* 96 (1): 62-72.

Brown, Hannah. 2015. "Global Health Partnerships, Governance, and Sovereign Responsibility in Western Kenya" *American Ethnologist* 42 (2): 340-355

Benton, Adia. 2015. *HIV Exceptionalism: Development Through Disease in Sierra Leone*. Minneapolis, MN: University of Minnesota Press. Preface and Introduction (pp.ix-xii, pp.1-24).

Tuesday 16 May

10. **Infectious disease and syndemics (Heather) Monday 22 May/Tuesday 23 May**

Briggs, Charles L. and Mantini-Briggs, Clara. 2003. Chapter 9: Culture equals cholera. In: *Stories in the Time of Cholera: Racial Profiling during a Medical Nightmare*. Berkeley: University of California Press, pp. 199-223.

Singer, Merrill, and Clair, Scott. 2003. "Syndemics and public health: reconceptualising disease in bio-social context." *Medical Anthropology Quarterly* 17(4): 423-441.

Washer, Peter. 2010. Chapter 5: Mad cows, modern plagues and superbugs. In: *Emerging Infectious Diseases and Society*. New York: Palgrave Macmillan, pp. 86-107.

11. **Children and others. (Guest lecturers) Monday 29 May/Tuesday 30 May**

Park, J. K., & Fitzgerald, R. P. (2011). Biotechnologies of Care. In M. Singer, P. Erickson (Eds.) *A Companion to Medical Anthropology* (pp. 425-441). Maldon, MA, Oxford: Wiley-Blackwell. [10.1002/9781444395303.ch21](http://hdl.handle.net/2292/13153) URL: <http://hdl.handle.net/2292/13153>

Bluebond-Langner, M. 1978. Chapter 1: "Children as actors". In: *The Private Worlds of Dying Children*, Princeton: Princeton University Press, pp. 3-14.

12. **Being a Medical Anthropologist, and in our own backyard. Tuesday 6 May (Monday is Queen's Birthday holiday)**

Lindenbaum, S. 2005. The value of a critical ethnographic engagement: comments on the social production of health *Social Science and Medicine* 61:751-3
doi:10.1016/j.socscimed.2004.08.049. ISSN: 0037-7856

Worthman, C. M., & Kohrt, B. (2005). Receding horizons of health: Biocultural approaches to public health paradoxes. *Social Science and Medicine* 63:861-878,
doi:10.1016/j.socscimed. 2004.08.052. ISSN: 0037-7856