

ANTHROPOLOGY 162

WORKING

Introduction to the Anthropology of Medicine

Winter 2018



When: Tues & Thu 2:00-3:20 pm

Where: Lillis 182

CRN: 26615

(This course counts towards general education requirements in the social sciences (SS) and international cultures (IC).)

Instructor:

Christina W. O'Bryan

Office Hours: Tue 1-1:30 & Thu 1-1:45 pm and after class (Also by appointment—in person, by phone or Skype)

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What Is This Course About?

We are living in a medical moment historically. In this country, ailments are addressed by an enormous pharmaceutical industry which advertises to us the pills that we should take for conditions as diverse as erectile dysfunction (itself a highly culturally defined diagnosis), psoriasis, diabetes deriving from “metabolic syndrome,” and acne. It seems as if there is a pill or her medication for everything. Newer treatments like stem cell treatment and 3-D printed organs are no longer just on the horizon. They are here, along with newly nuanced forms of chemotherapy. Formerly mortal diseases like AIDS have become chronic. Others have become curable. Smallpox has been eradicated from all but the most carefully protected laboratories and polio is nearly absent or absent from most of the globe.

In addition, new ailments are emerging—sometimes old ones that are new to us, like Ebola. More and more, patients are becoming commodities passing through the hands of physicians and other healthcare professionals, but with little voice in the larger national and global debates about healthcare policy.

In this course, we will work together to develop both an appreciation and a critical attitude toward the many ways in which medicine shapes the conditions of our collective and separate existences, not only in the clinic, but across a variety of settings: battlefields and refugee camps, laboratories and industries, de-addiction clinics, in the body, in the mind and in the soul, in the United States and in the rest of the world. We will draw upon varieties of disciplines and resources to consider what it means to be ill and to be healthy and how access to health care is widely disparate and related to multiple kinds of social inequalities. In general, one of the jobs of anthropology is to “trouble the boundaries” of assumptions about our world, so our overarching goal in this course is to consider in different ways many of the concepts, categories and narratives related to medicine that are all too often taken for granted—i.e., to “trouble” our own assumptions.

Course objectives: tools we will offer include learning

1. to identify those broad structural inequalities that frequently shape who is most vulnerable to illness as well as who is most likely to have access to treatment
2. to compare how people in different places and times have conceived of and responded to health and illness
3. to analyze complex ethical questions in medicine related to, for example, biological research, randomized trials, access to medicine and new technologies, caregiving, medicalization, violence and diagnosis
4. to think critically and creatively about medicine in its various manifestations
5. to set up a small ethnographic research project.

Along the way, we will also practice some different strategies for learning and improving outcomes that may benefit you in the future during and beyond school.

Things You Should Know

- Active participation is an important habit that helps intensify learning and it will count toward your attendance and participation grades for both lecture and discussion. If you are shy or find speaking out in class difficult, I encourage you to challenge yourself, but if that is too difficult, talk with me or your GTF to find another way to participate.
- Distractions: Distracted learning is impaired learning. Refrain from using your smart phone, tablet or computer during lectures and sections unless you have an AEC waiver. In other words, no texting, surfing the web, doing other assignments etc. during lectures and sections.
- Office Hours. If you have any questions or concerns about your performance in the course, please contact Dr. O'Bryan or your GE early. The longer you wait to email us or come to office hours, the more difficult it will be to get back on track. You may also attend office hours with either Dr. O'Bryan or your GE to address any difficulties with the course or to further discuss any of the topics covered in class. If you want to

be sure that there is time available during office hours, make an appointment for the time.

- Official course communication will occur in lectures & sections, through email and via Canvas. Any changes to the syllabus will be sent in an email and/or announced via Canvas. Students are responsible to keep up-to-date on any changes to the syllabus.

How to Do Well in this Course:

1. Read before you come to lectures. We'll talk about this during the first lectures.
2. On average, readings and other tasks outside lecture should take you about 4-6 hours per week to complete, although some weeks will require more reading and others less. It is highly recommended that you start reading early for lectures with heavy reading loads. If you have any concerns about readings, please do not hesitate to come to office hours.
3. Take notes, take notes, take notes. On average, students who take notes do better than students who do not, and studies show that students who take handwritten notes do better on average than students who take notes on their computers.
4. Questions to ask when you're reading, e.g., What are the author's central argument or main points? What evidence does the author use to support their argument? What ideas are being argued against? What assumptions does the author rely on to make their argument? Do you find the author's argument convincing? Why or why not? What surprised you about the reading? What did you learn? What experiences in your life resonate with the reading?
5. Bring your i>Clicker 2 remote to lecture. If you forget your clicker you will be unable to participate in certain activities and you will not receive credit if there is a quiz that day. If you do forget your i>Clicker 2 remote, please inform the GTF immediately after class. You must register your i>Clicker 2 remote on Canvas by the end of the first week of classes.
6. Turn assignments in on time. Late work is not accepted in this course and will receive a failing grade. If a serious issue arises, notify your GTF as soon as possible— really, as soon as possible— rather than waiting until later in the term. For a class this size, it is not practical to give make up exams and extensions on assignments, so provide documentation of your illness or family emergency or let us know ahead of time of your established holiday (e.g., *Pesach, Eid, Good Friday, Nawrooz, Diwali*, etc.). In other words, don't ask us to accommodate something you could reschedule.
7. Proofread your work. Ask a friend to proofread it again, or take it to a Writing Tutor at Knight Library. Spelling and grammar errors, as well as typos, will negatively affect your grade. Proper bibliographic entries are required for bibliographic sources. (You can find examples of these if you click the quotation mark in entries on a Google scholar search.) All work must be fully referenced using footnotes/endnotes or the simplified model of author's last name followed by year of publication and page number (for example, O'Bryan 2014: 146).

Grading:

Attendance and participation (lecture 10% & discussion 10%):	20%
5 Packback exercises:	10%
2 short tests in class with i>clickers (10% each)	20%

Ethnographic project: 50%
3 Project assignments (draft parts of final essay): 25%
1 Final exam essay: 25%

Attendance and participation: Attendance and participation will be taken for both lecture and discussion. Bring your i>clicker to lecture for attendance and participation credit.

Packback exercises: You will be asked to post 4 very short Packback exercises to help focus your learning.

Midterm Two short multiple choice quizzes.

Ethnographic Project: we will discuss what ethnography is in the first week. For this project, you will conduct **either** an interview or an observation (we'll practice each of these in the first class so you can see what I'm talking about) and write a short essay for the final exam in which you link your ethnographic research to course readings. Half of the grade for the project consists of periodic assignments in which you draft part of your final essay. The other half consists of the grade for the final essay itself. In other words, we help you draft part of the essay and give you feedback about what would make it better. Guidelines for the final exam essay will be provided.

NOTE: If the class is taken P/NP, a C- or higher is required to pass the course.

Incompletes will not be granted except for in extreme circumstances, at the discretion of the professor and they can only be given after consultation between professor and student.

Grading protocols:

A = 90-100%. An A means that you have not only done more than what was required, but you have done it extraordinarily well. Your analysis was not only correct and intelligent but even possibly wise and insightful. To get an A+, you generally have to surprise the reader with unanticipated insight and analysis. Good writing is almost always required to get an A of any kind. Evidence of earnest effort counts as well.

B=80-89%. A B means that you have done more than just what was required to complete the assignment— written more, discussed better, analyzed more in depth. Good writing counts toward a B. Evidence of earnest effort is important.

C=70-79%. A C means that you have only done what was required for the assignment and nothing more. To get a B, you must do more than just the assignment.

D=60-69%. A D means that you did not do what was required. So, for example, if you are asked to analyze three readings but you only analyzed two, that constitutes a D.

F= <60%. An F means that you showed little effort in responding to the assignment.

NOTE: Overwhelmingly, students tend to lose points for just not following directions, so you will help yourself by being picky about following directions. It is always okay to ask Dr. O'Bryan if directions are unclear to you.

Academic Integrity:

If you submit plagiarized work, you will be penalized. You will be reported to the Office of the Dean of Students and—depending on the situation, you will receive anywhere from an F for the affected assignment to an F for the course.

The University of Oregon's policies on academic honesty and plagiarism can be found at conduct.uoregon.edu. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. Students should not turn in assignments or exam questions written by anyone else, nor should they include text written by someone else without citing the source. Paraphrased material must also be cited. This includes material from the Internet, as well as material from class lectures. Plagiarized work will receive a failing grade. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the GTF before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism.

Required Texts & Technologies:

Most of the required readings will be posted online to Canvas. Read them before lecture, and to bring them to both lecture and section.

Texts not posted to Canvas are available for purchase at the Duck Store, the University of Oregon's Bookstore at 895 East 13th Street.

Required texts and technologies for purchase:

1. David B., *Epileptic*, Pantheon Books. Available at the Duck Store)
2. i>Clicker 2 remote [Available at the Duck Store] (Replaces the cost of a 2nd book)
3. Packback subscription [Replaces the cost of a 3rd book.] If Packback has not contacted you, tell Dr. O'Bryan.

Recommended:

- Kaufman, Sharon. *And a Time to Die: How American Hospitals Shape the End of Life*. Simon & Schuster.
- Ralph, Laurence. *Renegade Dreams: Living through Injury in Gangland Chicago*. University of Chicago Press.
- Rhodes, Lorna. *Total Confinement: Madness and Reason in the Maximum Security Prison*. University of California Press.
- Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. Crown Publishers.

Accommodations:

Please notify the professor and the GTF if there are aspects of the instruction or design of this course that result in barriers to your learning or participation. Don't hesitate to ask

for help or support. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall, either by phone (541-346-1155), by e-mail (oruoaec@uoregon.edu) or on the web (aec.uoregon.edu).

If English is not your native language, we want to accommodate your needs, so don't hesitate to ask for help or support as well.

Open Learning Environment

The intention and structure of university-level courses are to provide open, thoughtful forums for a wide variety of topics and ideas. The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression or any other extraneous consideration not directly and substantively related to effective performance. We will value each class member's experiences and contributions and communicate disagreements respectfully. Please notify the professor or GTF if you feel aspects of the course undermine these principles in any way.

I am an unfailingly polite person—well, almost always polite and especially with students—so I expect you to be polite and respectful—not just with me, but with each other. If we're lucky, we will have some opportunities to argue and discuss some controversial issues and I want to encourage you to bring your caring and your opinions into the classroom at the same time that you honor your colleagues' caring and opinions.



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Schedule of Readings and Assignments

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MODULE 1. Introduction to Medical Anthropology

Read:

1. Ivan Illich, *Medical Nemesis: the Expropriation of Health*, pp. 13-36.
2. Ong, Aihwa. *The Production of Possession: Spirits in the Multinational Corporation of Asia*.
3. Start *Epileptic* by David B.

Recommended:

- Talcott Parsons, *The Social System*, pp. 289-290, 292-305.
- Ruth Benedict, "Anthropology and the Abnormal."

From Week 1 through Week 9, there will be 3 Packback assignments to do before for discussion section. Each one will be due by 8:00 Friday morning of that week. To get the points, you only have to post 1 response to the prompt and 1 exam question relating to the readings of the week. (The responses and questions do have to relate to the content of the material.)

MODULE 2 Who decides you're sick? Diagnosis, Treatment and Research

Read:

1. Charles Rosenberg. "The Tyranny of Diagnosis,"
2. Listen to RadioLab interview with Rebecca Skloot, author of *The Immortal Life of Henrietta Lacks*: <http://www.radiolab.org/story/91716-henriettas-tumor/>.
3. Paul Farmer, "Social Inequalities and Infectious Disease"
4. Continue *Epileptic* by David B.

2.5 pts. Packback reading assignment 1 due by 8:00 Friday morning (15-20 minutes or less):

Click on the link provided under Module 2 and

1. respond to the question posted by Dr. O'Bryan and
2. post an exam question yourself about the readings from this week.

5 pts. Project Assignment 1 DUE by midnight Sunday January 21 (30 minutes or less):

For Project Assignment #1, choose 1-3 possible topics, conduct a brief literature search through the library or Google Scholar to see how much material is going to be available for your chosen topic(s), pick a topic and 4-5 potential sources from your literature search, then Post

1. a brief description of your chosen topic(s) and
2. a reference list of the library or Google Scholar sources you found (if you use Google Scholar, you can click on the quotation mark to provide you with the reference in several formats. Choose your favorite format and copy and paste.

MODULE 3 Explanatory Models: Why me? Whose fault is this?

Read:

1. Andrea S. Wiley and John Allen, "Anthropological Models of Health and Disease," pp. 14-26.
2. E.E. Evans-Pritchard, 2010. "The Notion of Witchcraft Explains Unfortunate Events."
3. Continue reading *Epileptic* by David B.

(10 pts.) Test One on Thursday in class: covers readings *Epileptic* up to p. 130 and lecture through Week 3. Bring your i>clicker.

MODULE 4. Whose Fault 2: Social Construction of Illness

Read:

1. Paul Haberman, "Agent Orange's Long Legacy."
https://www.nytimes.com/2014/05/12/us/agent-oranges-long-legacy-for-vietnam-and-veterans.html?_r=0
2. Paul Farmer, "On Suffering and Structural Violence: A View from Below."
3. Continue *Epileptic* by David B.

(10 pts.) Project assignment #2 DUE by midnight Sunday, February 4 on Canvas: Conduct your interview or observation.

MODULE 5 VIDDA

Read:

1. "Lancet Series suggests a new way to think about disease: syndemics."
2. Emily Mendenhall, "Non-communicable disease syndemics."
3. Continue *Epileptic* by David B.

Recommended:

- Roberta Bivens, *Alternative Medicine?: A History*, introduction.
- Judith Farquhar, "Eating Chinese Medicine."

(2.5 pts.) Packback exercise #2 due by 8:00 am Friday:

1. Respond to a question posted by Dr. O'Bryan AND
2. Create an exam question related to the readings.

MODULE 6 What Have I Learned and Will I ever Get Better?

Read:

1. Claude Lévi-Strauss, "The Effectiveness of Symbols."
2. Matthew Wolf-Meyer, "Therapy, Remedy, Cure: Disorder and the Spatiotemporality of Medicine and Everyday Life."
3. Continue *Epileptic* by David B.

Recommended:

- Claude Lévi-Strauss, "The Sorcerer and his Magic."

(10 pts.) Test 2 will cover Modules (readings and lectures) 4-6 and *Epileptic* up to p. 240. BRING YOUR I>CLICKER.

MODULE 7 Structural Violence

Read:

1. Frantz Fanon, "Colonial Wars and Mental Disorders."
2. Paul Farmer, "On Suffering and Structural Violence: a View from Below."
3. Continue *Epileptic* by David B.

Recommended:

- Stefania Pandolfo, "The Knot of the Soul: Postcolonial Conundrums, Madness, and the Imagination."
- Frantz Fanon, "On Violence."

(15 pts.) Project assignment #3 DUE by midnight Sunday, February 25: Analyze your interview in relation to the themes of the course.

MODULE 8 Structure, Violence and Social Suffering

Read:

1. Rhodes, "Dreaming of Psychiatric Citizenship"
2. Dossa, "The Body Remembers."
3. Finish *Epileptic* by David B for this week.

Recommended:

- Laurence Ralph, *Renegade Dreams: Living through Injury in Gangland Chicago*.
- Lorna Rhodes, *Total Confinement: Madness and Reason in the Maximum Security Prison*.

(2.5 pts. Packback exercise #3 due by 8:00 Friday morning:

MODULE 9 WHO CARES?

Read:

1. Arthur Kleinman, "Caregiving: The Odyssey of Becoming More Human."
2. Caregiving in Afghanistan reading.

Recommended:

- Miriam Ticktin, "Where Ethics and Politics Meet: The Violence of Humanitarianism in France."

(2.5 pts.) Packback exercise #4 due by 8:00 Friday morning. (Be sure you have finished *Epileptic* by this week.)

MODULE 10. What Is This Thing Called Life? And —What Is a Good Death?

Read:

1. Sallie Tisdale, "We Do Abortions Here."
2. Margaret Lock, "Death in Technological Time: Locating the End of Meaningful Life."

Recommended:

- Sharon Kaufman, ... *And a Time to Die: How American Hospitals Shape the End of Life*.

- Leslie Sharp, "Commodified Kin: Death, Mourning, and Competing Claims on the Bodies of Organ Donors in the United States."

FINAL RESEARCH PROJECT ESSAY DUE

*****FINAL EXAM ESSAYS DUE IN CANVAS BY MIDNIGHT SUNDAY MARCH 18*****

Problems with the internet or software/hardware malfunctions will not result in the granting of an extension unless there is a systematic connectivity issue on campus, so plan for such difficulties. (In other words, get the paper done early in case such problems occur. That way, you have time for a little extra editing and proofing.)



Happy Spring

HAVE A WONDERFUL SPRING BREAK!