

ANTHROPOLOGY OF BODIES, MEDICINE, ILLNESS

Graduate Seminar

FALL 2007 SYLLABUS

Professor Donna Goldstein
Associate Professor
Department of Anthropology
University of Colorado-Boulder

Class Meetings:

Hale Building 445
Wed. 12:00-2:30

Office and Contact:

Hale Building 455
Telephone: (303) 492-5484
Email: goldsted@spot.colorado.edu

Office Hours

Thurs. 11:30-1:30 by sign-up sheet on door and by appointment

Course Description

This course introduces graduate students to the subfield of Critical Medical Anthropology, an anthropology that explores human life as simultaneously biological, social, cultural, and symbolic. It is a field that is by its very nature interdisciplinary and therefore crosses into the fields of medicine, biological sciences, public health, social medicine, and community medicine as well as the history of medicine. Roughly, the course will loosely provide a comparative perspective on the body, medicine, illness, and healing in a broad range of societies, and will engage with a range of theoretical approaches to these issues through a close engagement with key theoretical and ethnographically based texts. One of the key tensions in this field has been one that is familiar to the broader field, namely the attention paid to local, subjective, interpretive aspects of illness versus the more structurally based aspects affecting health, health care, and the body—the large body of material known as “political economy.” Rather than attempting to cover every major article and/or controversy that has emerged in this subfield, I have taken the liberty to select what to my mind are major highlights and successes in this field.

Class Culture:

I hope the organization of this class will encourage it to be a safe atmosphere where ideas are exchanged and differing perspectives are respected. I am hoping that the combination

of a highly motivated group of participants will help to make this class not only intellectually stimulating, but also a pleasant place to be. I ask that participants be courteous and respectful to others. In other words, I would like to stimulate intellectual exchange and the ability to discuss and disagree with one another and to understand that we can do this in a friendly, civilized, and respectful manner.

Readings, Class Participation, and Class Discussion: We will meet as a class for one 2.5 hour seminar per week. Therefore, all students are expected to have completed the assigned readings prior to each class and be prepared to engage in class discussion. This is extremely important for the success of the course. Be prepared with reactions, comments, critiques and/or questions in response to the readings for each class. Regular attendance is expected of all students. This class is strictly limited to **15 students**.

Evaluation of Seminar Participants:

There will be three forms of evaluation of your work for this seminar:

- 1) your critical reaction papers, 4 total for the semester (20%);
- 2) your leading of class discussion, 1-2 per semester is required (20%);
- 3) your attendance and class participation (10%);
- 4) final presentation (10%) and final paper (40%).

Consistent effort and improvement will be weighted heavily in grading.

1) Critical Reaction Papers

Every other week a “one-to-two page” critical reaction paper discussing the week’s readings is required. These critical reaction papers can be anywhere from one double-spaced to two double-spaced pages. The class will be divided into 2 groups—A and B—during the first week’s class, and the grouping you choose to belong to determines **when** you write your papers. **Four critical reaction papers** are due for each individual student over the course of the semester. (That means you can skip one week. Just make sure that you write four of them ON TIME during the course of the semester). Please hand me **2 copies** of your paper at the end of class. One copy will be returned to you and one will be kept on file.

These short papers should be interesting and engaging and should explore one idea (but possibly more) from the readings in detail. A good way to think about these assignments is to imagine yourself as a book or article review writer, addressing both a broad intellectual audience as well as an anthropological audience. If you disagree with an author’s methods or conclusions, then explain why and give an alternative argument (and source) that explains your point. Try to be as thorough, precise, and as specific as possible. **(20%)**

2) Leading class discussion with brief presentation

Students are expected to give **1- 2** formal fifteen to thirty minute long presentations on one or more of the week’s readings over the course of the semester. Participants should organize their presentations on the assumption that everyone has already done the readings in question, and therefore only a short amount of time is needed to summarize the readings.

The bulk of the presentation should focus on addressing the key issues raised in the readings, the apparent agendas (theoretical and otherwise of its author(s)), critiques of the reading (i.e., strengths, weaknesses, whether or not the argument, data, or analysis is convincing), and what significance the selection(s) has in the grand scheme of anthropological (or some other interesting disciplinary discourse) theory. Close your presentation by suggesting some aspects of the readings that you feel are interesting areas for further class discussion, particularly those aspects which you may not have had time to address during your presentation. Do a practice run of your presentation beforehand in order to make sure that you do not exceed the time limit of **30 minutes. (10%)**

3) Class Culture and Class Participation

There are a number of interesting ways in which we can think about this particular experience together. First, I would suggest that we think of this class as not only a seminar on a set of themes, but also a kind of intellectual workshop. While I will certainly take responsibility as director of this endeavor, the quality of the discussion will depend on how deeply and seriously you take the readings.

I hope the organization of this class will encourage it to be more of a “salon” atmosphere where ideas are exchanged and differing perspectives are respected. I am hoping that the combination of good readings and a highly motivated group of participants (as presenters and as critical reaction paper writers) will help to make this seminar not only intellectually stimulating, but also a pleasant place to be. I ask that participants be courteous and respectful to others. In other words, I would like to stimulate intellectual exchange and the ability to discuss and disagree with one another and to understand that we can do this in a friendly, civilized, and respectful manner.

We will conduct the course as a weekly seminar. Therefore, all students are expected to have completed the assigned required readings prior to each class and be prepared to engage in class discussion. This is extremely important for the success of the course. Be prepared with reactions, comments, critiques and/or questions in response to the readings for each class. Regular attendance is expected of all students. This class is strictly limited to **15 students** and advanced graduate students in anthropology will be given preference of entry.

4) Final Presentation and Final Paper: One 15 to 20-page final paper with complete bibliography and footnotes is due for the course. Your paper represents an opportunity for you to critically respond to course readings and discussions and to explore one topic/problem in depth. You may choose your own thematic topic, but the paper should focus at the very least on either a section of readings, or a week’s readings. Usually, better papers take a smaller topic and focus on one idea in-depth. You will be expected to present a 5-10 minute version of your paper to the class **(10%)** and to make your final paper available to everyone in the class. **(40%)**

Note 1: If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and

<http://www.Colorado.EDU/disabilityservices>

Note 2: Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, I would appreciate it if you could let me know about potential conflicts at least two weeks in advance. See full details at http://www.colorado.edu/policies/fac_relig.html

Note 3: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Note 4: The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

Note 5: All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

Entire Books We Will Read Together

Scheper-Hughes, Nancy. 1992. *Death Without Weeping: The Violence of Everyday Life in Northeast Brazil*. Berkeley and Los Angeles: University of California Press.

Fassin, Didier. 2007. *When Bodies Remember: Experiences and Politics of AIDS in South Africa*. Berkeley and Los Angeles: University of California Press.

Foucault, Michel. 1980[1978]. *History of Sexuality Vol. 1: An Introduction*. New York: Vintage Books.

Kligman, Gail. 1998. *The Politics of Duplicity: Controlling Reproduction in Ceaucescu's Romania*. Berkeley and Los Angeles: University of California Press.

Lock, Margaret. 2001. *Twice Dead: Organ Transplants and the Reinvention of Death*. Berkeley and Los Angeles: University of California Press.

Petryna, Adriana. 2002. *Life Exposed: Biological Citizens After Chernobyl*. Princeton: Princeton University Press.

Semester Schedule

Week 1: August 29: SYLLABUS, INTRODUCTIONS, ORGANIZATION

Determine if you are in the right class for you.

A and B group: If you would like, we can institute a system of Wednesday lunch/snacks in order to make it a more pleasant environment. If the class agrees to this organization, I would like to insist that everyone sign up for A and B groupings. A and B groupings alternate writing/critical reaction papers with food preparation responsibilities. These are loose groupings and anyone who feels inspired to write in a week they are not assigned to is fine with me. Please plan to have 4 excellent critical reaction papers by the end of the semester. You may want to write 5 of them and drop your lowest grade.

Week 2: September 5: Theoretical Directions (A Group writes, B Group Food)

1. Parsons, Talcott. 1975. "The Sick Role and the Role of the Physician Reconsidered." *The Milbank Memorial Fund Quarterly. Health and Society* Vol. 53, No. 3, (Summer 1975) 257-278.
2. Scott, Joan. 1991. "The Evidence of Experience." *Critical Inquiry*, Vol. 17, No. (Summer 1991):773-797.
3. Scheper-Hughes. 1987. "The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology." *Medical Anthropology Quarterly*, New Series, Volume 1 No. 1: 6-41

Week 3: September 12: Political Economies of Health and Suffering (B Group writes, A Group Food)

1. Allan Young. 1982. "The Anthropology of Illness and Sickness." *Annual Review of Anthropology*, Volume 11: 257-285.

2. Lesley Doyal (with Imogen Pennell). *The Political Economy of Health*. 1981 [1979]. Boston, MA.: South End Press. (pp. 11-46 “Understanding Medicine and Health.”)

3. Michael Taussig. 1980. “Reification and the Consciousness of the Patient.” *Social Science and Medicine*, Volume 14B:3-13.

Week 4: September 19: Ethnography: Death Without Weeping (Scheper-Hughes, Mother Love and Child Death in Northeast Brazil) (A Group writes, B Group food)

1. Read the first half through page 267.

Week 5: September 26: Ethnography: Death Without Weeping (continued) (B Group writes, A Group Food)

1. Read p. 268 through to the end.

Week 6: October 3: Epidemics (A Group writes, B Group Food)

1. Farmer, Paul. *Infections and Inequalities*. 1999. Berkeley: University of California Press. (pp. 1-58)

2. Treichler, Paula. 1987. “AIDS, Homophobia and Biomedical Discourse: An Epidemic of Signification.” *October*, vol. 43, AIDS: Cultural Analysis/Cultural Activism (Winter 1987) : 31-70. (Reprinted from *Cultural Studies*)

3. Butt, Leslie. 2002. “The Suffering Stranger: Medical Anthropology and International Morality.” *Medical Anthropology* 21:1-24.

Week 7 : October 10: Representations Through Disease: The Work of Sander Gilman (B Group writes, A Group Food)

1. Gilman, Sander. 1987. “AIDS and Syphilis: The Iconography of Disease,” *October*, Vol. 43, AIDS: Cultural Analysis/Cultural Activism (Winter, 1987):87-107.

2. Gilman, Sander. 1985. “Black Bodies, White Bodies: Toward an Iconography of Female Sexuality in Late Nineteenth-Century Art, Medicine, and Literature.” *Critical Inquiry*, Vol. 12, No. 1, “Race,” Writing, and Difference. (Autumn 1985): 204-242).

3. Gilman, Sander. 1989. “Plague in Germany, 1939/1989: Cultural Images of Race, Space, and Disease.” *MLN*, Vol. 105, No. 5, *Comparative Literature* (Dec. 1989):1142-1171.

4. Gilman, Sander. 1993. “Mark Twain and the Diseases of Jews.” *American Literature*, vol. 65, no. 1 (March 1993):95-115

Week 8: October 17: Ethnography: When Bodies Remember (Fassin, AIDS and the end of apartheid in South Africa) (A Group writes, B Group Food)

1. Read entire book.

Week 9: October 24: Bio-Power, Governmentality, and Beyond Political Economy (B Group writes, A Group Food)

1. Foucault, Michel. 1980 [1978]. *History of Sexuality Volume 1: An Introduction*. New York: Vintage Books.

2. Foucault, Michel. “Governmentality.” In: *The Foucault Effect: Studies in Governmentality*. Edited by Graham Burchell, Colin Gordon, and Peter Miller. Chicago: University of Chicago Press, pp. 87-104.

3. Foucault, Michel. “The Subject and Power.” In: *Michel Foucault: Beyond Structuralism and Hermeneutics*. Chicago: University of Chicago Press, pp. 208-226.

4. Dreyfus, Hubert and Paul Rabinow. 1983. "From the Repressive Hypothesis to Bio-Power." In: *Michel Foucault: Beyond Structuralism and Hermeneutics*. Chicago: University of Chicago Press, pp. 126-142.

5. Turner, Bryan. Medical Knowledge and Social Power (pp. 18-38) Recalled from Science Library. Will distribute hard copy in class later.

Week 10: October 31: Ethnography: *Life Exposed: Biological Citizens After Chernobyl* (Adriana Petryna) (A Group writes, B Group Food)

Week 11: November 7: Reproduction Politics and *The Politics of Duplicity* (B Group writes, A Group Food)

1. Rapp, Rayna. 2001. "Gender, Body, Biomedicine: How Some Feminist Concerns Dragged Reproduction to the Center of Social Theory." *Medical Anthropology Quarterly*. 15(4): 466-477.

2. Kligman, Gail. 1998. *The Politics of Duplicity: Controlling Reproduction in Ceaucescu's Romania*. Berkeley and Los Angeles: University of California Press.

Week 12: November 14: Organ Politics and *Twice Dead* (A Group writes, B Group Food)

1. Scheper-Hughes, Nancy. 2007. CHAPTER 4: THE GHOSTS OF MONTES de OCA: Naked Life and the Medically Disappeared, Excerpted From her book in progress: *A World Cut in Two: the Global Traffic in Organs* (5.22. 2007) Will distribute later.

2. Lock, Margaret. 2001. *Twice Dead: Organ Transplants and the Reinvention of Death*. Berkeley and Los Angeles: University of California Press.

Week 13: November 21 FALL BREAK: NO CLASS

Week 14: November 28: You Choose the Book. (B Group writes, A Group food)

Week 15: December 5: Class Presentations

Week 16: December 12: Class Presentations

Papers Due on December 14th at 5:00 in my mailbox.