**ANTHRO 324, MEDICAL ANTHROPOLOGY**

**Semester 2, 2016**

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 2016, Associate Professor Judith Littleton from Biological Anthropology is the Coordinator, and Dr Heather Battles (Biological Anthropology), Pauline Herbst, (Social Anthropology), 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, Pauline Herbst, Dr Jesse Hession Grayman

**Course assistant:** Julie Spray

## Lectures:

|  |  |
| --- | --- |
| Mon 3:00PM - 5:00PM Tues 4.00-5.00 PM  (tutorial) | 421W-201 Architecture - West, Room 201  206-209 (Arts 1 – 209) |

## Office hours (or make an appointment):

Judith Littleton, Rm721, ext 88574. [j.littleton@auckland.ac.nz](mailto:j.littleton@auckland.ac.nz): Monday 2-3, Wed 3-4pm

Heather Battles Rm 718, ext 87447 [h.battles@auckland.ac.nz](mailto:h.battles@auckland.ac.nz): TBA

Pauline Herbst, Rm828. [p.herbst@auckland.ac.nz](mailto:p.herbst@auckland.ac.nz): Mon 11-12.

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. Lecture and tutorial periods 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 tutorials 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%,
* a series of tutorial exercises (total 10%), best 4 out of 5

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

\*\*\*\*\*ALL COURSEWORK (except tutorial exercises) WILL BE SUBMITTED TO CANVAS **NOT** HARDCOPY BY **1:00PM 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 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 unacceptable. If you are having difficulties see Judith 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.

**Tutorial exercises** – Tutorials will in general involve discussion and activities as well as lecture material. **Fortnightly these efforts will be graded** (5 total, grade is best out of 4). We have marked on the lecture and reading list which sessions those exercises will be held in so that you can take account of this. We won’t accept late exercises for marking, after all the maximum mark for any one piece of work is 3 or 4 points. In the case of serious illness etc. bring along proof to Judith and I will reapportion your mark accordingly. Exercises may include paragraphs (week 2 for quick check), or quizzes, diagrams, etc.

**In-class test Tuesday 24 August (during the tutorial hour):** This test covers work up to and 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 on or before class on Monday 15 August by 1:00pm on Canvas.** 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.

**Essay: 35%, due on Canvas Monday 4 October 1:00 pm**

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 the Anthropology webpage <http://www.arts.auckland.ac.nz/departments/index.cfm?P=9165> , 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 1:00pm 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.

## 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](http://www.library.auckland.ac.nz/subjects/anthro/course-pages/105324.htm). 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/uoa/for/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.

Medical Anthropology Lectures and Readings (To be completed)

1. **What is medical anthropology?** (Judith et al.) **Monday 18 July**

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.

2. **Multiple medical systems – other ways of conceptualising health and illness** (alternative, multiple, medical pluralism, etc) (Judith and Heather) **Monday 25 July**

**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

K. Finkler. 1994 “Sacred healing and biomedicine compared.” *Medical Anthropology* *Quarterly* 8(2):178-97. ISSN: 1548-1387

J. Teuton, et al. 2007. Conceptualizing psychosis in Uganda: the perspective of indigenous and religious healers. *Transcultural Psychiatry* 44(1):79-114

**Tutorial exercise:** Ethnographic methods, ethnography and being a medical anthropologist (Make sure you skim the ethnography by this time). **Tuesday 26 July**

3.     **Biomedicine as one system among many** (how medicine constructs its objects etc, clinical gaze etc) (Pauline) **Monday 1 August**

B. Good. 1994. “How Medicine Constructs Its Objects” from *Medicine, Rationality and Experience.* Ed. B. Good. Cambridge: Cambridge Univ Press. ISBN: 0-521-42576-X Pp. 65-87.

M. Oldani. 2004. “Thick prescriptions: Toward an Interpretation of Pharmaceutical Sales Practices” *Medical Anthropology Quarterly* 18(3): 325–356. ISSN: 1548-1387

**Tutorial exercise**: Using concepts and theoretical frameworks. **Tuesday 2 August**

4.   **Biology and biologies – local biology (Judith) -** (biocultural approaches, local biologies, how categories create objects) **Monday 8 August**

Lock, M., and P. Kaufert. 2001. Menopause, local biologies, and cultures of aging. *American Journal of Human Biology* 13:494-504. ISSN 1042-0533

Littleton, J 2007 [The Production of Local Biologies: Childhood Development at Yuendumu to 1970](http://www.jstor.org.ezproxy.auckland.ac.nz/stable/10.1086/510462). *Current Anthropology* 48:135-145. ISSN 0011-3204

McDade, Thomas W. 2001 Lifestyle Incongruity, Social Integration and Immune Function in Samoan Adolescents. *Social Science and Medicine* 53:1351–1362. ISSN: 0277-9536

**Tutorial:** Essay questions and thinking about biologies. **Tuesday 9 August**

5. **Embodiment and the life course – a lecture in two parts (Pauline and Judith) -** (embodiment, habitus, stress, epigenetics, discrimination) **Monday 15 August**

Horton, C. and J Barker 2010 Stigmatized Biologies: Examining the Cumulative Effects of Oral Health Disparities for Mexican American Farmworker Children *Medical Anthropology Quarterly*, Vol. 24, Issue 2, pp. 199–219, ISSN 1548-1387.

Gravelee, Clarence 2009 How race becomes biology: embodiment of social inequality. *American Journal of Physical Anthropology* 139: 47-57. ISSN: 1096-8644

Thayer, Zaneta and Christopher Kuzawa 2015 Ethnic discrimination predicts poor self-rated health and cortisol in pregnancy: insights from New Zealand. *Social Science and Medicine* 128:36-42

**Tutorial Exercise:** Revision and the ethnography **Tuesday 16 August**

6.  **Illness narratives – why meaning matters** (Pauline) **Monday 22 August**

Kirmayer, L. 2000. “Clinical Encounters and the Poetics of Illness Experience.” In: *Narrative and the Cultural Construction of Healing*. Eds. C. Mattingly and L. Garro. Berkeley: Univ of CA Press. 153-180. ISBN: 0-520-21824-8.

S. Trnka. 2007. “Languages of Labor: Negotiating the “Real” and the Relational in Indo-Fijian Women’s Expressions of Physical Pain” *Medical Anthropology* *Quarterly 21(4):* 388–408. ISSN: 1548-1387

C. Rouse. 2010. Patient and practitioner noncompliance: rationing, therapeutic uncertainty, and the missing conversation. *Anthropology & Medicine*. 17(2): 187–200. ISSN: 13648470

**Tutorial:** **In Class Test Tuesday 23 August during regular tutorial time**

**7. Political economy and the environment** (bio - Heather) **Monday 12 September**

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.

**Tutorial exercise**: Disability - a lens for medical anthropology **Tuesday 13 September**

**8. Biopolitics and** **biopower** (Pauline Herbst) **Monday 19 September**

Fitzgerald, R. 2008. “Biological Citizenship at the Periphery: Parenting Children with Genetic Disorders.” *New Genetics and Society.* 21 (3): 251-266.

Lock, M. and Nguyen, V. 2010. Ch12 - “Genes as Embodied Risk.” From *An Anthropology of Biomedicine,* 303-329.

Rose, N. 2001. "The Politics of Life Itself." *Theory, Culture & Society* 18(6): 1-30.

**Tutorial:** Power and *Fresh Fruit, Broken Bodies.* **Tuesday 20 September**

9. **Health and Development** (Jesse) **Monday 26 September**

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).

**Tutorial exercise:** From the micro to the macro using *Fresh Fruit and Broken Bodies*.

**Tuesday 27 September**

10. **Infectious disease – here, today and tomorrow** (bio) (coevolution, borders, political ecology etc) (Heather) **Monday 3 October**

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.

Swedlund, Alan C. and Donta, Alison K. 2003. Scarlet fever epidemics of the nineteenth century: a case of evolved pathogen virulence? In: Human Biologists in the Archives. Cambridge: Cambridge University Press, pp. 159-177.

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

**Tutorial**: Beyond now and beyond our species. **Tuesday 4 October**

11. **Case study** – **MCADD, Children and Chronic Illness** (Pauline Herbst) **Monday 10 October**

Bluebond-Langner, M. 1996. Ch 12 – “Well Siblings’ Views of Cystic Fibrosis and Their Ill Siblings’ Condition.” From *In the Shadow of Illness: Parents and Siblings of the Chronically Ill Child*. New York: Basic Books. 197-214.

Dell Clark, C. 2003. Ch 4 – “Imaginal Coping”, and Appendix A – “Freeing Children’s Voices” From: *In Sickness and in Play: Children Coping with Chronic Illness.* Electronic Resource. Rutgers Series in Childhood Studies. New Brunswick, N.J: Rutgers University Press. 91-138; 145-161.

**Tutorial:** Revision. **Tuesday 11 October**

**12. Futures in Medical anthropology** (Judith et al ) **Monday 17 October**

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