MEDICAL ANTHROPOLOGY
University of Central Florida ~ Spring 2020
ANTHROPOLOGY 5738-0001 ~ Monday 6-8:50p
Class Location: HPH, 409M
Credits 3 –
Prerequisites: admission to the MA or PhD program or instructor permission

Professor Nessette Falu
nessette.falu@ucf.edu
409-823-3991
HPH, 409J1Floor
office hours & location: Mon 4-5pm

Medical anthropology is concerned with interpreting health, illness and disease, medicine, healthcare, and public health in a variety of ways and contexts both locally and globally. Medical anthropological research for decades has explored themes beyond the traditional boundaries related to issues such as bodily constructions, human rights, identity, sexuality, race, gender, and policy. This advanced medical anthropology course introduces graduate students to bio-cultural perspectives, methods, and theoretical approaches toward issues about and toward the body and community health, illness, medicine, and healthcare within the U.S. and globally. It will focus on power, inequity, and social difference. How might we understand ways in which individuals and communities negotiate issues of health and healthcare? How might we reflect upon the influences of structures and institutions such as healthcare and medicine, religion, and government toward human health and health caring practices? How might these concepts about the human body serve as lenses by which to understand interdisciplinary related issues such as gender, politics, race, religion, healthcare, ethics, tourism, and human rights? We will discuss and question the existing debates toward norms, identities, sex, freedom, justice, and rights to express and even discipline the human body and seek health.

Course Objectives

- Introduce students to the study of advanced medical anthropology and related topics across a variety of disciplines
- Learn grant and literature review writing skills
- Encourage advanced critical thinking on a range of dilemmas posed by the readings and films
- Develop students' proficiency in speaking critically and writing cogently and/or persuasively and effectively about the body, health, and medical institutions
- Demonstrate applied ways for students to integrate issues of the healthcare and health into their critical thinking, including considering many forms of action and intervention
- Learn theories and methods for the application of advanced medical anthropology.

REQUIRED TEXTS

Plemons, Eric. 2017. *The Look of a Woman: Facial Feminization Surgery and the Aims of Trans-Medicine.* Duke University Press.

Davis, Dana-Ain. 2019. *Reproductive Injustice: Racism, Pregnancy, and Premature Birth*. NYU Press.

Hannig, Anita. 2017. Beyond Surgery: Injury, Healing, and Religion at an Ethiopian Hospital. Duke University Press.

Emila Sanabria. 2016. Plastic Bodies: Sex Hormones and Menstrual Suppression in Brazil. Duke University Press.

Charles L. Briggs and Clara Mantini-Briggs. 2016. Tell Me Why My Children Died: Rabies, Indigenous Knowledge, and Communicative Justice. Duke University Press.

Links to other required supplemental readings can be found in the modules of this course.

ASSIGNMENTS

Attendance and participation: It is expected that graduate students will attend all classes unless they have a valid excuse as determined by the professor. Class participation and demonstration of having read and reflected upon the texts is required. Students who have excessive undocumented absences will fail the course. Strict class policy about the use of social media and cell phones in class. Please put your cell phones away. Do not use Facebook and social media while in class. Do not surf the internet for personal reasons. Be sure to speak with the professor in advance if you are experiencing difficulties or challenges with the coursework and attendance.

Weekly Discussant: Students will rotate weekly and introduce the readings by offering a synopsis, reaction/reflection, and discussion questions for the class.

Research Proposal: Graduate Students will write a mock Wenner Gren proposal based on an medical anthropology ethnographic book of your choice. Proposals will be discussed in class and peer-reviewed by classmates 3000 words.

Research Paper for Graduate Students: For your final paper, graduate will write a review article of an area in medical anthropology. Students will choose a concept or idea well research in cultural anthropology and write a literature review article that explains how anthropology has taken up the topic and proposes new directions in medical anthropology. 15-20 pages.

Missed Assignments/Make-Ups/Extra Credit

Stay on top of the due dates as **no late work will be accepted without penalty.** For every day that an assignment is late, 5 points are deducted. Not late work will be accepted after 3 days. Communication is key. If you feel that you are falling behind or failing the course, you may email me to explore your circumstances and any options for missed assignments or extra credit.

EVALUATION AND GRADING

You are expected to be able to produce graduate-level writing. If you have trouble writing, please contact me or visit the university writing center. I am also happy to read and comment on preliminary drafts of your papers, as long as you have them to me at least ten days before the paper deadline.

Percentage	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
70-76	C
65-69	C-
60-64	D
59 and below	F

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Academic Honesty

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone. Per the Golden Rule, you may not use "study tools" websites, nor may you copy, reproduce, or share exam questions.

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous

database of student papers that grows with each submission. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

Disability Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Week 1:	**Medical Anthropology and Social Difference**

Mon 1/6 **overview and introduction**

Inhorn and Wentzel, "Medical Anthropology at the Intersections, Introduction"

Inhorn, "Medical Anthropology at the Intersections"

Week 2:	**History of Medicine**

Mon 1/13 Kiple, "*The History of Disease*"
Nutton, "*The Rise of Medicine*"
Porter, "*What is Disease*"

Comelles, "The Fear of (One's Own) History: On the Relations Between Medical Anthropology"

Week 3:	**MLK Holiday**

Mon 1/20 No Class

Week 4:	**Medical Perception**

Mon 1/27 Foucault, *The Birth of the Clinic: An Archaeology of Medical Perception*

Kleinman, "*Medicine's Symbolic Reality: On a Central Problem on the Philosophy of Medicine"*

Scheper-Hughes, "*Nervoso"*

Week 5:	**Structural violence and Medical Institutions**

Mon 2/3 Washington, Selections from *Medical Apartheid.*

Farmer, "An Anthropology of Structural Violence"

Ginsburg and Rapp, "Conceiving the New World Order: The Global Politics of Reproduction"

Week 6:	**Race and Racism**

Mon 2/10 Davis, *Reproductive Injustice: Racism, Pregnancy, and Premature Birth*

Week 7:	**Animal and Plant Ethnography**

Mon 2/17 Mullin, "Animals and Anthropology"

Podcast on Animal Studies and Cultural Anthropology

Brown and Nading, "Human Animal Health in Medical Anthropology"

Week 8:	**Body and Medicine**

Mon 2/24 Sanabria, *Plastic Bodies: Sex Hormones and Menstrual Suppression in Brazil*

Wenner Gren Due – Round 1

Week 9:	**Surgery, Religion and Gender**

Mon 3/2 Hannig, *Beyond Surgery: Injury, Healing and Religion at Ethiopian Hospital*

Wenner Gren Peer-Review Session

Revision due Friday 3/7

Week 10:	**Spring Break**

Mon 3/9 No class

Week 11:	**Language and Ethics**

Mon 3/16 Briggs and Mantini-Briggs, *Tell Me Why My Children Died: Rabies, Indigenous Knowledge, and Communicative Justice*

Week 12:	**Plant Ethnography**

Mon 3/23 Hartigan, "Anthropology of Plants"

Geissler and Prince, "Persons, Plants, and Relations"

Hsu, "Plants Health and Healing: On the Interface of Ethnobotany and Medical Anthropology"

Week 13:	**Transmedicine**

Mon 3/30 Plemons, *The Look of a Woman*

Martin, "The Egg and the Sperm"

Valentine, "The Category Themselves"

Week 14	**Disability and Ageism**

Mon 4/6

Reid-Cunningham, Allison, "Anthropological Theories of Disability"

Gingsburg and Rapp, "Disability Worlds"

Macrae, Hazel, "'My opinion is that doctors prefer younger people': older women, physicians, and ageism."

Submit first draft of Review Paper and discuss in class

Week 15	**Food Security and Environmental Justice**

Mon 4/13

Reese, Intro to *Black Food*

Food Insecurity, HealthPeople 2020

FILM - Food for Thought: The Path to Food Security in Newark

Week 16

Mon 4/20

Falu, Selections from *Welling into Afrofutures*

Week 17	**FINALS WEEK**

Discuss and Peer-Review Paper Drafts

Final paper due: April 28th