**Anthropology 4200.001**

**Health, Healing, and Culture:**

**an Introduction to Medical Anthropology**

**Fall 2018**

**MWF 10:00 – 10:50 Gateway 137**

**Instructor:** Doug Henry

**Office Hours:** Tuesdays 12:00 – 2:30pm (or by apt).

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**COURSE DESCRIPTION AND OBJECTIVES**

**Course Content**

This course is an introduction to a vast subfield within anthropology – medical anthropology. Medical anthropologists study the relationships between culture, society, disease, health, and healing, both in the US and around the world. This includes disease etiology, the experience of suffering, “ethnomedical” beliefs, “sick role” behavior, the provision of health services, so called “biocultural” aspects of disease, structural violence, and the political economy of illness. *My general teaching philosophy about all this: this is not just a course about facts; it’s exposure to new ideas and to new ways of thinking. My goal is to introduce you to how interesting, relevant, and important medical anthropology is, so you’ll want to learn more.*

**Objectives – Your Development as Scholars**

***Overview***: I want you to learn how to think critically about the material that you are studying, especially what you are reading. Nothing here is holy writ; these are ideas that can be challenged but which must be challenged thoughtfully. Your feelings matter here, but your feelings must be backed up by your thoughts. It is OK to “not like” or “like” something; that’s the beginning of being interested in an idea. But you have to make yourself go a little bit deeper and explain to yourself (and occasionally to me); WHY you like or don’t like something by creating an intellectual framework for your ideas. How does what you are reading relate to something else you have been thinking about?

**By the end of the course I expect that:**

1. Every one of **you will have participated in class** to the extent possible in a class this size. I want to hear a comment from every student at least once during class sessions and will try to find ways to make it possible for everyone to feel comfortable speaking in class. **I** will make an effort to learn everyone’s name.
2. You will have become more comfortable with reading **journal articles** for class-based reading assignments. You will **learn how to read these *actively***, asking questions and making connections to other sources of information, building on your existing knowledge.
3. You will have become **comfortable with regular writing** assignments. There will be a lot of writing in this class, and step by step assignments along the way to the ethnography or final exam.

**ATTENDANCE POLICY**

**I expect you to come to every class**. Attendance will be randomly taken over the course of the semester, and then calculated as part of your participation grade. MORE IMPORTANTLY, your actual learning (what you’re paying tuition for) depends on listening to, and participating in, class discussion.

**CLASSROOM COMMUNITY**

This is a big class but I would like us as much as possible to be “seminar” in style (ie., incorporate group discussion). In order for discussions to be most useful, I expect you to have completed the reading assignments BEFORE class.

**I want you to ask questions** and make comments, or email me questions (if that makes you more comfortable) which I will address at the next available class time. There is no such thing as a stupid question! (except to *NOT TO ASK one when you have it!).* That being said, don’t be the student who dominates discussion every single class- be sensitive to the flow of information around the room.

During classroom discussions, I want to get to know you, so I’ll ask you to remember as much as possible to say your name (at least for the first month or so) before you start in on your comment. Also, I would like you to 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 TEXTS:**

Brown, Peter, and Svea Closser (2016). *Understanding and Applying Medical Anthropology*, 3rd edition. New York: Routledge Press.

**Some articles in the syllabus will be marked “required;” others will allow you to pick one or choose among a group.**” Some articles will be available through the online “Canvas” site for this course: <https://unt.instructure.com/login/ldap> . Others are available as “e-journal” articles through the UNT Library.

**COURSE REQUIREMENTS**

1. **30%. Weekly commentaries (300 points). There are 12 of these due in the course (13 are assigned, but you can choose 12).** These are short (approximately 250-300 words words) comments on two of the assigned readings for the week, due every Friday as noted in the syllabus (one commentary can cover both readings). These must be typewritten and single-spaced, and submitted to the course Canvas website under the “Discussion” board. These need to be submitted by 10am in order to not be counted as late.

*Don’t* ***JUST*** *write summaries of the reading!* Commentaries should also be analytical. Some weeks I have a specific question I want you to cover. Other weeks- if I don’t have something specific, you can approach it creatively. For example:

GOOD commentaries do one of these: (17½ -20 points awarded)

* 1. “React” to the readings by writing about how you felt about them – did you agree or disagree with authors’ analyses? Explain why.
  2. Take some specific aspect of the articles that was of particular interest to you and explain why it was interesting to you.

The BEST commentaries also do one of these: (20-25 points awarded)

* 1. Compare/ contrast the two readings with each other.
  2. Connect these two readings with previous ideas discussed in class or read about either in the course or on your own.
  3. If I ask a specific question that week, answer it!

1. **25% Mini-Medical Ethnography (250 points)**

This assignment involves you taking on the role of a student medical anthropologist and actually doing “fieldwork” and reporting on your experience. The main goal of this exercise is to enable you to connect your fieldwork experience with some of the key concepts in medical anthropology that we’ve talked about so far in this course. You’ll have to write observational “fieldnotes” in a notebook, and turn them in as an appendix for your paper. Fieldnotes include what you observe, your thoughts about what people told you, the environment, context- EVERYTHING. Your paper should be 6-9 double-spaced pages, with background/ summary, methods/ recruitment, results, and a discussion of the significance/ relevance of what you found, and how it relates to what we’ve covered in class. Subheadings are good, as they’ll keep you on track. The last part can include a documentation of the difficulties you experienced while carrying out this exercise – i.e. your “travails” experienced as a medical anthropologist. It helps to also be “reflexive:” Do you think your gender made a difference in how easy or how difficult it was for you to gather the data? Did you experience any discomfort when gathering the data? Did either you or your people under study become self-conscious? Did this assignment teach you anything about what it means to gather data as an anthropologist? In relating this to class material, reference and cite at least 3 things from class that are relevant. Here are some possibilities for your ethnography project, but this is really open:

1. Engage in an informal conversation with someone who you know has been sick recently, preferably if and when they lived with other people in the house/ apartment. Elicit information on the medical decision-making process that was involved in the sick person’s search for therapy. Identify the patient’s therapy management group. Who all were involved in negotiating the identity of the illness? Who made the most critical treatment-related decisions? Based on the data you gather, spell out the ways in which the “micropolitics” of therapy management might have been at work in the case at hand.

2. Have a discussion with a sample of 3-5 friends about college students and how they control “sleep/ being alert.” How is the way your sample views sleep different now than it has been in the past? How do men vs. women consider sleep differently? What strategies exist to stay awake? What strategies exist to get to sleep? What considerations go into decisions about medication (including self-medication) or therapies? Is there anything within the social context or environment that shapes your sample’s sleep strategies, how they interpret sleep/ alert problems?

3. Watch a few “weight loss” or “body sculpting” TV info-mercials, describe them in brief, reflect on the hype surrounding such commercials, and the consequences you think these commercials have in terms of “behavioral change” among potential customers. Follow this up by going to a restaurant/ the Union, hang out there for a couple of hours, make some detailed observations about the kinds of foods people/ students/friends order/eat. Then talk to your friends, engage in an informal group discussion and/or simply “listen” to “body talk” (self-image, the gym, dieting, calories, weight watching, etc.,) among your women and men friends. What differences do you see in the ways in which men and women respond to the hype surrounding weight?

4. Do an in-depth interview with someone who has ever consulted an “alternative” health care practitioner (someone other than an MD, nurse, osteopath, etc.). Ask them about their regarding their Explanatory Model for what was going on, including the reasons for the consultation, reasons for the choice of practitioner, their concepts of sickness causation, and their expectations for a treatment or cure.

5. If the idea of fieldwork is too stressful/ time-consuming, I’ll provide a list of medical ethnographies that you can read, and write a book review of. More details to follow.

Other research ideas: high school/ junior high sex ed programs, dancers’ perceptions of their bodies, nudists’ perceptions of their bodies, eating disorders, students who regularly go to the UNT Food Pantry, refugee/ immigrants and health, meanings of virginity/ virginity loss, intimate partner violence, someone you know who’s given birth, someone you know who’s had an abortion, “pro-life/ pro-choice” activists campus, medical (or legal) marijuana, people whose health has been impacted by fracking, asthma, or air quality, homeless kids and drug use, etc.

1. **23%. Attendance and Participation (230 points)**

I’ll pass around an attendance sheet randomly, but at least 10x, during the year. Participation is also important, so come to class with things to say!

1. **22%. Final (take home) exam (220 points)**

Just a heads up now, this will require you to use notes that you’ve taken during class, and the readings, all throughout the year. So my advice- COME TO EVERY CLASS AND TAKE GOOD NOTES. Don’t be caught off-guard on this.

TOTAL POINTS: 1,000

900 – 1,000 = A

800 – 899 = B

700 – 799 = C

600 – 699 = D

0 – 599 = F

**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://www.unt.edu/anthropology/writing.htm. 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/.

**DETAILED COURSE PLAN (DRAFT!):**

***Week 1 Aug. 27 – Aug 31***

***MEDICAL ANTHROPOLOGY: an Overview with Key Concepts***

Introduction to course 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)

**Due Friday:** *Write a shorter-than-usual, 100-150 word response, about which “approach” in Medical Anthropology do you either identify with the most, or find the most intriguing? Why?* ***Turn this in in Canvas, under “Assignments.”***

***Week 2 Sept 5, Sept 7***

***The Environment, Cultural Ecology, and Health***

**Required:**

McElroy, A. and P. Townsend (1996). The Ecology of Health and Disease. Chapter 1 in *Medical Anthropology in Ecological Perspective*. Pp. 1-29. Boulder, CO: Westview Press. (Canvas)

McKibben, Bill (2016) The Zika Virus Foreshadows our Dystopian Climate Future. The

Guardian 25 January 2016. <http://www.theguardian.com/commentisfree/2016/jan/25/zika-virus-brazil-dystopian-climate-future>. Accessed 8/22/18.

**Choose One:**

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)

McElroy, Ann (2005). Health Ecology in Nunavut: Inuit Elders’ Concepts of Nutrition,

Health, and Political Change. *In* Globalization, Health and the Environment: An Integrated

Perspective, Greg Guest, ed. Lanham: AltaMira Press, 107-131. (Canvas)

Desowitz, Robert (1981). How the Wise Men Brought Malaria to Africa. New Guinea Tapeworms and Jewish Grandmothers: Tales of Parasites and People. Pp. 46-58. New York: WW Norton and Company. (Canvas)

**Due Friday: Week 2 reading commentary.** *Use the readings to answer the question, what are some of the implications of human alterations of the environment? Does this connect to anything said in class?*

***Week 3 Sept. 10 – Sept 14***

***“Ethnomedicine” and Illness Beliefs – I.***

**Required:**

Pamela Erickson- the Healing Lessons of Ethnomedicine. 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)

**Choose**

Perera, Dhara, Sarath Panduwawela, Mahendra H. Perera (2013). Frigophobia: a case series from Sri Lanka. Transcultural Psychiatry 51 (2): 176-189 (available for free through the UNT library search <https://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)

Grinker, Roy (2016). Chapter 30 What in the World is Autism? A Cross-Cultural Perspective. *In* Understanding and Applying Medical Anthropology. Brown and Closser, eds. Pp. 311-319. (Canvas)

**Due Friday: Weekly reading commentary #3.** *In 250 – 300 words, use the readings to answer the question, Why is it important to understand health beliefs? Does this connect to anything said in class?*

***Week 4 Sept. 17 - 21***

***Ethnomedicine II: Therapy, Behavior, Treatment, Cure***

**Required**

Anoko, Julienne, and Doug Henry (draft). Removing a Community Curse Resulting from the Burial of a Pregnant Woman with the Child in her Womb: an Anthropological Approach During the Epidemic of the Ebola Virus Disease in Guinea. (Canvas)

Jolie, Angelina (2013). My Medical Choice. *New York Times*. May 13, 2013. (Available through the UNT library for free http://www.library.unt.edu/research)

**Choose:**

Andrews, Tracy, Vickie Ybarra, and LaVern Matthews (2013). For the Sake of our Children: Hispanic Immigrant and Migrant Families’ Use of Folk Healing and Biomedicine. *Medical Anthropology Quarterly* 27 (3): 385-413. Available on **AnthroSource** through the UNT Library!

Moerman, Daniel Doctors and Patients: the role of clinicians in the Placebo Effect. Chapter 20 in *Understanding and Applying Medical Anthropology, 3rd edition.* P.Brown and S. Closser, eds. Pp 213-221. New York: Taylor and Francis (Canvas) (after this you’ll have to buy the book!)

Press, Nancy, S. Reynolds, L. Pinsky, V. Murthy, M. Leo, and W. Burke (2005). “That’s like Chopping Off a Finger Because You’re Afraid it Might Get Broken:” Disease, and Illness in Women’s Views of Prophylactic Mastectomy. *Social Science and Medicine* 61 (5): 1106-1117. (Available through the UNT library for free http://www.library.unt.edu/research)

**Due Friday: Weekly reading commentary #4.** *In 250-300 words, compare and contrast the two readings you did for this week, and relate them to something we’ve talked about in class, or something else you’ve read or seen.*

***Week 5 Sept. 24 – Sept 28.***

***Culture, Nutrition, Health, and Food Security***

**Required:**

Henry, Lisa (2017). Understanding Food Insecurity Among College Students: Experience, motivation, and local solutions. Annals of Anthropological Practice 41 (1): 6-19. (Available through the UNT library for free http://www.library.unt.edu/research)

**Choose:**

Hadley, Craig, and Jed Stevenson, Yemserach Tadesse, and Tefara Belachew (2016). What Happens when Food Prices Skyrocket? An Ethiopian Example. Chapter 39 in *Understanding and Applying Medical Anthropology, 3rd edition.* P.Brown and S. Closser, eds. New York: Taylor and Francis Pp. 383-393. (Required Book)

Brewis, Alexandra (2016). Expanding Bodies in a Shrinking World: Anthropological Perspectives on the Global ‘Obesity Epidemic.’ Chapter 41 in *Understanding and Applying Medical Anthropology, 3rd edition.* P.Brown and S. Closser, eds. New York: Taylor and Francis Pp. 400 – 407. (Required Book)

**Due Friday: Weekly reading commentary #5** *Compare/ contrast/ connect to class, and then answer- how is the study of food an important topic in medical anthropology?*

***Week 6 Oct 1 – Oct 5   
The Culture of “Biomedicine”***

**Required:**

Salhi, Bisan (2016). Chapter 19 Beyond the Doctor’s White Coat: science, ritual, and healing in American Biomedicine. In *Understanding and Applying Medical Anthropology, 3rd edition.* P.Brown and S. Closser, eds. New York: Taylor and Francis Pp. 204 – 212. (Required Book)

**Choose:**

Willen, Sarah, and Anne Kohler (2016). Chapter 35 Cultural Competence and its Discontents: Reflections on a Mandatory Course for Psychiatry Residents. *In* *Understanding and Applying Medical Anthropology, 3rd edition.* P.Brown and S. Closser, eds. Pp Pp. 300 – 310. New York: Taylor and Francis (Required Book)

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)

Holmes, Seth (2012). The Clinical Gaze in the Practice of Migrant Health: Mexican Migrants in the United States. Social Science and Medicine 74 (6): 873-881. (Available through the UNT library for free http://www.library.unt.edu/research)

**Due Friday: *Weekly Commentary #6.*** *In 250-300 words, how does our medical system have a unique culture? Describe it- what are its symbols and rituals? (use examples from the readings)*

***Week 7 Oct 8 – Oct 12***

***Governmentality 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**

**Choose:**

Ong, Aihwa (1988). The Production of Possession: Spirits and the Multinational Corporation in Malaysia. *American Ethnologist* 15 (1): 28-42. (Available through the UNT library for free <http://www.library.unt.edu/research)>

Kleinman, Arthur (2016). Do Psychiatric Disorders Differ in Different Cultures? Chapter 29 in *Understanding and Applying Medical Anthropology, 3rd edition.* P.Brown and S. Closser, eds. Pp Pp. 300 – 310. New York: Taylor and Francis (Required Book)

Henry, Doug (2014). Attack of the Grotesque: Suffering, Sleep Paralysis, and Distress During the Sierra Leone War. *In* Genocide and Mass Violence: Memory, Symptom, and Recovery, Alex Hinton and Devon Hinton, eds. Pp. 242-260. Cambridge: Cambridge University Press. (Canvas)

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)>

**Due Friday: Weekly reading commentary #7** *In 250-300 words, use your readings to answer, how do psychiatric disorders differ in different cultures? How are they treated differently?*

***Week 8 Oct 15 - Oct 19***

***Gender, Health, and the Local Biologies of Life - I***

**Required**

Martin, Emily (1991). The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles. *Signs: Journal of Women in Culture and Society* 16 (3): 485-501. (Available through the UNT library for free http://www.library.unt.edu/research)

**Choose:**

Bell, Kirsten (2005). Genital cutting and Western Discourses on sexuality. *Medical Anthropology Quarterly* 19 (2): 125-148. Available on **AnthroSource** through the UNT Library!

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.

Kral, Michael (2013). “The Weight on Our Shoulders is too Much, and we are Falling”: Suicide among Innuit 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!

**Due Friday: Weekly reading commentary #8.** *In 250-300 words, compare and contrast the two readings, and connect them to something we’ve talked about in class.*

***There’s no class Friday, October 19. Instead, I’m giving you this class time to get a REAL jump on your medical ethnography, due in 2 weeks. Now is the time to be doing your research!***

***Week 9 Oct 22 – Oct 26***

***Gender, Health, and the Local Biologies of Life - II***

**Required**:

Lock, Margaret, and P. Kaufer (2001). Menopause, Local Biologies, and Cultures of Ageing. American Journal of Human Biology 13 (4): 494-504. (Canvas)

**Choose:**

Courtenay, Will (2000). Constructions of Masculinity and their Influence on Men’s Well-Being: a Theory of Gender and Health. Social Science and Medicine 55: 1385 – 1401. (Available through the UNT library for free http://www.library.unt.edu/research)

Lock, Margaret, Death in Technological Time: Locating the End of Meaningful Life. Medical Anthropology Quarterly 10: 575-600. (Available through the UNT library for free http://www.library.unt.edu/research)

Reczek, Corinne, and Debra Umberson (2012). Gender, health behavior, and intimate

relationships: Lesbian, gay, and straight contexts. Social Science & Medicine 74(11): 1783–1790 (Available through the UNT library for free http://www.library.unt.edu/research)

**Due Friday: Weekly reading commentary #9.** *Compare and contrast the two readings, and connect them to something we’ve talked about in class.*

***Week 10 Oct 29 – Nov 2***

***Public Health and Poverty***

FILM: IS INEQUALITY MAKING US SICK?

**Only one required article this week! Choose either:**

Goodman, Alan (2016). Chapter 5 Disease and Dying While Black: how racism, not race, gets under the skin. In *Understanding and Applying Medical Anthropology, 3rd edition.* P.Brown and S. Closser, eds. Pp. 52 – 57. New York: Taylor and Francis (Required Book)

Crooks, Deborah (2001). Poverty and Nutrition in Eastern Kentucky: The Political Economy of Childhood Growth. *In* Building a New Biocultural Synthesis. A.H. Goodman and T.L. Leatherman, eds. Pp. 339-355. Ann Arbor: University of Michigan Press. (Canvas)

**Due Friday:** *Mini-ethnographies due! Come to class Friday prepared to talk about them!!* (no “weekly commentary” this week).

***Week 11 Nov 5 – Nov 9***

***Structural Violence and Health - I***

FILM: AIDS IN AFRICA: WHY?

**Required:**

John Oliver, “Tobacco.” Last Week Tonight. YouTube: <https://www.youtube.com/watch?v=6UsHHOCH4q8>

Holmes, Seth (2016). Chapter 13 “Oaxacans Like to Work Bent Over”: the naturalization of suffering among Berry Farm Workers. In *Understanding and Applying Medical Anthropology, 3rd edition.* P.Brown and S. Closser, eds. Pp. 140-154. New York: Taylor and Francis (Required Book)

**Choose:**

Singer, Merrill Does America Really want to Solve its Drug Problem? Chapter 14 in *Understanding and Applying Medical Anthropology, 3rd edition.* P.Brown and S. Closser, eds. Pp 155-163. New York: Taylor and Francis (Canvas)

Singer, Merrill, F. Valentin, H. Baer, and Z. Jia (1992). Why does Juan García have a drinking problem? The perspective of critical medical anthropology. *Medical Anthropology*. 14 (1): 77-108. (Available through the UNT library for free http://www.library.unt.edu/research)

Nichter, Mark, and Elizabeth Cartwright (1990). Saving the Children for the Tobacco Industry. *Medical Anthropology Quarterly* 5(3):236- 256. (Available through the UNT library for free http://www.library.unt.edu/research)

**Due Friday: Weekly reading commentary #11.** *In 250-300 words, what is the “violence” of policy or social structure in your secondary reading, and how does it relate to what Seth Holmes calls “the naturalization” of suffering?*

***Week 12 Nov 12 – Nov 19***

***Structural Violence and Global Health – II***

***(note: I’ll be out of town Nov 14, 16, and 19. I’ll put notes online for you in the Canvas section of class. You’ll be responsible for reading them, and, of course, for doing the readings)***

***There’s no class Nov 21 and Nov 23 (Thanksgiving break).***

**Required**

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

**Choose:**

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)

Moniruzzaman, Monir (2016). Chpater 27: Spare Parts for Sale: violence, exploitation, and suffering. *Understanding and Applying Medical Anthropology, 3rd edition.* P.Brown and S. Closser, eds. Pp 277-285. New York: Taylor and Francis

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>)

**Due Monday Nov 19th : Weekly reading commentary #12** *In 250-300 words, compare and contrast your two readings, and answer the question, how do social and global inequalities matter for health in your two readings?*

***Week 13 Nov 26 – Nov 29***

***Culture and The Body - I***

**Required**

Lock, Margaret (2016). Chapter 28 Inventing a New Death and Making it Believable. In *Understanding and Applying Medical Anthropology, 3rd edition.* P.Brown and S. Closser, eds. Pp 286-297. New York: Taylor and Francis (Required Book)

**Choose:**

Sutton, Barbara (2007). Naked Protest: Memories of Bodies and Resistance at the World Social Forum. *Journal of International Women’s Studies* 8 (3): 139-148. (Available through the UNT library for free http://www.library.unt.edu/research)

MacLeish, Kenneth (2012). Armor and Anesthesia: Exposure, Feeling and the Soldier’s Body. Medical Anthropology Quarterly 26 (1): 49-68. (Available through the UNT library for free http://www.library.unt.edu/research)

O’Connor, Richard, and Penny Van Esterik (2016). De-Medicalizing Anorexia: a New Cultural Brokering. Chapter 40 in *Understanding and Applying Medical Anthropology, 3rd edition.* P.Brown and S. Closser, eds. Pp 394-399. New York: Taylor and Francis (Required Book)

**Due Friday: Weekly reading commentary #13.** *In 250 words, compare and contrast your two readings, and relate them to something we’ve talked about in class.*

**Take home final exam will be handed out this week! (probably Friday)**

***Week 14 Dec 3, Dec 5***

***Culture and the Body – II: Embodiment***

**Choose only one:**

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>

Low, Setha (1994). Embodied Metaphors: nerves as lived experience. *In* Embodiment and Experience: The existential ground of culture and self. T.J. Csordas, ed., pp. 139-162. Cambridge: Cambridge University Press.(Canvas)

Coker, Elizabeth (2004). "Traveling pains": embodied metaphors of suffering among Southern Sudanese refugees in Cairo. *Culture, Medicine, and Psychiatry* 28(1): 15-39. (Available through the UNT library for free http://www.library.unt.edu/research)

**Due Friday: Weekly reading commentary #14***. In 250 words, answer the question, “What is Embodiment, and how is it applicable in this article?*

***Dec 7***

***COURSE WRAP-UP and REVIEW***

Come to class with questions!

**Sunday, Dec 9, at 11:59pm – FINAL EXAM DUE IN ONLINE COURSE FOLDER!**

**Ethnography Options for a Book Report**

**CHOOSE ONE OF THE FOLLOWING TO READ:**

Speier, Amy (2016). Fertility Holidays: IVF Tourism and the Reproduction of Whiteness. New York: New York University Press.

Holmes, Seth (2013) Fresh Fruit, Broken Bodies: Indigenous Mexican Farmworkers in the United States. Berkeley: University of California Press.

Fadiman, Anne (2012) The Spirit Catches You and You Fall Down. London: Farrar, Straus, and Giroux.

Finley, Erin (2011). Fields of Combat: Understanding PTSD among Veterans of Iraq and Afghanistan. Ithaca, NY: ILR/ Cornell University Press.

Donna Goldstein (2004). Laughter Out of Place: Race, Class, Violence, and Sexuality in a Rio Shantytown. Berkeley: University of California Press.

Marc Sommers (2001). Fear in Bongoland: Burundi Refugees in Urban Tanzania. New York: Berghahn Books.

Paul Farmer (1992). AIDS and Accusations: Haiti and the Geography of Blame. Berkeley: University of California Press.

**Stucture**

In 8-10 pages, write a report about the book. Start by writing about 2 pages where you describe the book, and the ethnographic situation that it describes. Make this “dense,” where you pack a lot of information into each line. Next, in 5-6 pages, what medical anthropology topic does this relate to? How does it specifically relate to anything we’ve talked about or read in class? Cite at least 5 other sources that talk about the context of medical anthropology, emphasizing what we’ve read in class (i.e., the author of the book will probably talk about context, but you ALSO NEED to include class material!). Finally, finish with about 2 pages of “what the author does well,” “what you would have liked to have seen more of” (e.g.- what questions were you left with, that the author never got to), and “what is the practical application of this kind of book” (i.e., “who could use this kind of knowledge,” and “how would it be useful”).

**Other**

Of course, like anything you turn in in college, your paper needs to be grammatically perfect. The flow of the paper should be smooth, though you can use subheadings. Citations should be internal in the text, like this (Henry 2016), and then be included in a bibliography/ references section at the end (use the format above, or use the same format as is in the syllabus). Use 11 or 12 point Times New Roman font, and 1” margins.