Course Description
Often represented as ‘science’ that is devoid of cultural assumptions, Western (or allopathic) medicine is nevertheless a product of social processes. Examining the ‘culture of no culture’, this course will explore the ways in which technology, science, and medicine shape and are shaped by sociality, power, and economy.

Course Objectives
• Students will gain an understanding of the social and cultural dimensions of biomedicine.
• This course will explore local responses to, and interpretations of, biomedical ideas, technologies, and treatments.
• Through an examination of ethnicity, technology, and gender, this course will illustrate the way in which medical ideas and discourse are employed to construct and reflect their social environment.

Student Learning Outcomes
At the conclusion of this course, the student will be able to:
• Use appropriate research tools to formulate a scholarly argument within the context of medical anthropology.
• Understand the ways in which the medical sciences are socially and culturally constructed.
• Think critically about relations of power and meaning within biomedicine.
• Recognize the value of anthropological understandings in clinical care settings.

Course Readings:
All readings for this class are posted as pdf documents on Laulima.

Assignments
Reverse Outline and Summary (15%) – Due on February 1 or 8 (Week 4 or 5)
Choose ONE of the readings for the week. At the top of your paper, write the central claim of the article in two sentences or less. In no less than eight pages, make an outline of the article as follows:
1) Section Title
   a) Using complete sentences, summarize the main points of each section. Each point
      should have its own heading letter (a, b, c, and so on). In parenthesis, add the
      page and paragraph number.
         i) List the evidence that the author uses to the support the claim. This includes
            data, ethnography, or citing the ideas and theories of others. Each piece of
            evidence should have its own heading letter (i, ii, iii, and so on).

Then using the same reading, write a text summary. In two pages, summarize the
author’s overall argument and demonstrate how the author supports this argument using
details to illustrate your assertion. Your paper should have a clear introduction and
conclusion. For this exercise, you do not need to provide in text citations or a
bibliography. I will give written feedback on papers and during lectures I will review the
important points of the articles and provide oral feedback. This exercise will improve
reading comprehension and demonstrate techniques of writing.

Summary and Analysis (15%) – Due on February 22 or 29 (Week 7 and 8)
Choose one reading and write a two page text summary as outlined above. In an
additional two pages, write an analysis of the week’s theme. Making reference to all
other readings from the week, discuss the contributions that the author(s) makes in
understanding the topic. For this exercise, you do not need to provide in text citations or
a bibliography. I will give written feedback on papers and during lectures I will review
the important points of the articles and provide oral feedback. This exercise will improve
reading comprehension and demonstrate techniques of writing.

Abstract and Preliminary Bibliography (10%) – Due March 7 (Week 9)
In 200-300 words, concisely summarize your forthcoming research paper. Your abstract
should (1) give a brief background to the topic of your paper, (2) the anthropological
approach you are going to use, and (3) the data that will be marshaled to support your
conclusions. Do not ask questions, give answers. Students must also submit a
preliminary bibliography containing six citations. At least three of these must be
anthropological (from anthropology journals or written by anthropologists). Please bold
the anthropological citations. I will give written feedback and during lectures I will
review the key features of abstracts and provide oral feedback. This exercise will ensure
that paper topics are thought out and that bibliographic references have been identified

Research Paper (50%) – First Draft due April 13 (Week 13)
Final Draft due May 4 (Week 16)
Throughout the semester, students will work to prepare a manuscript to submit to an
anthropological journal for peer review. The paper must focus on biomedicine and
conform to the formatting standards of your chosen journal. Papers can incorporate a
fieldwork component but are not required to do so. IRB clearance must be obtained for
any research involving human subjects.

Class Participation and Peer Review (10%)
Throughout the class, discussion is encouraged. Students that talk in class and answer questions will receive higher participation scores. In Week 14, students will be divided into groups to formally critique first drafts. Each student will be required to read the papers of other group members and provide written feedback.

**Grading Scale**

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**Style and Formatting Guidelines**

All student assignments for this course must follow the standards outlined in the document ‘Guidelines for Papers’, which is available on Laulima. Any paper not conforming to ALL of these guidelines will be penalized.

**Late Papers**

Unless otherwise stated, papers are due at the beginning of class. Late assignments (including first drafts) will lose ten percent for every day that elapses and will not receive comments from the instructor. On the sixth day, the student will receive a zero. Many students lose their work due to computer crashes and hard drive failures. As part of your Google@UH account, you can store your work online via Google Drive which provides a secure backup. Please make use of this service as I do not make exceptions for hardware malfunctions.

**Classroom Policies**

- Be on time. Turn off cell phones. No computers are allowed in class.
- All course handouts, readings, and assignments can be found on Laulima.
- Students are responsible for all course content, whether or not they are in class.
- You are responsible for knowing about, and avoiding, academic dishonesty.
- For more information about writing resources on campus and online, go to http://www.mwp.hawaii.edu/writer_help.htm.
Class Schedule

Week 1 – Introducing Biomedicine
1/11 Introduction to the class

Week 2 – Medical Knowledge and Social Knowledge
1/18 No class: Martin Luther King Jr. Day
- Chapter 2: The Normal Body
- Chapter 6: Colonial Disease and Biological Commensurability

Week 3 – Medical Knowledge and Social Knowledge
- Preface
- Chapter 4: The Old Age of the Clinic
- Chapter 6: Signs and Cases
- Chapter 7: Seeing and Knowing
- Conclusion
- Chapter 1: From Order to Disorder
- Chapter 5: Cycles of Credit
- Chapter 6: The Creation of Order Out of Disorder

Week 4 – Medical Knowledge and Social Knowledge
- Chapter 8: A Cyborg Manifesto: Science, Technology, and Socialist Feminism in the Late Twentieth Century

Week 5 – Learning Medicine
• Chapter 6: Knowledge: Writing, Sight and the Self
• Chapter 7: Strange Meeting: The Dissecting Room
• Chapter 4: Seeing Deeply and Seeing Through in the Basic Science Years
• Chapter 5: The Word Made Flesh: Hospital Experience and the Clinical Crisis

Week 6 – Fieldtrip to JABSOM
2/15 No class: President’s Day
2/17 Fieldtrip to the Anatomy Lab at the John A. Burns School of Medicine

Week 7 – Pharmaceuticals

Week 8 – Clinical Trials
• Chapter 1: Clinical Trials: Coming Soon to a Physician Near You
• Chapter 8: Cultivating Pharmaceutical Compliance

- Chapter 1: Guinea-Pigging
- Chapter 2: Market Recruitment, Identity, and Resistance among Professional Guinea Pigs
- Chapter 3: Local Knowledge and Risk Management among Professional Guinea Pigs

**Week 9 – Clinical Trials / Technology**


**ABSTRACT AND PRELIMINARY BIBLIOGRAPHY DUE**

**Week 10 – MRI**


- Chapter 3: Seeing Is Believing
- Chapter 4: The Image Factory


- Chapter 5: The Political Economy of Magnetic Resonance Imaging
- Chapter 6: A Sacred Technology

**Spring Break 3/21 – 3/25**

**Week 11 – Biomedicine Elsewhere**


- Chapter 1: Making a Place for Biomedicine
- Chapter 3: Public Building, Public Politics
- Chapter 4: Doctors without Diagnosis
- Chapter 6: Technologies of Detachment

**Week 12 – Helping**
- Chapter 2: The Passion in Policy
- Chapter 4: Learning the Arts of Helping

- Chapter 5: The Social Life of Health Facts
- Chapter 6: Manufacturing Optimism, Maintaining Health

**Week 13 – Film: Orgasm, Inc.**
4/11 Part I
4/13 Part II and Class Discussion
FIRST DRAFT DUE

**Week 14 – Critique Week**
4/18 Peer Review
4/20 Peer Review

**Week 15 – Risk, Genetic Screening, and Selective Abortion**
- Chapter 7: Heredity
- Chapter 8: The New Surgical Radicalism

- Chapter 1: How Methodology Bleeds into Daily Life
- Chapter 8: Culturing Chromosomes, or What’s in the Soup

**Week 16 – Risk, Genetic Screening, and Selective Abortion**
- Chapter 9: An Error in Cell Division, or The Power of Positive Diagnosis
5/4 Class Review
FINAL DRAFT DUE