

The Mission of Wayne State University: *We will create and advance knowledge, prepare a diverse student body to thrive, and positively impact local and global communities.*****

ANTHROPOLOGY OF HEALTH AND ILLNESS

ANT 5400, WINTER 2017

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Course description Within the canon of anthropology, health and illness are old themes. Anthropology of Health and Illness explores how these themes are continually renewed—and are made increasingly complicated—in contemporary anthropological contexts. The course is geared towards advanced undergraduate and graduate students. As such, some familiarity on the part of students with questions, concerns, and methodologies within medical anthropology is expected. The readings are organized around important conceptual domains found in the practice and theory of medical anthropology. Through the readings and exercises, students will gain an understanding of important texts within medical anthropology and will sharpen their analytical skills as practicing anthropologists. The course will be given as a seminar and will be writing intensive. Therefore students will be expected to fully participate in discussions and will be required to facilitate multiple discussions of the assigned readings. Although the majority of assigned materials are texts, films are also scheduled. Students are obliged to devote the same amount of critical attention to these films as to the readings, as they will form a serious part of the discussion on the days they are assigned.

Learning outcomes At the end of this course, you will be able to:

- Explain how health and illness have social, political, and cultural dimensions by comparing and contrasting specific cases through the course readings.
- Discuss the ways in which anthropology provides both methodological and conceptual frames outside of biomedicine for appreciating the lived experience of disease and disorder.
- Describe specific contexts and situations in which concepts such as embodiment, social suffering, compliance, resistance, and reasoning might help our attempts to grasp healing and illness.
- Discuss the ways in which medical knowledge and practice operate on various scales (individual, family, local, global) through scholarly examples.
- Identify and discuss the ethical issues that emerge in working as a medical anthropologist.
- Develop and explore your own interests within medical anthropology, biomedicine,

and health science through weekly response papers and seminar discussion.

Required texts Several texts are available for purchase at the Wayne State Barnes & Noble. Some are also available as e- books through the WSU library; however, I strongly recommend that you read a hard copy.

Epstein, Steven. 1998 *Impure Science: AIDS, Activism and the Politics of Knowledge*. Berkeley: University of California Press.

Heinemann, Laura. 2016 *Transplanting Care: Shifting Commitments in Health and Care in the United States*. New Brunswick, NJ: Rutgers University Press.

Livingston, Julie. 2012 *Improvising Medicine: An African Oncology Ward in an Emerging Cancer Epidemic*. Durham: Duke University Press.

Petryna, Adriana. 2009 *When Experiments Travel: Clinical Trial and the Global Search for Human Subjects*. Princeton: Princeton University Press.

Wendland, Claire. 2010 *A Heart for the Work: Journeys through an African Medical School*. Chicago: University of Chicago Press.

Young, Allan. 1995 *The Harmony of Illusions: Inventing Post-Traumatic Stress Disorder*. Princeton: Princeton University Press.

Recommended texts (excerpts will be available on Blackboard, but these are classic texts for which you may wish to have your own copy)

Kleinman, Arthur. 1988 *The Illness Narratives: Suffering, Healing, and the Human Condition*. New York: Basic Books.

Murphy, Robert F. 2001 *The Body Silent: The Different World of the Disabled*. New York: W. W. Norton and Co., Inc.

Scheper-Hughes, Nancy 1992 *Death without Weeping: The Violence of Everyday Life in Brazil*. Berkeley: University of California Press.

Course assignments This is a seminar-style course. In other words, this is a small, reading-intensive class (several articles to a book per week) that relies on students' engaged, active, and collegial participation. There are two major types of graded class components: 1) ongoing class activities, consisting of weekly Blackboard posts, presenting and leading discussion, and class participation, and 2) four essays: a reflective essay, a "found object" essay,

a midterm, and a final. Please note: as a joint undergraduate/graduate class, there will be different requirements for different levels. When an entire monograph is assigned, undergraduates are expected to read 75% of the book, while graduate students are required to read 100% of the book. (Of course, undergraduates are also encouraged to read the entirety of the monographs!)

Presentations and leading discussion: Several times this semester (three times for undergraduate students, four times for graduate students), you will give a presentation and co-lead class discussion. We will divide up the readings between you and your colleagues (sign-up on the second day of class). In your preparation, you should do your best to present the work on its own terms, contextualize the work within particular debates in anthropology more broadly, and pose questions for group discussion. You should also integrate the comments of your classmates from the Blackboard thread. More information on leading discussion is found on a separate document entitled “Guidelines for Presenting and Leading Discussion in Anthropology of Health and Illness.”

Weekly Blackboard posts: Each week, except for the weeks in which you co-lead discussion, you will write a short (500-1000 words), incisive, focused, and generous commentary on one or more of the week’s assigned readings. These are due each Monday at 9 a.m. in order to give your classmates who are presenting time to integrate comments into their presentation. More information on weekly posts is found on a separate document entitled “Guidelines for Weekly Blackboard Posts in Anthropology of Health and Illness.”

Class participation: Because this is a seminar, attendance and active participation are central to creating a vibrant discussion and to your learning. You are expected to have read all assigned readings before coming to class. For full participation credit, you must have no more than two absences, and participate regularly, actively, thoughtfully, and respectfully. This includes following the thread of the group conversation, listening carefully to your peers, joining discussion, raising new relevant questions, and responding appropriately when called on. Be sure to take detailed notes in every class. These notes will serve as an important resource for you in the weeks and months to come. I also require you to visit my office hours at least once this semester. This will help me to better know your interests and to address problems that may arise in the course as they develop. If you have three absences, you will receive half- credit; four or more absences will result in a zero for participation.

Reflective essay: In this assignment, you will describe and reflect upon a moment, event, episode, or period of time in which you experienced, observed, or participated in processes of health, illness, or healing. It should be approximately **2-3 pages** in length (double-spaced, Times New Roman 12-point font, one-inch margins). This is due in both hard copy and on Blackboard by the beginning of our second class on **January 17**. The electronic version must be either a Word document (preferred) or a PDF. *You must complete this assignment before doing any reading for the course.* The goal is to elicit your own understanding of health, illness, and healing, as we begin the course. It will be graded on a credit/no- credit basis. The only criteria are to select a

moment/event/episode/period of time that feels significant to you and which you would feel comfortable sharing with your classmates and me, and to be honest. We will return to these essays in the last class, during which you will offer comments on your own essay, and read and verbally comment on at least one of your classmate's essays, based on concepts, perspectives, comparative examples, and questions that we have learned this semester. We will discuss the details of the process for the last class as the time approaches.

“Found object” essay: For this assignment, you will use concepts and ideas in medical anthropology to understand the world in which we live. By **Monday, February 6 at 9 a.m.** (the same time as the regular weekly Blackboard post), please post a brief (approximately 300-500-word) essay that describes something you have encountered (e.g., an article from the popular media, a piece of art, a museum exhibit, a film, a poem) and relates it to a question, idea, or concept that we have addressed in the course.

Midterm essay: In class on **March 7**, you will submit an essay of **4-5 pages (for undergraduate students) or 8-10 pages (for graduate students)** (double-spaced, Times New Roman 12-point font, one-inch margins) in response to a question that I will distribute no later than February 21 (two weeks ahead of time). This essay will require that you use only texts from this course. The essay must be submitted in hard copy at the beginning of class and electronically via Blackboard by this time. The electronic version must be either a Word document (preferred) or a PDF.

Final essay: Your final essay of no more than **8-10 pages (for undergraduate students) or 12-15 pages (for graduate students)** (double-spaced, Times New Roman 12-point font, one-inch margins) will be due on Thursday, April 27 by 3 p.m. This will be a synthetic essay on a key theme of the course. For undergraduates, this essay will require that you use only texts from this course. For graduate students, you must include an additional recent medical anthropological text related to your interests (to be discussed with me in advance). The essay must be submitted in hard copy to my mailbox in the main Anthropology office in FAB and electronically via Blackboard by this time. The electronic version must be either a Word document (preferred) or a PDF. I will distribute essay questions no later than April 4 (three weeks ahead of time).

Week 1, January 10: Course introduction and divisions of labor

PART 1: EXPERIENTIAL AND COMPARATIVE VIEWS OF HEALTH AND ILLNESS

Week 2, January 17: What is medical anthropology?

****REFLECTIVE ESSAY DUE IN CLASS. No Blackboard posts or presentations this week****

Scheper-Hughes, Nancy, and Margaret M. Lock

1987 The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology. *Medical Anthropology Quarterly* 1:6-41.

Good, Byron

1994 Medical Anthropology and the Problem of Belief. *In* *Medicine, Rationality, and Experience*. Cambridge: Cambridge University Press.

Abramowitz, Sharon

2014 "Ten Things that Anthropologists Can Do to Fight the West African Ebola Epidemic." *Somatosphere*.

Week 3, January 24: Illness narratives

Kleinman, Arthur

1988 The Meaning of Symptoms and Disorders; The Personal and Social Meanings of Illness; Neurasthenia: Weakness and Exhaustion in the United States and China; Conflicting Explanatory Models in the Care of the Chronically Ill. *In* *The Illness Narratives: Suffering, Healing, and the Human Condition*. Pp. 1-55, 100-136. New York: Basic Books.

Murphy, Robert F.

2001 Preface; Prologue; Signs and Symptoms; The Road to Entropy; The Return; Love and Dependency. *In* *The Body Silent: The Different World of the Disabled*. Pp. xi-82; 195-220. New York: W. W. Norton and Co., Inc.

Jaouad, Suleika

2012-2015. Selections from *Life, Interrupted*. New York Times.

Week 4, January 31: Embodiment

Csordas, Thomas

1990 Embodiment as a Paradigm for Anthropology. *Ethos* 18:5-47.

Rouse, Carolyn

2004 "If She's a Vegetable, We'll Be Her Garden": Embodiment, Transcendence, and Citation of Competing Cultural Metaphors in the Case of a Dying Child. *American Ethnologist* 31(4):514-529.

Buch, Elana D.

2013 Senses of Care: Embodying Inequality and Sustaining Personhood in the Home Care of Older Adults in Chicago. *American Ethnologist* 40(4):637-650.

Gravlee, Clarence

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

Film: *When the Bough Breaks* (29 min.) (available online through WSU library)

Week 5, February 7: Medical pluralism and therapeutic modes

**** "FOUND OBJECT" DUE AT TIME OF REGULAR BLACKBOARD POST****

Lévi-Strauss, Claude

1963 "The Effectiveness of Symbols" in *Structural Anthropology*. Basic Books.

Farquhar, Judith

1994 Eating Chinese Medicine. *Cultural Anthropology* 9(4):471-497.

Langwick, Stacey A.

2007 Devils, Parasites, and Fierce Needles: Healing and the Politics of Translation in Southern Tanzania. *Science, Technology, & Human Values* 32(1):88-117.

Rapp, Rayna

2011 A Child Surrounds This Brain: The Future of Neurological Difference According to Scientists, Parents and Diagnosed Young Adults. In *Sociological Reflections on the Neurosciences* (Advances in Medical Sociology, Volume 13). Pp. 3-26. Martyn Pickersgill and Ira Van Keulen, eds.) Emerald Group Publishing Limited.

Film: *Shadows and Illuminations* (Afflictions series) (available online through WSU library)

Week 6, February 14: The pasts and presents of trauma

Young, Allan

1995 *The Harmony of Illusions: Inventing Post-Traumatic Stress Disorder*. Princeton: Princeton University Press.

Graduate students: Entire book except for chapter 8.

Undergraduate students: Entire book except for chapters 3, 4, and 8.

Wool, Zoë H.

2015 On Movement. In *After War: The Weight of Life at Walter Reed*. Pp. 131-155. Durham, NC: Duke University Press.

PART 2: THE POLITICAL AND ETHICAL SHAPING OF MEDICAL KNOWLEDGE

Week 7, February 21: Creating healers, creating knowledge

****MIDTERM DISTRIBUTED****

Talk by Scott Stonington, M.D., Ph.D. (U Michigan), at Institute of Gerontology, 9:30-10:30 a.m.

Wendland, Claire

2010 *A Heart for the Work: Journeys through an African Medical School*. Chicago: University of Chicago Press.

Undergraduate students: Entire book except for chapters 3 and 4.

Film (OPTIONAL): Doctors' Diaries. On reserve at Undergraduate Library.

Week 8, February 28: Contesting knowledge in an emerging epidemic

Epstein, Steven

1998 *Impure Science: AIDS, Activism and the Politics of Knowledge*. Berkeley: University of California Press.

Film: How to Survive a Plague. Will be on reserve at Undergraduate Library (also available on Netflix)

Week 9, March 7: The ethics and political economy of pharmaceutical knowledge

****MIDTERM DUE IN CLASS****

Petryna, Adriana

2009 *When Experiments Travel: Clinical Trial and the Global Search for Human Subjects*. Princeton: Princeton University Press.

Week 10, March 14: NO CLASS (WSU SPRING BREAK)

PART 3: HEALTH IN POLITICAL-ECONOMIC AND RELATIONAL PERSPECTIVES

Week 11, March 21: Structural violence and social suffering

Farmer, Paul

1996 On Suffering and Structural Violence: A View from Below. *Daedalus* 125(1):261-283.

Scheper-Hughes, Nancy

1992 *Death without Weeping: The Violence of Everyday Life in Brazil*. Berkeley: University of California Press.

Selections TBD.

Week 12, March 28: Global health and care

Livingston, Julie

2012 *Improvising Medicine: An African Oncology Ward in an Emerging Cancer Epidemic*. Durham: Duke University Press.

Week 13, April 4: Aging and gendered bodies

****FINAL ESSAY DISTRIBUTED****

Lock, Margaret, and Patricia Kaufert

2001 Menopause, Local Biologies, and Cultures of Aging. *American Journal of Human Biology* 13(4):494-504.

Cohen, Lawrence

1995 Toward an Anthropology of Senility: Anger, Weakness, and Alzheimer's in Banaras, India *Medical Anthropology Quarterly* 9(3):314-334.

Wentzell, Emily

2013 Aging Respectably by Rejecting Medicalization: Mexican Men's Reasons for Not Using Erectile Dysfunction Drugs. *Medical Anthropology Quarterly* 27(1):3-22.

Film: Being Mortal (available online through WSU library).

Week 14, April 11: NO CLASS (*JRR at Resource Centers for Minority Aging Research conference*)

Week 15, April 18: Care, kinship, and precarity

Heinemann, Laura

2016 *Transplanting Care: Shifting Commitments in Health and Care in the United States*. New Brunswick, NJ: Rutgers University Press.

Kaufman, Sharon: TBD

Last day of classes: April 24

April 25: Talk by Sharon Kaufman, Ph.D., (UCSF, UC Berkeley), Institute of Gerontology, 9:30-10:30 a.m.

FINAL PAPER DUE ON APRIL 27