Resource Materials
We will be using Medical Anthropology: A Biocultural Approach. You are welcome to purchase the book; however, book purchasing is at your discretion since PDFs of individual selections will be provided via Blackboard. All assignments will be submitted via Blackboard.

Course Description and Prerequisites
This course is intended for students with no former experience with medical anthropology. By completing the course, students will gain a familiarity with the field of medical anthropology and the broad range of topics that have been researched by medical anthropologists over the last thirty years. The course addresses some of the following questions: How can we think about ethnography as a form of intervention? What is the role of political economy in personal suffering? How do we think and write about embodiment and phenomenological experiences? What is the relationship between how people are governed, citizenship-based rights, and health? What is the meaning of violence, and alternatively, what work is done through humanitarianism, care, and love? What is “moral clarity” in the context of epidemics?

Learning Objectives
The course provides a foundation in medical anthropology, beginning with an outline of the discipline. This course furthermore addresses pressing issues such as biosecurity, pharmaceuticals and issues of “compliance” in the context of development and contemporary events. By taking this course, students will hone their critical thinking skills, as well as exercise communication skills through both ongoing writing assignments and participation in class discussion.

Grading Policies
Students’ grades are based on their performance in five areas:

Reading Responses 20%
Presentation Synthesis 20%
Written Questions 20%
Participation in Discussion 20%
“Conference-Format” Papers and Presentations 20%

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Students are required to turn in ten weekly responses to study questions and ten written questions (out of eleven total opportunities; Week 2 through Week 13). In addition, students must turn in ten presentation synthesis (out of twelve total opportunities; see schedule below).

Students are responsible for turning in written assignments by the due date indicated in the outline for each type of assignment (see below). Tardy assignments will receive a maximum of 8/10 points if turned in within 24 hours of the deadline. Thereafter, one point will be deducted for each additional 24 hour increment the assignment is late.

All written assignments must be submitted via Blackboard. When turning in weekly written assignments, please save them in .doc format, and label them using this format: “SurnameInitial assignment_type #.doc”

For example:
GarzaF response 3.doc
MaldonadoL synthesis 2.pdf

**Reading Responses**
Students are expected to respond to the “Study Questions” located at the end of each chapter. These responses demonstrate students’ close reading of the text. Reading Responses are 500-1,000 words in length. (Please do not include the questions in your submission—only your responses to the questions are necessary.) Unless otherwise indicated, reading responses are due by 9pm Sunday night (before lecture).

**Presentation Synthesis**
Presentation synthesis demonstrate students’ understanding of Wednesday presentations. Synthesis are 250-350 words per presentation (i.e., if there are three presentations, the assignment should be between 750 and 1,050 words). Unless otherwise indicated, they are due by 9pm on Thursday night (after presentations).

**Written Questions**
Written questions demonstrate students’ active engagement with texts and are intended to stimulate discussion. Questions should be 50-150 words and, unless otherwise indicated, they are due by Sunday at noon (before Monday class). Students are encouraged to make direct references to the text, providing direct quotations and page numbers. However, direct quotations may account for no more than half of the entire question. The professor will select questions to present to the class for discussion.

**Participation in Discussion**
Students are required to participate during class discussion throughout the entire semester. Participating during a minimum of ten sessions is expected.

**“Conference-Format” Papers and Presentations**
Each individual student will pick a book from “Suggested Ethnographies to Read with This Chapter” (located at the end of each chapter in the text). Book selections will be coordinated during class so that each student is responsible for a different book. Students are expected to:
1) Select and scan 50+ pages of the book (including the Introduction and at least one key chapter)
2) Write a 1,500 to 1,750-word synthesis of book, clearly outlining primary arguments.
3) Submit both written synthesis and scanned pages in one collated PDF via Blackboard by April 13 at 9pm.
4) Give a 10 minute “conference presentation” posing as the author of the book. (We will organize “conference panels” based upon students’ book selections.) Be prepared for questions!

Calendar of Activities
A few important administrative dates effecting ANTH 4311 class schedule:

January 16: Martin Luther King Jr. Holiday. No Classes

General structure: Unless otherwise indicated, we will be responding to the text’s critical thinking questions and peers’ written questions during Monday discussion. Graduate students will be presenting on during Wednesday class periods.

WEEK 1

Wednesday, January 18
Course Overview

WEEK 2

Monday, January 23
Preface and Chapter 1

Wednesday, January 25
Graduate presentations 1

Ethnography as Intervention: The Political Economy of Health and Suffering

Taussig, Michael “Reification and the Consciousness of the Patient (SS&M) 1980, AND Chapters 2 and 7 from The Devil and Commodity Fetishism in Latin America 1980.
Schepere-Hughes, Nancy “Two Feet Under in A Cardboard Coffin…” From Death Without Weeping
Bourgois, Philippe “Understanding Inner City Poverty: Resistance and Self Destruction under US Apartheid” from In Search of Respect.
***Merrill Singer’s perspective on critical medical anthropology
WEEK 3

Monday, January 30
Chapter 2

Wednesday, February 1
Graduate presentations 2

The Body and “Embodiment”: Critical Phenomenology


WEEK 4

Monday, February 6
Chapter 3

Wednesday, February 8
Graduate presentations 3

Beyond Political Economy: Poststructuralism and the Clinic

Lock, Margaret ‘Making Menopause….” From Encounters With Aging.

WEEK 5

Monday, February 13
Chapter 4
Wednesday, February 15
Graduate Presentations 4

Biopolitics and Citizenship-Based Rights

Rose, Nikolas and Carlos Novas “Biological Citizenship”
Petryna, Adriana chapters 1 and 5 from Life Exposed.

WEEK 6

Monday, February 20
Chapter 5

Wednesday, February 22
Graduate Presentations 5

Epidemics and Moral Clarity

Ferguson, James chapters 1-2 of The Anti-Politics Machine

WEEK 7

Monday, February 27
Chapter 6

Wednesday, March 1
No Class.
WEEK 8

Monday, March 6
Chapter 7

Wednesday, March 8
Graduate presentations 6

**Development, Pharmaceuticals, and Biosecurity**


**Cohen, Lawrence** “Operability, Bioavailability and Exception” in *Global Assemblages*


**Franklin, Sarah** “Stem Cells R Us: Emergent Life Forms and the Global Biological” Chapter 4.

WEEK 9

Monday, March 13
*Spring Break. No Class.*

Wednesday, March 15
*Spring Break. No Class.*

WEEK 10

Monday, March 20
Chapter 8

Wednesday, March 22
Graduate Presentations 7

**The Medical Exchange and Perspectives on Compliance**


WEEK 11

Monday, March 27
Chapter 9

Wednesday, March 29
Graduate Presentations 8

Religion and the Politics of Modern Bodies


**Asad, Talal** “Notes on Body Pain and Truth”


WEEK 12

Monday, April 3
Chapter 10

Wednesday, April 5
Graduate Presentations 9

The State of Health

**Das, Veena and Deborah Poole** “State and Its Margins: Comparative Ethnographies.” In *Anthropology in the Margins of the State*, Veena Das and Deborah Poole, eds. Santa Fe: School of American Research Press. 3-34, 2004.


**Aretxaga, Begona** “Maddening States.” In *Annual Review of Anthropology*

WEEK 13

Monday, April 10
Chapter 11 and Epilogue
Wednesday, April 12
Graduate Presentations 10

Violence and Humanitarianism


***APRIL 13: Undergraduate “conference papers” due.***

**WEEK 14  DOUBLE PRESENTATIONS!!!!!!**

Monday, April 17
Graduate Presentations 11

Intimacy, Violence, and Care


Wednesday, April 19
Graduate Presentations 12

“Compliance” and Culture in Contemporary Medicine

Whitmarsh, Ian “Medical Schismogenics: Compliance and ‘Culture’ in Caribbean Biomedicine.” In Anthropology Quarterly, 2011.

WEEK 15

Monday, April 24
Conference Panels

Wednesday, April 26
Conference Panels

WEEK 16

Monday, May 1
Conference Panels

Wednesday, May 3
Conference Panels

Students with Disabilities
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.

Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu.
Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.
Mandatory Course Evaluation Period
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades.

Attendance and Class Participation
Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work. Laptops and other computing devices are not permitted in the classroom (unless permission is granted; contact the professor if you need computing-related accommodations) as they may be distracting to fellow students.

Scholastic Integrity
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

Sexual Harassment, Discrimination, and Violence
In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

Course Drops
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.