

Anthropology 5201.200/ 300

Health, Healing, and Society: An Introduction to Medical Anthropology Fall 2021 Auditorium Building 212

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Course Information

Course Description

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-level Learning Objectives

By the completion of the course, you should be able to:

- 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.

Requirements

Readings:

Readings will be either things you look up each week through the UNT library catalog, be "on reserve" readings in Canvas, or be required ethnographies that you will have to find yourself (they may be available as an "e-book" through the UNT library). Some articles in the syllabus will be marked "required;" for others you will pick one from among a group. Several 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.

The required ethnographies for this course will be:

Nichter, Mimi (2015). *Lighting Up: the Rise of Social Smoking on College Campuses*. New York: NYU Press. Chapters 1-4, 7, 8.

Holmes, Seth (2013). *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. Los Angeles: University of California Press. UNT Libraries bought a multi-user license for us, so everyone should have access to it as an e-book.

Jordan-Young, Rebecca, and Katrina Karkazis (2019). *Testosterone: An Unauthorized Biography*. Cambridge, MA: Harvard University Press. UNT Libraries bought a multi-user license for us, so everyone should have access to it as an e-book.

Canvas: you will need to check Canvas regularly for class announcements, course updates, additional readings, and supplemental material!

Trouble-shooting: If you run into technical issues with Canvas, follow the procedures outlined under “Technical Issues” in the Student Success Guide on Canvas. Once you have a ticket number from the HelpDesk, email Dr. Henry.

Minimum computer skills and digital literacy: This course defines digital literacy as the ability to use technology to find, evaluate, and communicate information. At a minimum, your successful completion of this course requires a basic digital literacy, where you must either know, or be able to learn, how to navigate UNT’s Canvas system, including posting discussion and assignments, or linking out the course to readings, watch required videos posted, or view films through the UNT digital library.

Prerequisites: There are no prerequisites for this course.

Assessment & Grading

Course Assignments and Discussions: This class will require you to complete weekly assignments, weekly discussions, including discussions about the 3 course medical ethnographies, and class interviews on a project idea.

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.

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 public health topic. Everyone in class will have to interview 2 people each who vape. (2 interviews- 40 points each. Analysis – 40 points).

The background. This follows up on a project for the Denton County Public Health Department, in which the Public Health class investigated the rise in vaping and e-cigarettes among young adults in Denton County (age 18-26). There were 53 lung-hospitalization cases in Dallas County between 2019 – 2020, which included the death of a 15 year old.

Research Questions

- What behaviors and motivations exist in North Texas surrounding vaping?
- What do vapers find attractive/ pleasurable about vaping, vape juice, or vaporizers?
- Do vapers have concerns about addiction or health consequences?
- What kinds of marketing practices are being used effectively by e-cigarette makers?
- What kinds of public health interventions or regulations would be effective?

The Analysis. Immediately after each interview, you will need to transcribe it, and write up careful fieldnotes at the end (we'll discuss in class what fieldnotes should include). You will place this file in the class Canvas Discussion Board, so that everyone has access to everyone's work. We'll talk about more details of these in class.

Grading. Will be out of 400 points total.

A = 360-400

B = 320-359

C = 280-319

Don't get lower than this.

Course Policies

How to be successful in this course:

1. Manage Your Time Wisely

You must stay up-to-date in this course! I recommend scheduling designated times to read and work on the assigned Topics and readings, assignments, discussions and tests – and sticking to them. The course is structured so that everyone is looking at the same Topic and participating in the same discussions, every week. Each week, you should review the Schedule, read the Topic and readings materials, then complete the corresponding Assignment and Discussions.

2. Do the Readings
Seriously. It's graduate school. Reading, writing, and critical thinking are par for the course.
3. View Any Required Films
ALL links to the films can be found both in the individual **Topics** themselves. First you login with your EUID and password, then the video will pop up. The library's Video-On-Demand page will also open in the background and display all the films that are available to you through in the Video-on-demand system. After viewing each film, you will complete the corresponding assignment or discussion.
4. Pay attention to class announcements or emails through Canvas.
And as part of this, make sure that your Canvas announcements and emails get forwarded to whatever email you use the most (like your UNT email). If I send an email out through Canvas, you need to make sure you're going to be able to see it.
5. Stay in touch with your Instructor.
If you encounter a problem with getting things done or staying up, it's imperative that you stay in touch with me.
6. Be ethical.
The Department of Anthropology considers graduate students to be new members of the community of professional anthropologists, who are thus held to the high ethical standards of practicing professionals. They are expected to follow the American Anthropological Association's code of ethics: "*Anthropological researchers bear responsibility for the integrity and reputation of their discipline, of scholarship, and of science. Thus, anthropological researchers are subject to the general moral rules of scientific and scholarly conduct: they should not deceive or knowingly misrepresent (i.e., fabricate evidence, falsify, plagiarize), or attempt to prevent reporting of misconduct, or obstruct the scientific/scholarly research of others.*" Any work not meeting this standard will be evaluated in a hearing before the student; infractions will be taken seriously.

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/>

COVID-19 impact on attendance. While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend or log in to class because you are ill due to COVID-19, including symptoms, potential exposure, pending or positive test results, or if you have been given specific instructions to isolate or quarantine from a health care provider or a local authority. It is important that you communicate with me prior to missing work so I may make a decision about accommodating your request to be excused.

If you are experiencing any [symptoms of COVID-19](#), please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

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If you are experiencing any [symptoms of COVID-19](#) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Face Coverings on the UNT Campus. UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated by your instructor.

University Policies

Academic Integrity Standards and Consequences: According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but

not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA/ ODA Accommodation Policy: The University of North Texas and the Department of Anthropology makes reasonable academic accommodation for students with disabilities. I personally go out of my way for physically and neuro-diverse students. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [Office of Disability Accommodation website](#). You may also contact them by phone at 940.565.4323.

Sexual Discrimination, Harassment and Assault: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs. This includes a Survivor Advocate. You can contact them [through this link](#), or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

DETAILED COURSE PLAN:

Week 1 August 25

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

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

Required Reading:

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 1

Explanatory Models, Ethnomedicine, and Meaning Centered Understanding

Required Reading:

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 at the [Research Page](#)).

Choose ONE:

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 at the [Research Page](#)).

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)

Questions to think about while reading:

- 1) Do you think Pamela Erickson's recommendations or "Lessons" are realistic? (re: she says that "different ethnomedicines are hegemonic in different times or places. Does the hegemony of our own system preclude this?)
- 2) About my article- you can ask any question, but I'll also pose to you- are there any other kinds of sicknesses you can think of where OTHERS' understandings or experiences of illness symptoms are so important?
- 3) About the Waxler reading - how does stigma affect how leprosy is "learned" socially? Can you think of other examples where illness behavior is learned?
- 4) From the Weller et al. reading, what ARE the problems with "cultural competence?"

Due: Week 2 reading commentary (due in Canvas by the beginning of class).

For this week, do a readings response and commentary. First write a short-paragraph summary of each article, putting in enough "main detail" points to jog your memory in the future. Then, answer the questions: why is soliciting a meaning-centered understanding is important? How is illness affected by the social world? Does this approach have any limitations in understanding human behavior? Think 1-2 pages single spaced total.

Week 3 September 8
Public Health, the Political Economy, and Policy

Required Reading:

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 at the [Research Page](#)).

Choose one:

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 at the [Research Page](#)).

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 at the [Research Page](#)).

Questions to think about while reading...

- 1) is it possible to agree on a line between acceptable state (of any government level) interventions and the public health? Do you ban liquor stores from poor neighborhoods? Ban "lending" businesses from cities? ENCOURAGE masks for dealing with pandemics, or MANDATE them?
- 2) When you find out there are health problems associated with social causes, what can you do about it? At what level can you make interventions in the name of public health? How do you decide when government intervention or policy goes too far, and you create what skeptics call the "nanny state?" Or are there ALREADY policies that are unfair, that favor unhealthy things, and regulations just try to change them?
- 3) Other questions to consider: How much is the solicitation of explanatory models, followed by education- a solution? E.g.- if you found out that "red dye #3" and high-fructose corn syrup cause hyperactivity in children, would it help to ask people about their beliefs? Do you educate people on this in the hopes that they'll make informed decisions for themselves? Or do you think about some other solution?

Due: 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? Aim for 2-3 pages, single spaced.

Week 4 September 15 Ethnography

Required ethnography:

Nichter, Mimi (2015). *Lighting Up: the Rise of Social Smoking on College Campuses*. New York: NYU Press. Everyone reads Chapters 1 and 2. Then choose TWO between:

Chapter 3. Smoking and Drinking: "It's Like Milk and Cookies!"

Chapter 4. What's Gender Got to Do With It?

Chapter 7. Tipping Points: Stress, Boredom, Romance

Chapter 8. Quit Talk

Due: For class, write detailed paragraph summaries for the 4 chapters (make this about a page single-spaced). Then, make a detailed list of what research questions, topics, and lessons you

think would be relevant to take from this. I.e., what should we explore in a vaping study? (think about ½ page for this). What are the important topics and questions? What are reasonable ways to reach people?

Week 5: Sept 22
Governmentality, the State, and Cross Cultural Mental Health

Required

LISTEN: NPR story “The Problem with the Solution.” *Invisibilia*. Aired July 1, 2016. Listen from about 5 or 6 min it through 32:06 (note that the main story starts about 6 minutes in).

Npr.org <https://www.npr.org/programs/invisibilia/483855073/the-problem-with-the-solution>

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 one:

Beneduce, R. (2019). “Madness and Despair are a Force”: Global Mental Health, and How People and Cultures Challenge the Hegemony of Western Psychiatry. *Culture, Medicine, and Psychiatry*, 43(4), 710-723. (Available through the UNT library for free at the [Research Page](#)).

Bridget Bradley & Stefan Ecks (2018) Disentangling Family Life and Hair Pulling: Trichotillomania and Relatedness, *Medical Anthropology*, 37:7, 568-581. (Available through the UNT library for free at the [Research Page](#)).

Questions to think about while reading...

1. What is it about labels and mental health? How difficult do you think it would be to replicate this model in the U.S.? Why?

Due: Week 5 reading commentary

For this week, do a readings response and commentary. First write a short-paragraph summary of each article/ podcast, putting in enough “main detail” points to jog your memory in the future. Then, try to connect the “other” 2 pieces (podcast plus your chosen article) to Kleinman’s “5 Questions” chapter. Are there (other?) questions that YOU think would be particularly relevant? What do you think of the relevance of social suffering and stigma/ “social death?” Think 1-2 pages single spaced total.

Week 6 Sept 29
Gender, Health, and the Local Biologies of Life- I (Reproduction, Birth, and Childhood)

Required

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** or through the **UNT Research page!**

Brunson, Emily, and Elisa J. Sobo (2017). Framing Childhood Vaccination in the United States: Getting Past Polarization in the Public Discourse. *Human Organization* 76(1): 38–47. Available through the **UNT Research page for free.**

Choose:

For this week, I want you to have the freedom of choosing your own article, but centered around the topic of childhood. Go to “AnthroSource” on the UNT library Databases research page <https://library.unt.edu/>. Browse the journal *Medical Anthropology Quarterly* after plugging in the word “Childhood,” and choose your own article. Limit your search to the last 10 years. If you don’t find one you like after a couple of minutes, choose the e-journal *Social Science and Medicine*, and do the same thing, also searching for “childhood,” and also limiting yourself to the last 10 years. Note: when I did this, it returned almost 1,000 articles. Don’t browse that many. Browse for <5 minutes, and then pick one from the past 10 years.

Something to consider this week...

What questions do you think Anthropology should investigate, and why?

Due: 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, 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 Oct 6
Treatment, Therapy, and The Culture of “Biomedicine”

Required:

Mulligan, Jessica (2021). A Eulogy for Jane Robinson: a social autopsy of uncare politics. *Medical Anthropology Quarterly* DOI: 10.1111/maq.12664 (I’ll send this out if it’s not available by class time!).

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**).

Choose One:

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**)

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).

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)

Something to think about this week...

Angell and Solomon's *The Social Life of Health Records* says that health records are "not neutral," but "have material-discursive properties" that produce "types" of parents. What does this mean? How do parents attempt to channel the "discursive authority" of physicians? Are there other parts of our medical system which seem on the surface to be neutral, but involve processes of value production?

Due: Week 7 reading commentary

Instead of a summary of articles this week, use the readings to come up with a list of 6-10 important components of Western/ bio-medical culture. You can bullet this list, and include a few sentences description after each of what these things are, and how they play out in healthcare settings with patients (if it helps, 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 one full single-spaced page total.

Also due this week: YOUR FIRST INTERVIEW TRANSCRIPTION

Week 8 October 13 **Gender, Health, and the Local Biologies of Life- II**

Required:

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)

Chadde, Sky (2014). How the Low-T Industry is Cashing in on Dubious, and Perhaps Dangerous, Science. *Dallas Observer*. November 12, 2014. Available in Canvas.

Choose:

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

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

Baker, Kelly, and Brenda Beagan (2014). Making Assumptions, Making Space: an Anthropological Critique of Cultural Competency and its Relevance to Queer Patients. *Medical Anthropology Quarterly* 28 (4): 578-598. Available on AnthroSource

Things to think about this week while reading...

The Murray et al. piece ("Duvet cover") and the Sky Chadde news article ("The Low-T Industry"). If you read these articles a bit critically, you'll see that both have a lot to say about the discourses in society about gender and bodies. What IS this discussion, and what does it tell you about "the way things should be?"

Due: Week 8 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? 1-2 single spaced pages.

Week 9 October 20

Required Reading:

Holmes, Seth (2013). *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. Los Angeles: University of California Press. (Available as e-book via UNT Libraries <https://discover.library.unt.edu/catalog/b5059231>)

Due: Week 9 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 10 October 27

Global Health

Required:

FILM about Paul Farmer and Jim Kim (both Physician Anthropologists). <https://video-alexanderstreet-com.libproxy.library.unt.edu/watch/bending-the-arc>

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).

Choose One:

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:"

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)

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)

Some things to think about this week while reading...

- 1) It's easy to think about structural violence impacting the CONDITIONS of health, but what about BELIEFS? **How can poverty or marginality, e.g., affect health-related beliefs?**
- 2) You've got another reading about how people in a slum resist a cholera control campaign. The **why do people resist the government's health campaigns** is a great question with lots of applicability to other things.

Due: 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 3
The Environment, Cultural Ecology, and Environmental Health

Required:

Singer, Merrill (2016). Introduction. *In A Companion to the Anthropology of Environmental Health*. Merrill Singer, ed. Pp. 1-18. 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)

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)

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)

Some things to think about while reading:

Do you see other examples of “elite contrarians?”

Due: 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. Slightly light assignment, because I want you to be working on your second project interview transcription.

SECOND INTERVIEW TRANSCRIPTION DUE

Week 12 Nov 10
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)

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).

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).

Things to think about while reading...

I'd really just like to hear whatever these readings provoke, or put in your mind, this week. So discussion is fairly open this week- anything that's on your mind about the topic.

Due: 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)? Think about 2-3 single spaced pages.

Week 13 Nov 17 – Lisa Henry (guest speaker)

Readings and assignment TBA

Week 14 November 24 (Wed before Thanksgiving break).

No class this week!

Week 15 Dec 1 Ethnography and Wrap Up:

Project wrap-up. Assignment TBA, based on an analysis of our collected interviews.

Reading

Jordan-Young, Rebecca, and Katrina Karkazis (2019). *Testosterone: An Unauthorized Biography*. Cambridge, MA: Harvard University Press. UNT Library bought a multi-user license for us, so you can read it as an e-book. <https://discover.library.unt.edu/catalog/b6749471>

You'll be responsible for reading the Introduction, Chapter 1, and then 2 chapters of your choice. The Chapter topics to choose from are:

- Ch 3) Violence
- Ch 4) Power
- Ch 5) Risk Taking
- Ch 7) Athleticism

Due: Week 9 reading commentary

For your assignment, first summarize the chapters with a detailed paragraph for each. After your summaries, write 2ish paragraphs that answer both of these questions below, BOTH of which get illustrated in every chapter:

- 1) In the Introduction, they call testosterone a "storyteller." (p. 5). What do they mean by this, and how do they illustrate it?
- 2) In the conclusion, they make the comment, "T is a mechanism for individualizing the social?" (215); "T naturalizes race" (and class divisions) (216). Same question here: what do they mean by this, and how is it illustrated?

(This assignment should be about 1½ - 2 single spaced pages).

December 8- Contingency Class!