

**Anthropology 134 Introduction to Medical Anthropology
Body & Soul and the Double**

Instructor: Professor Ashwak Hauter

Zoom Remote Course Link:

<https://ucsc.zoom.us/j/92901987472?pwd=zbGA5WNYMcyXavxX92T33VxLA1WiQo.1>

Office Hours (Zoom): Thursdays 2 pm to 4 pm

<https://ucsc.zoom.us/j/7251417662?pwd=Q1IBRjZHcXZhMWdWeG5FQ240S3hpUT09>

In person by appointment: Hauter@ucsc.edu

This Syllabus is Subject to Updates ☺ Check Canvas for updates!

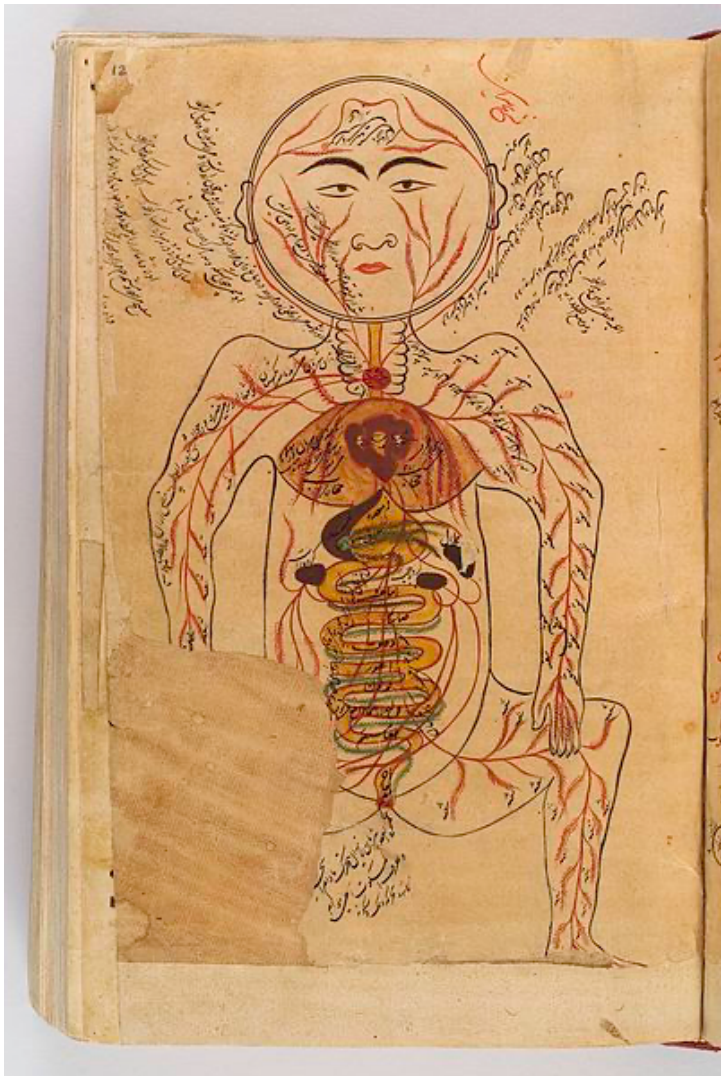


Figure 1 Drawing of viscera etc., Avicenna, Canon of Medicine

The body is a focal point within medical anthropology. This course reads a set of texts within socio-cultural, medical, and psychological anthropological literature which have attempted to engage the body and corporeality itself, in order to understand the relationship between lived experience and the psyche, habit and agency, cultivation and habitus, knowledge and the unconscious, and bodily failure and embodiment. Such examination will shed light on an assumed polarization between the body as subject and object. This division plays out over the varied interpretation of lived experience, the experienced body, and the experienced sensorium. In exploring the physical body in this way, we seek to understand its relationship to an animating force, such as soul, desire, psyche, memory, collectivity, as grounded by the discourses within traditions that inform them. Our examination of the body as subject and object corresponds to our exploration of the epistemology and universalization of medical knowledge, critiques of interventions and decolonization, epidermalization (à la Franz Fanon), and the nature and causation of affliction and trauma.

This course offers texts that oscillate between the particular and the universal, the local and the global, and traditional and modern in order to reimagine them as a form of address of the local realities that escape their hold.

Trigger Warning: This class works with content and material that can be challenging and difficult: colonial violence, addiction, anti-blackness, racism, 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 them in addition to taking care through your own grounding practices.

Reading practices: Reading is a practice. It can be an individual or communal practice and requires cultivation over time. In order to continue to develop critical reading skills I have enabled the external annotative tool Hypothesis for all assigned readings. Every week you will have a chance to collectively work together on individual readings online. For each week (annotating all readings assigned to it) you will earn you 1% extra-credit for every week you utilize hypothesis.

Course Participation (5 Reading Responses): 30%

You will write a reading response based on the texts and lecture due every other week.

A huge part of your participation grade is completing the assigned reading for that week and participating in discussion during class.

Attendance: 20%

You will have a participation question once in a while. You will have the day of to submit your answer on the discussion boards.

Mid-Term 1 (10%): 2-3 page essay

Midterm 2 (20%): 5 to 7 page double-space Essay (Illness Narrative)

Part I is an ethnography resulting from the interviews with someone's experience of an illness. Part II is an ethnographic examination of the institution that the interlocutor has engaged with in order to treat, deal, and manage the illness (examples: a hospital, community center, the internet, or other practices).

Final Exam: 20%

This exam will be open book. It will consist of definitions of concepts, short answer, and one long essay. You will have access to the exam all day on June 12 and have 4.5 hours to complete it from when you begin.

Course Participation and Expectations

This course requires active participation, which entails attending, contributing, and being prepared for class. Each week you will have the opportunity to (a) talk about the readings and lecture, (b) clarify some of your questions, (c) encounter new ones, and (d) develop your own ideas about social science research, medical anthropology, culture, medicine, global health, race, and discrete forms of thinking. We will learn how to read texts closely, present the arguments in the texts, understand their logic, and place them in conversation with other texts and the course at large.

As a collective, we will engage each other in a respectful manner and keep an open mind in order to engage the text and each other productively. Active participation in class can significantly help your grade in the course. Do come to class having done all the reading assigned for that week.

Course objectives:

- Critically examine our methods of exploring the body, soul, illness, and medicine

offer depth and breadth in ethnographic knowledge of health, illness and healing

- Provide exposure to theories within medical anthropology
- Exposure to the long durée of medical knowledges that will inform critical examination of the causations and determinates of health and illness
- develop critical thinking about the methodologies and epistemological measurements of medical knowledge from an anthropological perspective
- advance critical reading, speaking, and writing skill

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.

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 and the American Anthropology Association's guide

<https://www.americananthro.org/StayInformed/Content.aspx?ItemNumber=2044>. 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 uploaded to Canvas.

LIBRARY RESERVES! AND DATABASE USE!

Course readings and supplementary materials will be available for purchase and on reserve at the library, **but available online at canvas**. To view current research in anthropology and medical anthropology in addition to medicine here is a list of some of the major journals in the discipline in English.

American Anthropologist	Culture, Medicine, &	Medical Anthropological
American Ethnologist	Psychiatry	Theory
Annual Review of	Current Anthropology	Medical Anthropology
Anthropology	Ethnology	Quarterly
Anthropological Quarterly	Ethnos	PoLAR (Political & Legal
Anthropological Theory	Ethos	Anthro. Review)
Anthropology of	Hau	Public Culture
Consciousness	Human Organization	Social Analysis
Comparative Studies in	Journal of Contemporary	Social Anthropology
Society & History	Ethnography	Journal of Medical Ethics
Critique of Anthropology	JRAI (Jour. of Royal Anthro.	New England Journal of
Cultural Anthropology	Institute)	Medicine
	Medical Anthropology	

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.

Professor Hauter: 2-4 pm on Tuesday virtually and by appointment

Sara Rowan (TA): Thursdays from 10:00 to 11:30. Sign utilizing this:

<https://calendar.app.google/BHC5SSQksjGt6dhV7>

Email Communication: You may write me or the TA's with your questions, notifications that may affect your progress, or to set appointments. In the email please include a subject line and a form of professional address (Dr, Prof), and utilize appropriate language.

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.

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](#).

Readings and Themes:

Week 1: Introduction

Tuesday April 1

Introduction to Critical Medical Anthropology: Global Health and Post-Colonialism

Good, Byron J., Michael MJ Fischer, Sarah S. Willen, and Mary-Jo DelVecchio Good, eds.
A reader in medical anthropology: theoretical trajectories, emergent realities. Vol. 15.
 John Wiley & Sons, 2010. (Introduction pp. 1-6)

Thursday April 3

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>

Week 2: The Body, Habits, Signs & its Knowledge

Tuesday April 8

Kleinman, Arthur. 2020. *The Illness narratives: Suffering, healing, and the human condition*. Basic books. Chapter 1

Recommended:

Scheper-Hughes, Nancy and Margaret Lock "The Mindful Body" *MAQ* 1987.

Thursday April 10

Fadiman, Anne. *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. Macmillan, 2012. Chapter 3 and 9

Guest Lecture by Graduate Student

Week 3

Tuesday April 15

Ibn Khaldun. *The muqaddimah: an introduction to history-abridged Edition*. Princeton University Press, 2015.

Thursday April 17

Bourdieu, Pierre. 1997. "Bodily knowledge" from *Pascalian Meditations*, Chap 4, ppgs 138-161
 Foucault, Michel. *Discipline and punish: The birth of the prison*. Vintage,
 2012. ppgs 25-31

Week 4: The Body and Cosmology

Tuesday April 22

Mauss, Marcel. "Techniques of the Body." *Economy and society* 2, no. 1 (1973): 70-88.

Thursday April 24

Farquhar, Judith. *Knowing practice: The clinical encounter of Chinese medicine*. Routledge,
 2018. Chapter 2

Recommended:

Gordon, Deborah R. "Tenacious assumptions in Western medicine." In *Biomedicine examined*,
 pp. 19-56. Springer, Dordrecht, 1988.

Week 5

Tuesday April 29

Kaufman, Sharon "Toward a Phenomenology of Boundaries in Medicine: Chronic Illness
 Experience in the case of Stroke" *MAQ* 4(2) 1988.

Thursday May 1

Levi-Strauss, Claude "The Effectiveness of Symbols." *Structural Anthropology*. Chicago
 University Press, 1956.

<https://www.freud.org.uk/2015/10/24/the-effectiveness-of-symbols/>

Mid-Term 2 Due May 2 Illness Narrative

Week 6: The Body and Epistemological Hegemony

Tuesday May 6

Evans-Pritchard. 1976. *Witchcraft, oracles and magic among the Azande*. Oxford University Press, USA. (Chapter 2)

Thursday May 8

Favret-Saada, Jeanne. *Deadly words: Witchcraft in the Bocage*. New York: Cambridge University Press, 1980. Chapter 1 and 2

Week 7 The Body & Psyche: Culture & Trauma

Tuesday May 13

Prof Osman Bakar. The Clash of Artificial and Natural Intelligences: Will It Impoverish Wisdom? <http://irep.iium.edu.my/102876/2/index.html>

Thursday May 15

Watch the Movie: The Destiny

A Story that follows the son of a Christian who gets burned for translating Averreos work named Joseph that makes his way to Andalusia, meets Averroes, and ingratiates himself into the philosopher's inner circle and travels back to France with some of Averroes' medical works to translate to Latin.

https://vk.com/video-136471876_456242529?to=L3ZpZGVvLTEzNjQ3MTg3NI80NTYyNDI1Mjk/

Week 8

Tuesday May 20

Franz Fanon. *Medicine and Colonialism*.

Recommended:

Fanon, Frantz. *Black Skins White Masks*. Grove Press. 2008. Chapter 1, 2

Thursday May 22

Doucet-Battle, James. 2021. *Sweetness in the Blood: Race, Risk, and Type 2 Diabetes*. U of Minnesota Press. Introduction and chapter 1

Week 9: Body & Soul: Repair and Revolution

Tuesday May 27

Garcia, Angela. "The elegiac addict: History, chronicity, and the melancholic subject." *Cultural Anthropology* 23, no. 4 (2008): 718-746.

Thursday May 29

Dewachi, Omar. "Iraqibacter and the Pathologies of Intervention." *Middle East Report* 290 (2019).

Francesca Mari. Modern Warfare is Breeding Superbugs. Why? November 26. 2024

Week 10

Tuesday June 3

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>.

Thursday June 5

Pandolfo, Stefania. *Knot of the soul: madness, psychoanalysis, Islam*. University of Chicago Press, 2018.

Final Exam Online June 12 (Access all day for 4 hours)

Recommended Readings:

Cohen, Lawrence. *No aging in India: Alzheimer's, the bad family, and other modern things*. Univ of California Press, 1998.

Chen, Nancy N. *Breathing spaces: Qigong, psychiatry, and healing in China*. Columbia University Press, 2003.

Adams, Vincanne. *Doctors for democracy: Health professionals in the Nepal revolution*. Vol. 6. Cambridge University Press, 1998.

Briggs and Mantini-Briggs. *Stories in the Time of Cholera: Racial Profiling During a Medical Nightmare*. UC Press. 2003.

Ferguson, James chapters 1-2 of *The Anti-Politics Machine: Development, Depoliticization, and Bureaucratic Power in Lesotho*. Minnesota, 1994.

Ticktin, M. "Where Ethics and Politics Meet: The Violence of Humanitarianism in France." *American Ethnologist* 33(1): 33-49. 2006.

Adriana Petryna, 2005. "Ethical Variability: Drug Development and Globalizing Clinical Trials," *American Ethnologist*, Vol. 32 (2): 183-197

Taussig, M.T. (1987). *Shamanism, colonialism and the wild man: A study of terror and healing*. Chicago, IL: University of Chicago Press.

Good, Byron. "The Heart of What's the Matter" *Culture, Medicine and Psychiatry* 1:25-58, 1977.

- Kleinman, Arthur. *The Soul of Care: The Moral Education of a Husband and a Doctor*.
- Martin, Emily. "The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles." *Signs: Journal of Women in Culture and Society* 16, no. 3 (1991): 485-501.
- Biehl, João. "Theorizing global health." *Medicine Anthropology Theory* 3, no. 2 (2016).
- Frank, Gelya. *Venus on wheels: Two decades of dialogue on disability, biography, and being female in America*. Univ of California Press, 2000.