**Syllabus: ANT 6469: Medical Anthropology**

**Cross-listed with SYO 6405 (Medical Sociology)**

Fall, 2022 – Department of Global and Sociocultural Studies

Charles E. Perry (PC) 425

M 2:00 pm – 4:40 pm

Professor: Mark Padilla (marpadi@fiu.edu)

Office: SIPA #320; Tel: 305.348.1296

**INTRODUCTION**

This interdisciplinary course explores several perspectives in the field of medical anthropology, beginning with some conceptual foundations of the field, and moving into in-depth case studies based on book-length ethnographies and ethnographic articles from the Latin American and Caribbean region. The underlying purpose of the course is to develop basic understanding of the primary approaches in this evolving field and how anthropologists have inserted themselves into contemporary conversations on health and healing, particularly in the LAC region.

The course has four modules or units: (1) **Medical anthropology: An introduction.** This course will introduce some of the major texts and frameworks for approaching this broad field, many of which will continue to provide a reference point for conversations throughout the course; (2) **Medical Anthropology and Migration/Transnationalism**. This will examine some critical works at the intersection of health and migration, using diverse disciplinary and methodological approaches to understand this intersection; (3) **Medical anthropology and HIV/AIDS.** We examine issues related to the global HIV/AIDS epidemic in light of contributions by medical anthropologists and medical sociologists, and/or public health experts who engage with social scientific frameworks. Some of the key contributions of this growing field are examined; (4) **Applied Medical anthropology.** We end the course by examining how anthropologists have applied their perspectives and methodological tools to contribute to global health initiatives, interventions, or “practice,” broadly defined. This part of the course will also seek to respond to individual student needs for development in pragmatic or applied dimensions of this field, including research experience, grant writing, or career development.

**REQUIRED TEXTS**

1. Holmes, Seth. (2013). *Fresh Fruit, Broken Bodies: Migrant Farm Workers in the United States*. Berkeley: University of California Press.
2. Biehl, Joao. *Vita: Life in a Zone of Social Abandonment*. Berkeley: U. California Press.
3. *Recommended (not required)*: Anthropology in Public Health (Marcia Inhorn and Robert Hahn, eds.) (2009, second edition). Oxford University Press.

**Readings**

Information on the course readings other than the books will be provided at the beginning of the course. Electronic versions of many readings will also be available electronically if you prefer to view and/or print these on your own.

**LEARNING OBJECTIVES**

At the end of this course, students will be able to:

1. Critically engage some major approaches and influential actors in medical anthropology and allied disciplines.
2. Understand the basic contributions of medical anthropological methods and analysis to the study of disease and healing in cross-cultural contexts.
3. Gain knowledge of how medical anthropological approaches have been applied to the development and implementation of effective interventions or “practice” within public health or the health sciences.

**ASSIGNMENTS**

This is a course based primarily on course attendance, class participation, and successful completion of several qualitatively evaluated writing assignments.

Student assessment involves three overall components, in addition to a **course participation grade** **worth 10%**:

*1. Weekly précis on the readings (due the day before each class)*

Each student will turn in a weekly précis of the assigned reading for that week. It should be approximately 3 pages, and should focus on major themes, brief summaries of overall arguments, constructive critiques, and questions provoked by the set of readings. The précis assignments are intended to assist the student in critical reading and to facilitate discussion in class, as well as to apply the material to their own areas of research interest. To this end, it must be turned into Dr. Padilla via email by 5:00 pm (latest) the afternoon before each class (Sunday afternoon each week). Please write “Precis” in the subject line in the email. Each student will have 2 class sessions in which they are relieved from turning in a précis (in addition to the last day of class). Otherwise, a précis must be turned in each week for full credit. Each turned in précis will be given full credit of 10 points, for a total of 100 points (10 required précis). (**20% of final grade**)

*2. Class session student co-facilitation*

**In-class discussion facilitation**: Each student will begin three class sessions’ discussions by leading the discussion, in coordination with Dr. Padilla. Student facilitators will work with Dr. Padilla to introduce key themes and questions for the group discussion. These introductory presentations will be approximately 10 minutes in length and should be considered informal (however, the student may provide additional material or slides if desired). Students should contact Dr. Padilla prior to the class to discuss their approach to session facilitation. Dr. Padilla will attempt to accommodate student interests in the assignment of specific sessions to student facilitators. (**20%**)

*3) Final Paper: 50% of total grade*

Submit an abstract of your final paper no later than October 17. Earlier submissions are encouraged. You should submit abstracts electronically via email with the heading “Final Paper Abstract” (this will facilitate ease of feedback on the idea). The abstract should be no more than 300 words outlining a summary of your proposed paper. The written 15-20 page typed, double-spaced final paper, with additional references in a standard bibliographic format such as APA, is due by Dec. 9, 5pm.

Final paper topics for this course are flexible and can be developed one-on-one with Dr. Padilla. However, if a student desires to follow a stepwise approach, a suggestion is the following:

Select a social problem of interest to you that has consequences for human health and/or well-being. This should preferably be a topic on which there has been some significant medical anthropological research, even if this has not occurred specifically in the geographical area of your interest. In your paper, include the following components: 1) an introduction to the problem and its health-related significance (for example, the social epidemiology of the phenomenon); 2) a major literature review of anthropological approaches to the problem, including the ways in which anthropologists have led to increased understanding of the problem; have contributed theoretically, conceptually, or critically to the analysis of the problem; or have helped to improve education, policies, or interventions; this will mean serious reading of the *anthropological* literature on a given problem; 3) a concluding section that suggests future directions for anthropological research and/or public health practitioners in addressing the problem at hand. Include up to 3 additional pages of references. Dr. Padilla is happy to consult with you on paper topics, and suggest references. (**50% of final grade**)

**Summary of grading areas: Class Participation (10%); Reading Précis (20%); In-class discussion facilitation (20%); Final Paper (50%).**

PLEASE NOTE: All written assignments should include your name and page number in the upper right corner of each page. For all of the above course requirements, assignments turned in after the due date will not be accepted, except in the case of *prior* approval by the professor for appropriate extenuating circumstances.

Notes on Academic Integrity

The faculty of the School of International and Public Affairs and the Department of Global and Sociocultural Studies believes that the conduct of a student registered or taking courses should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guests (if relevant), administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the School.

Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), and aiding and abetting the perpetration of such acts. *The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student’s own effort and must not reproduce verbatim previously published material, including from the internet*. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct.

**Notes on Attendance:**

Class attendance in this course and participation during discussions is important. If you are planning or need to miss significant numbers of sessions, you should rethink taking this course. If you have a situation that affects your attendance, you must speak to the Professor right away to make him aware of this and help you to meet your obligations as you are able. In short, we are happy to work with you, but you need to keep us informed and treat course requirements as obligations. **Please note: we will track attendance for our own purposes and reserve the right to take this into consideration in end-of-semester grades if there is a significant and consistent attendance problem that has not been justified by the student.**

**Reading list and assignment calendar**

8/22: Introduction to Course Themes and Logistics; introduction of seminar participants

**Unit 1: Medical anthropology: Key approaches**

8/29: What is medical anthropology?

Brown, Peter J., Ronald L. Barrett, and Mark B. Padilla. 1998. Medical anthropology: an introduction to the fields. In Understanding and Applying Medical Anthropology. Pp. 10-19: Mountain View: Mayfield.

Scheper-Hughes, Nancy & Lock, Margaret. (1987). “The Mindful Body: A prolegomenon to future work in Medical Anthropology.”

Morsy, Soheir A. 1996. Political Economy in Medical Anthropology. *In* Medical Anthropology: Contemporary Theory and Method. C.F. Sargent and T.F. Johnson, eds. Pp. 21-40. Westport, CT: Praeger.

9/5: LABOR DAY – NO CLASS

9/12: Key thinkers in Global Health and Med Anthro / Public health as culture

Singer, Merrill. (1995). “Beyond the Ivory Tower: Critical Praxis in Medical Anthropology. Medical Anthropology Quarterly 9(1):80-106.

Paul Farmer, “On Suffering and Structural Violence: A View from Below” In: VINCENT, Joan (Ed). The anthropology of politics. A reader in ethnography, theory and critique. Malden/Oxford, Blackwell, 2002, p. 424-437.

Hahn and Inhorn. “Introduction” in *Anthropology in Public Health*. Oxford: U. of Oxford Press.

Foster, George. “Bureaucratic Aspects of International Health Programs.” In *Anthropology in Public Health*. Oxford: U. of Oxford Press.

Justice, Judith (1987), “The Bureaucratic Context of International Health: A Social Scientist's View”, *Social Science and Medicine*, 25: 1301-06.

**Unit 2: Medical Anthropology and Migration/Transnationalism**

9/19: Illustrative texts / Diverse perspectives on migration

Singer, Merrill, et al. 1992. “Why Does Juan Garcia have a Drinking Problem? The Perspective of Critical Medical Anthropology.” Medical Anthropology 14:77-108.

Padilla, M., Rodríguez-Madera, S.L., Varas-Díaz, N., Ramos-Pibernus, A. “Trans-migrations and the politics of body modification among Puerto Rican transgender women.” (2016). *International Journal of Sexual Health* 28(4) (Special Issue: “GLBT Health and Wellbeing in the Caribbean”): 261-277.

Padilla, M., Colon-Burgos, J., Varas-Diaz, N., Matiz-Reyes, A., and Parker, C. (2018). “Tourism Labor, Embodied Suffering, and the Deportation Regime in the Dominican Republic.” *Medical Anthropology Quarterly*. doi: 10.1111/maq.12447.

Green, Linda, 2011. “The Nobodies: Neoliberalism, Violence, and Migration.” Medical Anthropology, 30(4): 366–385.

9/26: Seth Holmes, “Fresh Fruit”, first half of book

10/3: Seth Holmes, “Fresh Fruit”, second half of book

**Unit 3: Medical anthropology and HIV/AIDS**

10/10: Key texts on HIV/AIDS

Merrill Singer, Pamela Erickson, et al. *Syndemics, Sex and the City: Understanding Sexually Transmitted Disease in Social and Cultural Context*. *Social Science and Medicine*. 63(8):2010-2021, 2006

Quesada et al. Structural Vulnerability and Health:

Parker, R., & Aggleton, P. (2003). HIV and AIDS-related stigma and discrimination: A conceptual framework and implications for action. *Social Science & Medicine, 57*(1), 13-24.

10/17: Biehl, *Vita* (first half).

10/24: Biehl, *Vita* (second half).

**Unit 4: Applied Medical anthropology**

10/31: Key definitions and examples of applied medical anthropology

Barbara Rylko-Bauer, Merrill Singer, and John van Willigin. *Reclaiming Applied Anthropology: Its Past, Present, and Future.* American Anthropologist 108(1):178-190, 2006.

Singer and colleagues. “From Street Research to Public Health Intervention: The Hartford Drug Monitoring Program.” (Chapter 12 in Hahn volume)

11/7: Clinical anthropology / Examining Doctor-Patient interaction

 Burson-Tolpin, Anne. “Fracturing the Language of Biomedicine.” MAQ, 1988: 283-293.

 Hahn, Robert. “A World of Internal Medicine.” Chapter 7 of *Sickness and Healing*.

Rhodes, Lorna. 1996. “Studying Biomedicine as a Cultural System.” Chapter 9 of *Medical Anthropology: Theory and Method* (Sargent and Johnson, eds.).

Browner, Caroline. (2011) “Lost in Translation: Lessons from California on the Implementation of State-Mandated Fetal Diagnosis in the Context of Globalization.” In *Globalization, Reproduction, and the State* (Browner and Sargent, eds.). Duke U. Press.

11/14: Understanding how communities receive or interact with interventions

Van Hollen, C. (2011). “Breast or Bottle?” Medical Anthropology Quarterly.

Biehl, Joao (2009). “The Brazilian Response to AIDS and the Pharmaceuticalization of Global Health.” (in Hahn, Ch. 17)

Renne, E. (2010) “Anthropological and Public Health Perspectives on Global Polio Eradication Initiative in Northern Nigeria” (In Hahn, Ch. 18)

11/21: Seminar Participants’ Select Readings – Assignment readings to be determined in class

11/28: Final discussion on lessons learned, trajectories of our respective research, and ongoing questions (no reading required; structure of this session to be determined by discussion amongst the seminar participants).

**FINAL PAPER DUE DEC 9, 2022, at 5:00 pm (Email to marpadi@fiu.edu)**