

Anthropology 5201.001
Health, Healing, and Society:
Medical Anthropology
Fall 2019

Wednesdays 6 – 8:50pm Chilton Hall 126

Instructor: Doug Henry
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COURSE DESCRIPTION AND OBJECTIVES

Course Content

This course is a graduate-level seminar introduction to my favorite part of anthropology- medical anthropology. If you've never taken medical anthropology, that's OK, but I'll assume that everyone has had some background into thinking critically about health, wellness, medicine, and society- either through an undergraduate course, or on your own. We'll cover both classics and modern work on disease etiology, "embodiment" and the experience of suffering, "ethnomedical" beliefs, "sick role" behavior, the provision of health services, so called "biocultural" aspects of disease, structural violence, and the role of larger political/ economic factors on provision of health care, as well as the creation and elimination of health disparities.

Course Objectives

- By the end of the course, you should be able to define medical anthropology and understand the nature, scope, and contributions of the discipline.
- Be able to describe the application of theory in medical anthropology, and the strengths and weaknesses of each approach.
- Apply all of this to specific health related topics, to address real-world health problems.

CLASSROOM COMMUNITY

Attendance and Participation

This is a small graduate seminar, so you all will HAVE to come to every class having read, prepared, and being ready to discuss. How much people get out of the class is in large part determined by how much everyone puts into the class. I expect LOTS of discussion, and everyone's participation. I like an informal class style where everyone is respectful of each other. Be sensitive to the flow of information around the room; TALK TO EACH OTHER – not just to me. There will be more to say on this topic as the semester proceeds.

Cell phones must have their ringers turned OFF during class! No exceptions, not even for me.

REQUIRED ETHNOGRAPHIES:

Holmes, Seth (2013). *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. Los Angeles: University of California Press.

Mattingly, Cheryl (2014). *Moral Laboratories: Family Peril and the Struggle for a Good Life*. Oakland, CA: University of California Press. Chapters 1, 3-7.

Solomon, Harris (2016). *Metabolic Living: Food, Fat, and the Absorption of Illness in India*. Durham, NC: Duke University Press. Pages 1-144.

Some articles in the syllabus will be marked “required;” for others you will pick one from among a group.” Some articles will be available through the online Canvas site for this course: <https://learn.unt.edu>; others are available as “e-journal” articles through the UNT Library. Many weeks you’ll have the option of browsing medical anthropology journals and selecting your own article, as long as it falls within the weekly topic.

COURSE REQUIREMENTS

40% (160 points). Weekly Assignments. Each week, everyone will read the 1-2 articles in BOLD listed in the syllabus, or the ethnography for the week. Come to class ready to discuss those in detail. Following those in the syllabus are other articles, from which you will choose ONE that matches your own interest (or sometimes a “browse for your own” option).

Assignments will vary by week, but every week (unless otherwise noted in the syllabus), you will write a single spaced response and submit it yourself on the course discussion board (that way the entire class can benefit from the group of readings). This will usually involve you doing SHORT summary (5-6ish sentences) paragraphs for each of the 3 pieces, and a slightly longer analysis, where you more critically compare and connect the pieces topically or conceptually, discuss your reaction to them, any questions you’re left with, what you would have liked to have seen more of, and how this type of research could be actionable or practically significant. You’ll also need to bring a paper copy of this to class each week (in such a small seminar, I like to be old-fashioned).

30% Attendance and Participation (120 points). It’s a small seminar class, so discussion is critical. How much each person gets out of the class will be dependent on how much each person puts into it. Every week, we’ll discuss the 2 required readings, plus the one that you individually found. In leading discussion, concentrate on important questions that you think the articles raise, and how the research or results could be actionable.

30%. Class Project (120 points). This semester, instead of a “client-based” applied project, we’ll be doing a “traditional” anthropology project, on an applied topic. For about 10 years out of my professional life, I’ve studied sleep disorders, and people’s strategic self-treatment for sleep problems. When I tell undergraduates about this, they start telling me stories of their own “disordered” sleep, or of the trade in Adderall around exam time, or their personal strategies for pulling all-nighters, or the latest caffeine/ energy drink that they like. Our working hypotheses, then, for the class project, will be that college is a time associated with dramatic changes in sleep habits among undergraduates, and that students will have knowledge of healthy behaviors, but that this doesn’t translate into actual healthy behaviors. This project will interview UNT undergraduate students on how they interact with, and regulate/ control/ medicate their sleep.

Ideally we'll be able to stratify a sample according to those who "rarely" have problems going to sleep, those who "sometimes" do, and those who "often" have problems sleeping (we'll operationalize these in class).

Research questions will include: What are strategies of sleep management and regulation? What are the explanatory models of those who have sleep problems? When does "problem" sleeping become something that students will seek medical / therapeutic help for? What are methods of self-treatment? Where do students seek support? What are the structural/ environmental influences on sleep habits that college students inhabit?

I'll START an interview guide, with help from you in class. I'll recruit, although SOME of this may fall to you. Everyone will be in charge of interviewing (3-4?) students and transcribing interviews. I'll code them, with help from you in class, in MaxQDA. We'll divide up data analysis and writing duties, and discuss our preliminary findings with each other in class, with the goal of creating a final product to give the UNT Dean of Students' Office.

Grading. Will be out of 400 points total.

A = 360-400

B = 320-359

C = 280-319

D = 240-279

F = <240

Plagiarism and Cheating. The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat. Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional. Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should be cited. Students suspected of any of these will be provided the opportunity for a hearing; if found guilty they can receive an automatic "F" in the course. In addition, I reserve the right to pursue further disciplinary action within the UNT legal system, which may result in your dismissal from the university.

For more information on paper writing, including how to avoid plagiarism, and how to use citations, see <http://anthropology.unt.edu/resources/writing-guide>. For information on the University's policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, <http://www.unt.edu/csrr/>.

If you have trouble during the semester- open communication with me is the best first step! UNT has also recently become very serious about graduate student success in school, and has marshaled resources to support you. See, e.g., <https://success.unt.edu/>

DETAILED COURSE PLAN:

Week 1 August 28th

MEDICAL ANTHROPOLOGY: an Overview of Key Concepts, Practices, and Theory

Introduction to course, the course project, and each other.

Required:

Brown, Peter, Svea Closser (2016). Medical Anthropology: an Introduction. In *Understanding and Applying Medical Anthropology, 3rd edition*. Pp. 13-24. Boston: McGraw Hill. (Canvas)

Week 2 September 4th

Explanatory Models, Ethnomedicine, and Meaning Centered Understanding

Required:

Pamela Erickson- the Healing Lessons of Ethnomedicine (2016). Chapter 17 in *Understanding and Applying Medical Anthropology, 3rd edition*. P. Brown and S. Closser, eds. Pp 188-196. New York: Taylor and Francis (Canvas)

Henry, D., and L. Rosenthal (2013). The Significance of Gender and Partner Reporting on the Diagnosis, Management, and Treatment of Obstructive Sleep Apnea. *Social Science and Medicine*. 79 (1): 48-56. (Available through the UNT library for free <http://www.library.unt.edu/research>)

Choose

Weller, Susan, Roberta Baer, Javier Garcia de Alba, Ana Salcedo Rocha (2012). Explanatory Models of Diabetes in the U.S. and Mexico: the patient-provider gap and cultural competence. *Social Science and Medicine* 75 (2): 1088-1096. (Available through the UNT library for free <http://www.library.unt.edu/research>)

Waxler, Nancy (2016). Chapter 22: Learning to be a Leper: a Case Study in the Social Construction of Illness. In *Understanding and Applying Medical Anthropology*. Brown and Closser, eds. Pp. 230-240. (Canvas)

Due Tonight: Week 2 reading commentary

For this week, do a 2-3 page (single space) readings response and commentary. First write a short-paragraph summary of each just to jog your memory in the future, but then concentrate on developing a definitions for “explanatory model” and “ethnomedicine,” and why collecting soliciting a meaning-centered understanding is relevant. Finally, how is illness an integral part of our broader culture of symbolic, religious, political, or economic beliefs?

Week 3 September 11th
Public Health, the Political Economy, and Policy

Required

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

Crooks, Deborah (2003). Trading Nutrition for Education: Nutritional Status and the Sale of Snack Foods in an Eastern Kentucky School. *Medical Anthropology Quarterly* 17 (2): 182-199. (Available through the UNT library for free <http://www.library.unt.edu/research>)

Choose one of three:

Mendoza, Sonia, Rivera, Allyssa Stephanie, and Hansen, Helena Bjerring (2019): Re-racialization of Addiction and the Redistribution of Blame in the White Opioid Epidemic. *Medical Anthropology Quarterly* 33 (2): 242-262 (Available through the UNT library for free <http://www.library.unt.edu/research>)

Schwartz, Norah (2004). Childhood Asthma on the Northern Mexico Border. *Medical Anthropology Quarterly* 18(2): 214-229. (Available through the UNT library for free <http://www.library.unt.edu/research>)

Blanchette, Alex (2019). Living Waste and the Labor of Toxic Health on American Factory Farms. *Medical Anthropology Quarterly* 33 (1): 80-100. (Available through the UNT library for free <http://www.library.unt.edu/research>)

Due Tonight: Week 3 Commentary

After summarizing the articles for this week, discuss how the political-economic structures of society affect what illnesses people face and what they do about them. Finally, you've now seen two of the "lenses" that medical anthropology uses to understand health and illness- the individual "proximal" level of meaning, and the broader ("system level") political economy. Compare these two perspectives; how do you see them relating to each other? Like last week, 2-3 pages, single spaced.

Week 4 September 18th
Ethnography

Required ethnography:

Holmes, Seth (2013). *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. Los Angeles: University of California Press.

Due Tonight: Week 4 Commentary.

This week, something a little different. Write a 1-2 page (single spaced) "book review." About 1/3 of this should be a concise summary. Then, what did you think of the book? What

kinds of “everyday violence” do Triqui migrants experience (make sure to look up that concept)? How much of both their illnesses and behaviors are rooted in ethnomedical beliefs and personal choices, and how much is the product of “structural” forces like the political economy? How does the concept of “symbolic violence” play out?

Week 5: Sept 25
Governmentality, the State, and Cross Cultural Mental Health

Required

LISTEN: NPR story “The Problem with the Solution.” *Invisibilia*. Aired July 1, 2016. Listen from the beginning through 32:06. **Npr.org**

Kleinman, Arthur (2012). Medical Anthropology and Mental Health: Five Questions for the Next Fifty Years. Chapter 5 in *Medical Anthropology at the Intersections: Histories, Activisms, and the Future*, Inhorn and Wentzell, eds. Durham, NC: Duke University Press. Available at: <https://marciainhorn.com/wp-content/uploads/docs/Kleinman.pdf>

Choose:

Browse either the last 5 years of *Culture, Medicine, and Psychiatry* (articles are open-access: <https://link.springer.com/journal/volumesAndIssues/11013>) or the 2018 issue 7 of *Medical Anthropology* (<https://www.tandfonline.com/toc/gmea20/37/7?nav=tocList>) about mental health and the family. Choose your own article. It can be anything about mental health, or the role of the state in the regulation or surveillance of health.

Due Tonight: Week 5 reading commentary

For this week, write a SHORT summary (5-6ish sentences) paragraphs for each of the 3 pieces, then an analysis where you more critically compare and connect the pieces topically or conceptually. Discuss your reactions to this week’s readings/ audio, any questions you’re left with, what you would have liked to have seen more of from an author (or audio), and how this type of research could be made actionable, or practically significant. 1-2 pages, single spaced.

Week 6 October 2 – LISA QUIRK
Gender, Health, and the Local Biologies of Life- I (Reproduction, Birth, and Childhood)

Required

Inhorn, Marcia (2017). Medical Cosmopolitanism in Global Dubai: a 21st Century Transnational Intracytoplasmic Sperm Injection (ICSI) Depot. *Medical Anthropology Quarterly* 31 (1): 5-22. **Available on AnthroSource through the UNT Library!**

Singh, Holly (2017). Fertility Control: Reproductive Desires, Kin Work, and Women's Status in Contemporary India. *Medical Anthropology Quarterly* 31 (1): 23-39. Available on AnthroSource through the UNT Library!

Choose:

For this week, I want you to have the freedom of choosing your own article, about the topic of childhood. Go to the UNT library research page <https://library.unt.edu/research/> and plug in "Medical Anthropology Childhood" and choose your own article. The best journals for this will be are *Medical Anthropology Quarterly*, *Medical Anthropology*, *Social Science and Medicine*, *Human Organization*, or *Medical Sociology*.

Due Tonight: Week 6 reading commentary

For this week, write a SHORT summary (5-6ish sentences) paragraphs for each of the 3 pieces, then an analysis where you more critically compare and connect the pieces topically or conceptually. Discuss your reactions to this week's readings/ audio, any questions you're left with, what you would have liked to have seen more of, and how this type of research could be made actionable or practically significant. 1-2 pages, single spaced.

Week 7 October 9
Treatment, Therapy, and The Culture of "Biomedicine"

Required:

Rhodes, Lorna (1990). Chapter 3. "The Game of Hot Shit," in *Emptying Beds: the Work of an Emergency Psychiatric Unit*. Berkeley: University of California Press. Pp. 55-80.
(Canvas)

Angell, A. M., & Solomon, O. (2014). The social life of health records: Understanding families' experiences of autism. *Social Science & Medicine*, 117, 50-57. (Available through the UNT library for free <http://www.library.unt.edu/research>)

Choose:

Lyon-Callo, Vincent (2000). Medicalizing Homelessness: the Production of Self-Blame and Self-Governing within Homeless Shelters. *Medical Anthropology Quarterly* 14 (3): 328-345. (Available through the UNT library for free <http://www.library.unt.edu/research>)

Robertson, William (2017). The Irrelevance Narrative: Queer (In)Visibility in Medical Education and Practice. *Medical Anthropology Quarterly* 31 (2): 159-176. (Available through the UNT library for free <http://www.library.unt.edu/research>)

Ugo, Felicia Edu (2018). When Doctors Don't Tie: Hierarchical Medicalization, Reproduction, and Sterilization in Brazil. *Medical Anthropology Quarterly* 32 (4): 556-573.

Due Tonight: Week 7 reading commentary

Instead of a summary of articles this week, use the readings to come up with a list of 5-10 important components of Western/ bio-medical culture. You can bullet this list, and include a

1-3 sentence description of what these things are, and how they play out in healthcare settings with patients (to help you, you can conceive of it this way: if you were to describe our health care culture to a visiting Martian-anthropologist, how would you do it?). Don't write more than a page single-spaced total.

Project update:

It's a shorter-than-usual written product this week, because ideally, we will start getting volunteers for interviews. I will send these out as soon as people sign up, so you all can start scheduling these and interviewing.

Week 8 October 16th
Ethnography

Required Reading:

Mattingly, Cheryl (2014). *Moral Laboratories: Family Peril and the Struggle for a Good Life*. Oakland, CA: University of California Press.

Read Chapter 1 to get a "framing" of the book, and then Chapters 3-7.

Due Tonight: Week 8 reading commentary

This week, write a 1-2 page (single spaced) "book review." About 1/3 of this should be a concise summary. Then, what did you think of the book? How do parents navigate structural constraints, and how are they themselves transformed? How are decisions "moral laboratories?" How do the concepts of "first person ethics" or doing the "best good" seem relevant in understanding parents' actions?

Week 9 October 23rd
Gender, Health, and the Local Biologies of Life- II

Required:

Kral, Michael (2013). "The Weight on Our Shoulders is too Much, and we are Falling": Suicide among Inuit Male Youth in Nunavut, Canada. *Medical Anthropology Quarterly* 27 (1): 63-83. **Available on AnthroSource through the UNT Library!**

Erickson, Pamela, Louise Badiane, and Merrill Singer (2013). The Social Context and Meaning of Virginity Loss among African American and Puerto Rican Young Adults in Hartford. *Medical Anthropology Quarterly* 27 (3): 313-329 **Available on AnthroSource through the UNT Library!**

Choose:

Lamb, Sarah (2019). On Being (Not) Old: Agency, Self-care, and Life-course Aspirations in the United States. *Medical Anthropology Quarterly* 33 (2): 263-281. Available on **AnthroSource** through the UNT Library!

Murray, Rebecca, Day, Katy & Tobbell, Jane (2019). Duvet woman versus action man: the gendered aetiology of Chronic Fatigue Syndrome according to English newspapers. *Feminist Media Studies* 19(6): 890-905. (Available through the UNT library for free <http://www.library.unt.edu/research>)

Cecilia Tasca, Mariangela Rapetti, Mauro Giovanni Carta, and Bianca Fadda. (2012) Women And Hysteria In The History Of Mental Health. *Clinical Practice in Epidemiology and Mental Health* 8: 110-119. (Available through the UNT library for free <http://www.library.unt.edu/research>)

Due Tonight: Week 9 reading commentary

After you writing a paragraph summary, use the articles you read to think about-- how are bodies (or illnesses) “sites of communication,” where there is discourse between individuals and society about gender? What does this discourse tell you about the “proper” way of being, “the way things should be,” or about individuals in distress? 2-3 single spaced pages.

Week 10 October 30th
Global Health

Required:

Farmer, Paul (2016). Social Inequalities and Emerging Infectious Diseases. Chapter 11 in in *Understanding and Applying Medical Anthropology, 3rd edition*. P. Brown and S. Closser, eds. Pp 118-126. New York: Taylor and Francis (Canvas)

Nations, Marilyn K, and C. Monte (1996). “I’m not dog, no!” Cries of resistance against cholera control campaigns. *Social Science and Medicine* 43: 1007 – 1024. (Available through the UNT library for free <http://www.library.unt.edu/research>)

Choose:

Moniruzzaman, Monir (2012). “Living Cadavers” in Bangladesh: Bioviolence in the Human Organ Bazaar. *Medical Anthropology Quarterly* 26 (1): 69-91. Use the UNT Library’s “AnthroSource:” <http://libproxy.library.unt.edu:2056/doi/10.1111/j.1548-1387.2011.01197.x/pdf>

Prince, Ruth (2012). HIV and the Moral Economy of Survival in an East African City. *Medical Anthropology Quarterly* 26 (4): 534-556. (Available through the UNT library for free <http://www.library.unt.edu/research>)

Leatherman, Thomas, and Kasey Jernigan (2014). The Reproduction of Poverty and Poor Health in The Production of Health Disparities in Southern Peru. *Annals of Anthropological Practice* 38 (2): 284-299. (Available through the UNT library for free <http://www.library.unt.edu/research>)

Due Tonight: Week 10 reading commentary

This week, after writing your summaries, spend a few paragraphs talking about “structural violence” in the articles you read. Make sure you can define structural violence, and can identify how conditions of health, health behaviors, or individual agency are constrained by the macro-level organization of the globe. 2-3 pages, single spaced.

Week 11: Nov 6th

The Environment, Cultural Ecology, and Environmental Health

Singer, Merrill (2016). Introduction. *In A Companion to the Anthropology of Environmental Health*. Merrill Singer, ed. Pp. 1-18. Malden, MA: Wiley Blackwell. (Canvas)

Singer, Merrill, and Hans Baer (2016). Chapter 10 Applied Medical Anthropology and the Adverse Health Effects of Climate Change. *In A Companion to the Anthropology of Environmental Health*. Merrill Singer, ed. Pp. 105-115. Malden, MA: Wiley Blackwell. (Canvas)

Choose One:

Anglin, Mary (2016). Ecosocial and Environmental Justice Perspectives on Breast Cancer: Responding to Capitalisms Ill Effects. *In A Companion to the Anthropology of Environmental Health*. Merrill Singer, ed. Pp. 21-43. Malden, MA: Wiley Blackwell. (Canvas)

Cartwright, Elizabeth (2016). Mining and Its Health Consequences: From Matewan to Fracking. *In A Companion to the Anthropology of Environmental Health*. Merrill Singer, ed. Pp. 417-434. Malden, MA: Wiley Blackwell. (Canvas)

Checker, Melissa (2016). Environmental Racism and Community Health. *In A Companion to the Anthropology of Environmental Health*. Merrill Singer, ed. Pp. 101-120. Malden, MA: Wiley Blackwell. (Canvas)

Little, Peter (2016). New Toxics Uncertainty and the Complexity Politics of Emerging Vapor Intrusion Risk. *In A Companion to the Anthropology of Environmental Health*. Merrill Singer, ed. Pp. 281-301. Malden, MA: Wiley Blackwell. (Canvas)

Melby, Melissa, and Megan Mauger (2016). Effects of Agriculture on Environmental and Human Health: Opportunities for Anthropology. *In A Companion to the Anthropology of Environmental Health*. Merrill Singer, ed. Pp. 44-67. Malden, MA: Wiley Blackwell. (Canvas)

Due Tonight: Week 11 reading commentary

Only a 1-page reading commentary is due this week. Summarize the articles you read, and what you thought about them. Come to class ready to discuss.

Project update:

In addition to the reading commentary, you need to have final interviews and transcriptions finished by this week, and sent to me by November 6th. Before November 6 is ideal!! Come to class ready to talk about what codes seem relevant from your own interviews. I will code them this next week.

Week 12 Nov 13th
Culture, the Body, and Embodiment

Required

Brewis, Alexandra, Sarah Trainer, Seung Yong Han, and Amber Wutich (2017) Publicly Misfitting: Extreme Weight and the Everyday Production and Reinforcement of Felt Stigma. *Medical Anthropology Quarterly* 31 (2): 257-276. (Available through the UNT library for free <http://www.library.unt.edu/research>)

Henry, Doug (2006). Violence and the Body: Somatic Expressions of Trauma and Vulnerability during War. *Medical Anthropology Quarterly* 20 (3):345-378. Use the UNT Library's AnthroSource: <http://libproxy.library.unt.edu:2056/doi/10.1525/maq.2006.20.3.379/pdf>

Wiedman, Dennis (2012). Native American Embodiment of the Chronicities of Modernity: Reservation Food, Diabetes, and the Metabolic Syndrome among the Kiowa, Comanche, and Apache. *Medical Anthropology Quarterly* 26 (4): 595-612. (Available through the UNT library for free <http://www.library.unt.edu/research>)

Due Tonight: Week 12 reading commentary

These are the final frames of medical anthropological analysis that we'll study. After briefly summarizing your articles, think about this... what does it mean to say that people come to "embody" the world around them ("manifestations and metaphors that communicate

meaning”)? We already looked at the body/ bodily illness as sites for society’s discourse; on a social level, what kinds of things are “inscribed” on the body in this week’s readings? On a political level, how is the body “a site of disciplinary power relationships” (quoting Foucault)? 2-3 single spaced pages.

Project update: I will have coding done this week, and we will take time in class to divide up the codes for your own analysis, written reports, and presentations.

Week 13 **November 20 – No classroom class this week (I’m at AAA meetings),**

Project update: *Use this time to do data analysis and writing (2-4 pages single spaced will be due December 4th). Start reading Harris Solomon’s *Metabolic Living: Food, Fat, and the Absorption of Illness in India*. Read through page 144.*

Week 14 **November 27 – No class; Thanksgiving Break**

Week 15 **Dec 4th BOOK AND PROJECT DISCUSSION.**

During the first part of this class, let’s plan on discussing the Solomon book. I’m interested to hear how valuable you think “embodiment” is as a concept to deal with what Solomon calls “absorption” and “metabolic living.”

For the second half of class, everyone presents their part of the project.

Due tonight: Written: everyone writes a summary of their themes, and comes to class ready to discuss. 2-4 pages single spaced.

Week 16 **Dec 11th**
Wrap Up: Contingency class!