

**Medicine and Culture Graduate Seminar ANTH 254 (Winter 2025)**  
**Physicians, Magicians, Patients, & Prophets**

**Professor Ashwak Hauter**

**Email:** [Hauter@ucsc.edu](mailto:Hauter@ucsc.edu)

**Office Hours:** Tuesday 2 pm to 4 pm by appt via zoom

Since the inauguration of medical anthropology as a field, introducing us to the physician-scholar, we have observed physicians in various roles such as activists, witnesses, revolutionaries, resistance, and even patients. This course takes at its center the figure and status of the physician, their historical emergence and echoes, their role in state building projects, and implications in socio-political and economic transformations. The covid-19 pandemic and current war on Gaza and Lebanon have reshaped the way we imagine, encounter, and interact with medical personnel. To explore the fantasies, projections, ideals, demands, and desires around the figure of the physician, we will read texts that engage questions around the dilemmas faced by physicians within their institutional roles, prevailing structuring hierarchies, and knotting power. However, this seminar moves beyond psychologizing relationalities and body-mind dualisms and focuses on a psycho-somatic approaches to exploring patient-doctor affinities, medical adherence, racism in medicine, socio-cultural conditions shaping medical practice, the social, economic, and political determinants of health and illness, and the experience and distribution of illness. In turn, we ask: how have the role of physicians in socio-political and economic movements, war and conflicts, challenged particular medical and philosophical epistemologies, power-hierarchies and dynamics, and subverted institutional, racial, and colonial legacies? How can current imaginaries of the healer and patients demand for holistic care echo historical figurations that predate modern medicine? These rich materials, which explore the most intimate parts of everyday life, issues of health, illness, disease, race, colonialism, wounds, trauma, and death engage key topics in medical anthropology that include subjectivity, medicine and colonialism, race and racialization, epistemological hierarchies, and the cultural and socio-politics dynamics of health and illness.



**Requirements:**

Please read this syllabus carefully and utilize it as your guide for resources, deadlines, and requirements.

**Participation:** This course requires active participation (speaking, writing, co-laboring), which entails attending, contributing, and being prepared for class. Participation can come in the form of active participation in seminar, having a precise written for that seminar, and/or presentation. During days with no student presentations, we will read precisés and discuss them in the beginning of seminar.

**Presentation, Précise, Papers:** In the seminar you will be required to write precisés, present on the text, and write a final paper. You have the choice of **writing 5 precise and a final paper or 3 precise, a presentation, and a final paper.**

- I. **Papers (50%):** You may write a final paper (8-10 pages) that engages any of the course texts, themes, and/or topics. There should be two-three minimum works utilized in your final paper.
- II. **Precises (5x10%=50%):** You may write a response/reflection in narrative form, composition, OR outline. Two precisés should be written within the first five weeks. They can also be whatever maybe useful for you to use toward the final paper. It must be legible 'enough' for your peers to also read through, remark, and engage. You may write an additional precise for 10% extra credit.
- III. **Presentations (20%):** are a good exercise of reading a text, processing it, and presenting the materials. Presentations can also serve as a start toward the final paper. It is recommended to meet with me prior to giving a presentation during office hours.

**Attendance:** Attendance in a small seminar is important and required. We only meet 10 times this quarter and your progress in this course depends on your physical presence in seminar. If unexcused absences continue, then withdrawal from the class might be recommended.

**Office Hours:** Take advantage of office hours. Ask questions early in the semester so that you do not struggle to catch up the week a paper is due. If you cannot make my scheduled office hours, feel free to make an appointment for another time.

**Late Policy:** There is a lot of flexibility in this course regarding the submission of precisés and timing of presentation. It requires you to work with your own schedule and capacity to submit the required amount prior to the quarter's end. The final paper involves much preparation in advance that it gives all students ample time to turn in the final version during the final week. If you require more time than that allotted, which corresponds to the timing of grade entry prior to the quarter's end, please submit requests for rescheduling as far in advance of the scheduled date as possible. Extensions or incompletes are given only to students with a *documented* emergency or illness.

Communication: I can be reached via email and during office hours. Be advised that I sometimes only check my email once a day and that you should therefore expect to wait up to 24 hours to hear back from me.

**Accessibility:** UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please affiliate with the DRC. I encourage all students to benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at [drc@ucsc.edu](mailto:drc@ucsc.edu). For students already affiliated, make sure that you have requested Academic Access Letters, where you intend to use accommodations. You can also request to meet privately with me during my office hours or by appointment, as soon as possible. I would like us to discuss how we can implement your accommodations in this course to ensure your access and full engagement in this course.

## Writing Format

All written assignments should be typed, 12-point Times New Roman Font, double-spaced, with 1 inch margin. All work that draws on another's ideas, theories, and direct quotes requires citing and giving credit to that initial source. You may use Chicago Manual of Style, APA, or MLA. Here is a link to Chicago's [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html). I will also upload the American Anthropological Association Style Guide to Canvas. However, whichever citation style you choose please be consistent in your chosen citation style.

**All written assignment will be turned in-person in class other than the final essay.**

*Academic Dishonesty:* I follow a zero-tolerance policy on all forms of academic dishonesty, including plagiarism. All students are responsible for familiarizing themselves with proper citation when utilizing other people's theories, ideas, and work. Being found guilty of academic dishonesty is a serious offense and may result in a failing grade for the assignment in question, possibly for the entire course, or may lead to dismissal. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Misconduct page](#) at the [Division of Undergraduate Education](#).

## LIBRARY RESERVES! AND DATABASE USE!

Course readings and supplementary materials you may be interested in will be available for purchase, **but available online at canvas**. For those curious about current research in the field, or planning your own research in the future, an excellent way to wade in is to check out recent journal articles. Here is a list of some of the major journals in the discipline in English; there are of course important journals in many languages if you read others. Most are both on line and available in paper; some are only on line, and some only in paper.

American Anthropologist  
American Ethnologist  
Annual Review of Anthropology  
Anthropological Quarterly  
Anthropological Theory  
Anthropology of Consciousness  
Comparative Studies in Society & History

Critique of Anthropology  
Cultural Anthropology  
Culture, Medicine, & Psychiatry  
Current Anthropology  
Ethnology  
Ethnos

Ethos  
Hau  
Human Organization  
Journal of Contemporary Ethnography  
JRAI (Jour. of Royal Anthro. Institute)  
Medical Anthropology

Medical Anthropology Quarterly  
PoLAR (Political & Legal Anthro. Review)  
Public Culture  
Social Analysis  
Social Anthropology

There are also interesting anthropology websites, some attached to the above journals but others independent: here are two widely read, but your TAs may know of others.

<http://somatosphere.net>, <http://savageminds.org>, <https://www.jadaliyya.com/>

## STUDENT SERVICES & Wellbeing

### Counseling and Psychological Services

The transition to college compounded with life circumstances, unforeseen events, and the aftermath of pandemics and its impact on social, economic, politic life may affect students' physical, emotional, and psychological wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

Additional resources for small group tutoring writing support and basic needs include: [Tutoring and Learning Support](#) & [Slug Support Program](#). Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction. To get started with SLUG Support, please contact the [Dean of Students](#) Office at 831-459-4446 or you may send us an email at [deanofstudents@ucsc.edu](mailto:deanofstudents@ucsc.edu).

### **Slug Help/Technology**

The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email [help@ucsc.edu](mailto:help@ucsc.edu).

## TITLE IX/CARE ADVISORY

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as “confidential” employees, which is a special designation granted to counselors and CARE advocates). Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Confidential resources are available through [CARE](#). Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options,

accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or [care@ucsc.edu](mailto:care@ucsc.edu).

In addition to CARE, these resources are available to you:

- If you need help figuring out what resources you or someone else might need, visit the [Sexual Violence Prevention & Response \(SAFE\) website](#), which provides information and resources for different situations.
- [Counseling & Psychological Services \(CAPS\)](#) can provide confidential counseling support. Call them at (831) 459-2628.
- You can report gender discrimination and sexual harassment and violence directly to the University's [Title IX Office](#) by calling (831) 459-2462 or by using their [online reporting tool](#).

**Trigger Warning:** This class works with content and material that can be challenging and difficult: genocide, colonial violence, anti-blackness, racism, the unconscious and trauma, and epistemic racism. Our intent in this course is to rigorously engage with these issues so that we may demonstrate knowledgeable and reasoned debate regarding health and illness. I hope you find the reflections, writings, and commentary a space that allows you to engage and work through analyses present in the text in addition to taking care of what arises for you through your own grounding practices. **Note: this classroom is a shared communal space, and we must treat it as such by maintaining our discussion to the class assignments and readings.**

## Physicians, Post-Colonialism, & State Building

### Week 1: Orientation (January 9)

Joshua Franklin and Michelle Munyikwa. 2021. "The Thinness of Care. The Promise of Medical Anthropology in MD/PhD Training." *Somatosphere* January 6.

<http://somatosphere.net/2021/care-medical-anthropology-md-phd-training.html/?fbclid=IwAR2zXnkjLo3-EwZtDgfUTOuY39BVhSZ5ltjM2bHUmaVqAAAtZFkX3Y-oB12Q>

Recommended: Foucault, M., 2002. *The Birth of the Clinic*. Routledge.

### Week 2: (January 16)

Fancy, Nahyan. *Life Sciences Greek Roman Antiquity*. Forthcoming.

Sánchez, Ignacio. "Patronage, Medicine, and Piety in Ayyubid Damascus: The Medical Madrasas and the Muslim Defense of Medicine. Part 1." *Endowment Studies* 5, no. 1-2 (2021): 53-106.

In class we will read from: Fady Joudah. [...]: Poems

### Week 3: (January 23)

Frantz Fanon 1965 "Medicine and colonialism." In *A Dying Colonialism*, trans. By Haakon Chevalier, New York: Grove Press, pp.121-45

Taussig, M.T., 1986. *Shamanism, colonialism, and the wild man: A study in terror and healing*. Chicago: University of Chicago Press. (excerpt)

Watch:

<https://www.youtube.com/watch?v=ZT8d9-98PIs>

Recommended:

<https://www.youtube.com/watch?v=UpUsiR5xHR4>

<https://www.youtube.com/watch?v=MsmOCcyl8Gs>

<https://www.youtube.com/watch?v=dBhEhxly00M>

<https://www.youtube.com/watch?v=UUUXZ8qGMWw>

### Week 4: (January 30)

Edu, U.F., 2018. When Doctors Don't Tie: Hierarchical Medicalization, Reproduction, and Sterilization in Brazil. *Medical Anthropology Quarterly*, 32(4), pp.556-573.

Taussig, M.T., 1980. Reification and the consciousness of the patient. *Social Science & Medicine. Part B: Medical Anthropology*, 14(1), pp.3-13.

### Week 5: (February 6)

Dewachi, O., 2020. *Ungovernable life: mandatory medicine and statecraft in Iraq*. Stanford University Press.

Dewachi, O., 2019. Iraqibacter and the Pathologies of Intervention. *Middle East Report*, 290.

Recommended:

Brotherton, P.S., 2012. *Revolutionary medicine: health and the body in post-Soviet Cuba*. Duke University Press. (excerpts)

*Title for Paper Due*

*At least two precise should be written at this point*

### **Physicians, Affinity, Ethics, and Subjectivity**

#### Week 6: (February 13)

Doucet-Battle, J., 2021. *Sweetness in the blood: race, risk, and type 2 diabetes*. U of Minnesota Press. (Read: introductions, Chapters 1, 2, 4, Conclusion)

Bayoumi, S. and Hamdy, S., 2023. Nationalism, authoritarianism, and medical mobilization in post-revolutionary Egypt. *Culture, Medicine, and Psychiatry*, 47(1), pp.37-61.

*Final Paper Abstract Due*

#### Week 7: (February 20)

Pandolfo, Stefania. *Knot of the soul: madness, psychoanalysis, Islam*. University of Chicago Press, 2018. Read: Chapter: *TWO: The Hospital* pp. 76 to 88; *Interlude. Islam and the Ethics of Psychoanalysis* pp. 121-137; Chapter *TEN: Prophetic Medicine and the Ruqya* pp. 265 to 271 *TWELVE / The Psychiatrist and the Imam*: pp. 280 to 293.,

Lacan, J., 2013. *The ethics of psychoanalysis 1959-1960: The seminar of Jacques Lacan*. Routledge. (excerpt) 186-188 and 92 to 95

#### Week 8: (February 27)

Nelson, Alondra. *Body and soul: The Black Panther Party and the fight against medical discrimination*. U of Minnesota Press, 2011. Read: Introduction, Chapter 2,3, and conclusion. (Recommended chapter 1).

Recommended:

Oni-orison, Adeola. *The Obligation to Count: The Politics of Monitoring Maternal Mortality in Nigeria*. Adams, V., 2016. *Metrics: What counts in global health*. Duke University Press.

*First Draft of Paper Due (at least 2 to 3 pages)*

### **Physicians & the Politics of Compassion, the Politics of Justice**

Week 9: (March 6)

Dubal, S., 2018. Against humanity: lessons from the Lord's resistance Army. Univ of California Press. Chapter 1,2, 4, 6, 7

Recommended:

Cohen, Lawrence, 1999. "Where it hurts: Indian material for an ethics of organ transplantation." *Daedalus*, 128(4), pp.135-165.

Singer, M., Bulled, N., Ostrach, B. and Mendenhall, E., 2017. Syndemics and the biosocial conception of health. *The lancet*, 389(10072), pp.941-950.

Week 10: (March 13)

Hauter, Ashwak. 2023. "Fright and the Fraying of Community: Medicine, Borders, Saudi Arabia, Yemen." *Cultural Anthropology* 38, no. 2: 198–224.

<https://doi.org/10.14506/ca38.2.02>.