Course Description (Is This Course for You?)
This will be a demanding upper-level cultural anthropology course in the sub-field of medical anthropology designed for advanced undergraduate students, most of whom will have had little exposure to this area of scholarship. The readings will enable students to become conversant about a number of issues in Medical Anthropology, with the literature this semester focusing on: science, medicine, and the idea of “populations.” The field of Medical Anthropology has grown exponentially in the last ten years, making it necessary to further focus a one-semester course such as this one. I have attempted to choose “key” readings that range from articles that represent some of the history of the field, some important contemporary theorists and trends, and some in-depth case studies of general interest. In addition to the books assigned, there are also a number of articles and films that are essential to the intellectual foundations of this class, most of which are available as downloads as pdf files on D2L and by streaming (films, videos, clips), also inside of your D2L.

If you are not willing to read carefully—and even struggle a bit intellectually—in an area unfamiliar to you, then you might want to consider taking a different course.

The field of medical anthropology is large and interesting: have patience and allow your mind to expand. This course takes on just a few of the issues that are of central importance. I care that you have a good learning experience in this class, but I also demand that you do a fair amount of active scholarship on your own. You will have the opportunity in this class to write one scholarly final paper.
(2) Religious Observances:
Campus policy regarding religious observances requires that faculty make every effort to deal reasonably
and fairly with all students who, because of religious obligations, have conflicts with scheduled exams,
assignments or required attendance. In this class, please let me know during the first or second week of
classes so that I can accommodate you during the semester.
See full details at http://www.colorado.edu/policies/fac_relig.html

(3) Classroom Behavior Policy
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,
color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and
gender expression, age, disability, 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

(4) The Office of Discrimination and Harassment states:
The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning,
working, and living environment. The University of Colorado does not discriminate on the basis of race,
color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in
admission and access to, and treatment and employment in, its educational programs and activities.
(Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or
harassment based upon Protected Classes or related retaliation against or by any employee or student. For
purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex,
pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or
veteran status. Individuals who believe they have been discriminated against should contact the Office of
Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) 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://hr.colorado.edu/dh/

(5) Honor Code
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; 303-735-2273).
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://honorcode.colorado.edu

Course Prerequisites:
Enterance to the honors program at CU. Prerequisites are at least two social science courses at the 2000-
level, preferably one of those being Frontiers of Cultural Anthropology 2100. If you have not had
Frontiers 2100, then you need to show evidence of other social science and humanities work and too,
have a burning desire to learn about the topics considered in this course.
REQUIRED BOOKS:


Under Consideration for May 2 Class:

REQUIRED ARTICLES ON D2L:
You will need to download and print out the required articles in hard copy in order to do well in this class. If you read them on-screen, you will save yourself a few dollars, but I believe you will not be able to study more efficiently for the exams that you will take. The idea is to read these articles carefully and to mark them with your own commentary. If you can do this on your iPad, Kindle, or with another computer program, that works too. The course closely follows these articles. Your midterm and final take-home examination are based on course lectures, discussions and the readings.

Additionally, we will use D2L for handing in your 6 working papers and your one Final Paper and for any additional class content that is added, such as updates to the syllabus, newspaper articles, etc.

**Desire 2 Learn**
To access the Desire 2 Learn (D2L) website go to learn.colorado.edu, then Log-in with your identi-key.
Find ANTH 4610.
Here are instructions for uploading your working papers, final paper, etc. to dropbox.

**Select Dropbox:**
From the home page select “Dropbox” from navigation bar.
Follow the instructions and upload your Paper to the APPROPRIATE FOLDER for that week.
I will periodically post updates to class syllabus and other materials in the appropriate area, beginning with any changes we decide to make to the syllabus.

Contents
In Desire 2Learn, there is a Contents section. My plan is to post the updates to the syllabus and other materials here for your convenience. Syllabi updates are identifiable by date.

Other D2L services
D2L provides several other services aside from Dropbox. I will also create a special Dropbox for you to place your PowerPoints online.

Here is a provisional list of the online articles (subject to changes and additions):

Films Available on-line, streaming within D2L (subject to change):
Atomic Café
I Am Become Death: They Made the Bomb
The Death of Mr. Lazarescu
Life and Times of Sara Baartman
Tuskegee
Dirty Pretty Things
Radio Bikini
Trinity and Beyond: The Atomic Bomb Movie

Course Expectations:
I hope that you will want to attend this class. I encourage you to come to class and come on time. You must read the book or readings for the day. Come prepared to participate.

Academic Honesty:
I adhere to the academic honesty rules of this university. I expect you to do your own work. This entails citing sources correctly, including Internet sources. (Provide the URL and the date accessed when you are citing an Internet source)

Respect for one another:
I would like the class to be a comfortable place to carry on intellectual conversations, some of which may show different perspectives. The expectation is that we all treat one another with respect, even if our points of view differ. However, it also means being informed by being prepared for class.
Basis for Student Evaluation:

1. Class Participation, Attendance, and two group powerpoints: 25%

Note on Participation:
Although attendance is necessary, it is not sufficient to receive full credit. It is not possible to get an “A” in this course while failing to participate in class discussions. Any student having difficulties with this portion of the requirement will need to contact me during the first two weeks of the semester. Each student will participate in a group of 2 or 3 students who are in charge of creating a short powerpoint (no more than 20 slides total) in order to get us going about the readings on any particular day. Please sign up on the first day.

Basic Attendance
Attendance is mandatory. More than two unexcused absences will translate into a starting average of “A-” in the class. From there, your starting grade decreases rapidly. An excused absence is sickness or some other valid reason, accompanied by a signed statement from you or your physician (upon return) stating that you were ill. This statement should be provided at the very next class—that is, upon your return. Please do not wait until the end of the semester to provide this information. If you are feeling ill, I encourage you to stay home. If the class time is too early for you to attend or is inconvenient in some way, please anticipate this in your decision-making and leave a position for another student who would like to take and attend this class. Many thanks!! Attendance, participation, and powerpoints count 25% of your grade.

1. Powerpoint will be dropped in a special folder for powerpoints. Put date and names in title. (part of 25%)
2. One original 10-15 page paper (Essay Format): 50%
3. 6 short (2 to 3-pages, double-spaced) essays due the week of that reading: 25%
   a. You will drop a copy in dropbox
   b. You will deliver two hard copies to me in class that day.

Week 1: Power, Medicine, Science, Subjectivity, Populations, and Foucault

Required Readings:
January 17:
Introductions and Syllabus
Please buy or rent books for the course. I have not ordered these at the bookstore.
Do we want to have snacks during this class?

In Class:
January 17:
1. Syllabus, requirements, policies, and “Is this class for you?”
2. Discussion of Foucault, power, and other aspects of his work as framing for the course.

Week 2: Power, Medicine, Science, Subjectivity, Populations, and Foucault

Required Readings:
January 24:
Book:

Articles on D2L:
Foucault, Michel. 1978. Part 5: Right of Death and Power over Life, excerpt from *History of Sexuality*, pp. 130-159. New York: Random House. (Full Volume is online as PDF)

In Class:
Discussion of these texts and work of Michel Foucault
Week 3: Science and Genetics in Post-Hiroshima Perspective

Required Readings

January 31:

Book:

Article in D2L:

Film:
Watch *Radio Bikini*
[http://www.youtube.com/watch?v=4c14uudVDG8](http://www.youtube.com/watch?v=4c14uudVDG8)

Watch *Trinity and Beyond*

In Class:
January 31:
1. Discussion of readings and film

Week 4: Subjectivity

Required Readings:

February 7:

Book:

Article in D2L:

In Class:
February 7:
Discussion of readings.

Week 5: Structural Violence and Human Organs Trafficking: Farmer and Scheper-Hughes

Required Readings:

February 14:

Articles in D2L

Visuals:
1. Film: *Dirty Pretty Things*
Additional Visuals (if you are inclined)
2. Interview of Scheper-Hughes and Walter LaSalle
   http://www.youtube.com/watch?v=A4tAx8jedEA (BBC interview Walter La Salle)
3. Conversations with history (with Kreisler)
   http://conversations.berkeley.edu/content/nancy-scheper-hughes
4. Dan Rather and Scheper-Hughes in Moldova
   http://www.youtube.com/watch?v=AQiOtOslLuE
5. Farmer: I believe in health care as a human right.
   http://www.youtube.com/watch?v=xJpZnUjtorI

In Class:
February 14:
Discussion of Materials

Week 6: Racialized Subjectivities and Medicine 1
Required Readings:
February 21:
Book:

Article:

Visuals:
Watch Film: *The Life and Times of Sara Baartman*
Watch Film: *Tuskegee Experiments*

In Class:
February 21:
Discussion of reading and films

Week 7: Racialized Subjectivities and Medicine 2
Required Readings:
February 28:
Book:

In Class:
February 28:
Discussion of *Vita*

Week 8: Racialized Subjectivities and Medicine 3
Required Readings:
March 7:
Book:

Article:
In Class:
March 7:
Discussion of readings

Week 9: Racialized Subjectivities and Medicine 4
Required Readings:
March 14:
Book:

In Class:
March 14:
Discussion of reading

Week 10: Work on your Final Papers
March 20:
No Class: Work on your final papers

Week 11: March 28: SPRING BREAK: NO CLASSES. WORK ON YOUR FINAL PAPER

Week 12: Experimentation/Addiction/Pharmaceuticals 1
Required Readings:
April 4:
Book:

In Class:
April 4:
Discussion of reading
***Final paper outline due (2 page outline and 3 to 5 bibliographic sources)***

Week 13: Experimentation/Addiction/Pharmaceuticals 2
Required Readings:
April 11:
Book:

In Class:
April 11:
Discussion of reading

Week 14: Experimentation/Pharmaceuticals 3
Required Reading:
April 18:
Book:

In Class:
April 18:
Discussion of reading
Week 15: Bringing Anthropology Home

Required Readings:
April 25:
Book:

In Class:
April 25:
Discussion of Book

Week 16: YOU DECIDE (Another book? Editorial Groups? Presentation of your papers?)

Required Readings:
May 2:

In Class:
May 2: