

Princeton University  
Department of Anthropology & Humanities Council  
Spring 2020

**MEDICAL ANTHROPOLOGY**  
**ANT 240/HUM 240**

*M/W 1:30 - 2:50 pm*  
**ONLINE INSTRUCTION**

**Instructor:** João Biehl | [jbiehl@princeton.edu](mailto:jbiehl@princeton.edu)

**Co-Instructor:** Onur Günay | [ogunay@princeton.edu](mailto:ogunay@princeton.edu)

**Teaching Assistants:** Nikhil Pandhi | [npandhi@princeton.edu](mailto:npandhi@princeton.edu)  
Ipsita Dey | [idey@princeton.edu](mailto:idey@princeton.edu)

**As of Monday March 23<sup>rd</sup>, we will be meeting online.**

Please log into Zoom through this link: <https://princeton.zoom.us/j/721431996>.

If there is any problem with the link, you can go to the Course Tools on Blackboard and click on “Zoom Meeting” to find the Medical Anthropology Zoom session.

Please read the outline for each forthcoming session, paying close attention to individual and group assignments.

The success of the course depends on your commitment to complete all required readings for each class day, to critically reflect on the texts and films, to participate actively in online discussions, and to creatively integrate these insights in your final research project.

The grading basis for the course now includes the P/D/F option.

Overall grading is based on:

**Attendance and participation (10%).** Students are expected to attend all online sessions and to actively contribute to discussions and group projects.

**Weekly Responses (25%).** Each week students will submit written responses on Blackboard about that week’s readings, film, or art viewing. There are now 3 possible formats for responses: (1) a one-page précis (not to exceed 400 words) to be uploaded on Blackboard’s Assignments OR (2) a short individual post (three to five-sentences) to be uploaded on Blackboard’s Discussion Board OR (3) a collaborative group post (about 300-400 words) to be uploaded on Blackboard’s Discussion Board.

The response format (one-page précis or individual/group post) and due date varies on a weekly basis. Be sure to check the syllabus.

Please read your colleagues’ posts before attending class, as they will likely be a starting point for our class discussions.

- **Midterm paper** (7-8 double-spaced pages plus one page with references) analyzing an “illness narrative” (30%). **REVISED DEADLINE:** Sunday 3/22 at 10 pm. Please upload your Illness Narrative in Blackboard under Assignments.
- **Final research paper or audiovisual project (35%) to be submitted by Dean’s Date, Tuesday May 12 at 5 pm.**

**Guidelines will be emailed and posted on April 5<sup>th</sup>.**

The following required books are on reserve at Firestone Library and also available on Blackboard’s electronic reserve.

- Frazier, Latoya Ruby. *The Notion of Family*. New York: Aperture, 2016.
- Garcia, Angela. *The Pastoral Clinic: Addiction and Dispossession along the Rio Grande*. Berkeley: University of California Press, 2010.
- Sontag, Susan. *Regarding the Pain of Others*. New York: Picador, 2003.

**March 23**

**THE PLAGUED CITY I**

**Before the online session, please read:**

- Sophocles. 2010. *Oedipus the King* (translated by David Grene). Chicago: Chicago University Press, pp.11-13.
- Foucault, Michel. 1995. "Panopticism." *Discipline and Punish*. New York: Vintage Books, pp. 195-202.
- Yuval Harari, "This is the worst epidemic in 'at least 100 years'"  
<https://edition.cnn.com/videos/tv/2020/03/15/yuval-noah-harari-amanpour-cnn-coronavirus.cnn>
- "Visualizing the History of Pandemics"  
<https://www.visualcapitalist.com/history-of-pandemics-deadliest/>
- "Coronavirus: Why You Must Act Now"  
<https://medium.com/@tomaspueyo/coronavirus-act-today-or-people-will-die-f4d3d9cd99ca>

**Online session outline:**

- ✓ Prof. Biehl will lecture for about 30 minutes.
- ✓ Students will then break into small groups for about 30-40 minutes. In your groups, share impressions on the experience and representation of collective suffering and power in the times of Covid-19. Which measures are being taken (or not today) to control the pandemic and how do they reproduce or differ from those taken in the 17<sup>th</sup> and 18<sup>th</sup> century as discussed by Foucault? What do current interventions variously reveal about the interface of uncertainty and science, power, rights, and care?
- ✓ **Group Discussion Board Posting:** Each group can continue the conversation on their own (via email/Zoom/Skype/phone/Google shared document) and will have to write a collective short commentary (about 300-400 words) with key insights. One group member will post the group reflection on Blackboard's Discussion Board by March 24<sup>th</sup>, Tuesday at 11:00 pm EST.

**March 25**

**THE PLAGUED CITY II**

**Before the online session, please read:**

- David S. Jones, "History in a Crisis – Lessons for Covid-19"  
<http://www.nejm.org/doi/full/10.1056/NEJMp2004361>
- Please look at the file "Images\_Princeton Art Museum" prepared by curator Veronica White in Blackboard under Course Materials. Pay attention to how various 'plagues' were represented artistically in earlier times and more recently. You can also reach Veronica White's PowerPoint and see high resolution images through this link: <http://artmuseum.princeton.edu/list-classes>
- Please read all recently posted group reflections on Blackboards' Discussion Board.

**Online session outline:**

- ✓ Prof. Biehl and Dr. Günay will offer a recap of the group discussion board posts for about 30 minutes.
- ✓ Art curator Veronica White will join the online class and discuss early modern and contemporary representations of ‘plagues.’

**Write Reading Response 5**

- ✓ Select one image from the set prepared by art curator Veronica White (“Images\_Princeton Art Museum” under Course Materials in Blackboard) and write a brief commentary drawing from this week’s readings and discussions on ‘the plagued city’ (please add a copy of the photo to your response). Post your précis in Blackboard under Course Assignments by Friday, March 27, at 11 pm EST.

March 30

**REGARDING THE PAIN OF OTHERS**

**Before the online session, please read:**

- Sontag, Susan. 2003. *Regarding the Pain of Others*. New York: Farrar, Strauss, and Giroux.
- **Also watch the short video** (in Blackboard under Course Materials) by art curator Katherine Bussard on the medical/humanitarian story of the Brazilian boy Flavio (photographed by Gordon Parks for LIFE Magazine).

**Online session outline:**

- ✓ Prof. Biehl will lecture for about 30 minutes.
- ✓ Art curator Katherine Bussard will discuss (30-40 minutes) the ethics of photojournalism, drawing from the exhibition *LIFE Magazine and the Power of Photography* she has curated—<https://artmuseum.princeton.edu/art/exhibitions/3612>

**Individual Discussion Board Posting:**

- ✓ Choose one image related to Covid-19 that moves you and grabs your imagination and write a brief commentary drawing from Susan Sontag’s critical insights and our discussions. Submit your posting on Blackboard’s Discussion Board by Tuesday, March 31, at 11:00 pm EST. Please read all postings.

April 1

## RACE, MEDICAL EXPERIMENTATION & THE POLITICS OF SCIENCE

### **Before the online session, please read:**

- Proctor, Robert. 1993. "Nazi Medicine and the Politics of Knowledge." *The 'Racial' Economy of Science: Toward a Democratic Future* edited by Sandra Harding. Indianapolis: Indiana University Press, pp. 344-358.
- Jones, James. 1993. "The Tuskegee Syphilis Experiment: A Moral Astigmatism." *The 'Racial' Economy of Science: Toward a Democratic Future* edited by Sandra Harding. Bloomington: University of Indiana Press, pp. 275-286.
- Please also read latest individual postings on Blackboards' Discussion Board.
- **And watch the documentary film** *The Deadly Deception* by Denise DiAnni (USA)

### **Write Reading Response 6**

- ✓ Write a précis on the documentary film *Deadly Deception* (refer to insights from Proctor and Jones) and post in Blackboard under Course Assignments it by April 1 at 1:00 pm EST.

### **Online session outline:**

- ✓ Prof. Biehl will lecture for about 30 minutes.
- ✓ Students will then break into small groups for about 30 minutes.

April 6

## FINAL RESEARCH PROJECTS

### **Before the online session, please read:**

- Kidder, Tracy. 2000. "The Good Doctor." *The New Yorker*, July 10, 2000, pp. 40-57.
- Powell, Alvin. 2018. "Interview: Harvard's Paul Farmer on traveling the world to fight inequality in health." *The Harvard Gazette*, May 21, 2018.  
<https://news.harvard.edu/gazette/story/2018/05/harvards-paul-farmer-on-traveling-the-world-to-fight-inequality-in-health/>
- **Also watch the documentary film** *Partners in Health: Saving Lives in Rural Haiti* by David Murdock.

### **Online session outline:**

- ✓ Prof. Biehl will review the guidelines for the final research projects and answer questions.
- ✓ Guidelines will be emailed and posted on Blackboard under Course Assignments on April 5 by 12 pm EST. Please read guidelines carefully before the online session.

April 8

## STRUCTURAL VIOLENCE & RESOCIALIZING MEDICINE

### **Before the online session, please read:**

- Sen, Amartya. 2003. "Foreword". *Pathologies of Power* by Paul Farmer. Berkeley: UC Press, pp. xix-viii.
- Farmer, Paul. 2003. "On Suffering and Structural Violence." *Pathologies of Power*. Berkeley: UC Press, pp. 29-50.
- **Also watch the documentary film** *All of Us* by Emily Abt (USA).

### **Online session outline:**

- ✓ Prof. Biehl will lecture for about 30 minutes.
- ✓ Students will then break into small groups for about 30-40 minutes. In your group discussion, focus on how structural violence and inequality plays out in the Covid-19 pandemic.
- ✓ **Group Discussion Board Posting:** Each group can continue the conversation on their own (via email/Zoom/Skype/phone/Google shared document) and will have to write a collective short commentary (about 300 words) with key insights. One group member will post the group reflection on Blackboard's Discussion Board by April 10, Friday at 11:00 pm EST.

April 13

## PATHOLOGIZING POVERTY & LIVING THROUGH INJURY

### **Before the online session, please view/read and watch:**

- Frazier, LaToya Ruby. 2014. *The Notion of Family*. New York: Aperture.
- LaToya Ruby Frazier on Gordon Parks's "Red Jackson"  
<http://www.latoyarubyfrazier.com/video/gordon-parks-red-jackson/>

### **Write Reading Response 7**

- ✓ Write a précis on *The Notion of Family* and post in Blackboard Assignments by April 13 at 1:00 pm EST.

### **Online session outline:**

- ✓ Prof. Biehl will lecture for about 30 minutes.
- ✓ Students will then break into small groups for about 30-40 minutes.

April 15

## REPRODUCTIVE GOVERNANCE

### **Before the online session, please read:**

- Morgan, Lynn M. 2019. "Reproductive Governance, Redux." *Medical Anthropology* 38(2): 113-117.
- **Also watch the documentary film** *One Child Nation* by Nanfu Wang and Jialing Zhang (to be watched on Amazon Prime – those who don't have Amazon Prime can have their one-month free trial in order to watch this documentary.)

### **Online session outline:**

- ✓ Prof. Biehl will lecture for about 30 minutes.
- ✓ Students will then break into small groups for about 30-40 minutes.
- ✓ **Group Discussion Board Posting:** Each group can continue the conversation on their own (via email/Zoom/Skype/phone/Google shared document) and will have to write a collective short commentary (about 300 words) with key insights. One group member will post the group reflection on Blackboard's Discussion Board by April 17, Friday at 11:00 pm EST.

April 20

## MAKING UP [PHARMACEUTICAL] PEOPLE

### **Before the online session, please read:**

- Hacking, Ian. 1999. "Making Up People." *The Science Studies Reader* edited by Mario Biagioli. New York: Routledge, pp. 161-171.
- Boseley, Sarah and Baptiste Lignel. 2015. "Generation Meds: The US Children Who Grow Up on Prescription Drugs." *The Guardian*, November 26, 2015.  
<https://www.theguardian.com/society/2015/nov/21/children-who-grow-up-on-prescription-drugs-us>
- Pearson, Rachel. 2019. "Among the Vitamin K 'Anti-Vaxxers'." *The New York Review of Books*, January 31.
- **Also watch the documentary film** *The Medicated Child* by Marcela Gaviria (PBS/Frontline)

### **Online session outline:**

- ✓ Prof. Biehl will lecture for about 30 minutes.
- ✓ Students will then break into small groups for about 30-40 minutes.
- ✓ **Group Discussion Board Posting:** Each group can continue the conversation on their own (via email/Zoom/Skype/phone/Google shared document) and will have to write a collective short commentary (about 300 words) with key insights. One group member will post the group reflection on Blackboard's Discussion Board by April 21, Tuesday at 11:00 pm EST.

April 22

## THE PASTORAL CLINIC

### **Before the online session, please read:**

- Garcia, Angela. 2010. *The Pastoral Clinic: Addiction and Dispossession along the Rio Grande*. Berkeley: University of California Press.

### **Write Reading Response 8**

- ✓ Write a précis on *The Pastoral Clinic: Addiction and Dispossession along the Rio Grande* and post in Blackboard Assignments it by April 22 at 1:00 pm EST.

### **Online session outline:**

- ✓ Prof. Biehl will lecture for about 30 minutes.
- ✓ Students will then break into small groups for about 30-40 minutes.

April 27

## EXPANDING THE MEDICAL ANTHROPOLOGICAL IMAGINATION

### **Before the online session, please read:**

- Kalanithi, Paul. 2014. "How Long Have I Got Left?" *The New York Times*, January 24, 2014 Sunday Review).  
[https://www.nytimes.com/2014/01/25/opinion/sunday/how-long-have-i-got-left.html?\\_r=0](https://www.nytimes.com/2014/01/25/opinion/sunday/how-long-have-i-got-left.html?_r=0)
- Kalanithi, Paul. 2015. "Before I go: Time warps for a young surgeon with metastatic lung cancer." *Stanford Medicine*, Spring. <https://stanmed.stanford.edu/2015spring/before-i-go.html>
- Benjamin, Ruha. 2016. "Racial Fictions, Biological Facts: Expanding the Sociological Imagination through Speculative Methods." *Catalyst: Feminism, Theory, Technoscience* 2 (2): 1-28.
- Metzl, Jonathan M., and Helena Hansen. 2014. "Structural Competency: Theorizing a new Medical Engagement with Stigma and Inequality." *Social Science and Medicine* 103 (126): 126-133.
- **Also watch the short video** "A Strange Relativity: Altered Time for Surgeon-Turned-Patient" (Paul Kalanithi), Youtube: <https://www.youtube.com/watch?v=d5u753wQeyM>

### **Online session outline:**

- ✓ Prof. Biehl will lecture for about 30 minutes.
- ✓ Students will then break into small groups for about 30-40 minutes.
- ✓ **Group Discussion Board Posting:** Each group can continue the conversation on their own (via email/Zoom/Skype/phone/Google shared document) and will have to write a collective short commentary (about 300 words) with key insights. One group member will post the group reflection on Blackboard's Discussion Board by April 28, Tuesday at 11:00 pm EST.



April 29

## THE ART OF CAREGIVING

### **Before the online session, please read:**

- Kleinman, Arthur. 2009. "Caregiving: The Odyssey of Becoming More Human." *The Lancet* Vol. 373, pp. 292-293.
- Hanna-Attisha, Mona. 2016. "The Future for Flint's Children." *The New York Times*, March 26, 2016. <https://www.nytimes.com/2016/03/27/opinion/sunday/the-future-for-flints-children.html>
- Hanna-Attisha, Mona. 2017. "Will We Lose the Doctor Who Would Stop the Next Flint?" *The New York Times*, February 11, 2017. [https://www.nytimes.com/2017/02/11/opinion/sunday/will-we-lose-the-doctor-who-would-stop-the-next-flint.html?\\_r=0%20Hanna-Attisha](https://www.nytimes.com/2017/02/11/opinion/sunday/will-we-lose-the-doctor-who-would-stop-the-next-flint.html?_r=0%20Hanna-Attisha)

### **Online session outline:**

- ✓ Prof. Biehl will lecture for about 30-40 minutes.