

# SEMINAR: MEDICINE AND CULTURE

Professor Austin Zakari  
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ANT 306  
SPRING 2015

Room location: Cornell Hall Rm 134  
Tuesday: 6:45-9:15pm

## **Course Description**

Medical Anthropology is a diverse field that emphasizes the intersection of culture and medicine. This includes both the study of medical systems as cultural institutions, and the broad cultural, historical and evolutionary causes of health and disease, as opposed to their immediate biological causes. Particular emphasis is placed on Western biomedicine and the integral part it plays in constructing disease and health and how it impacts national and international attitudes toward health and well-being. Students will consider practical applications of anthropology in the health professions and health research.

## **Course Objectives**

By the end of this class, you should be able to:

1. Consider current approaches to cultural competence in medicine
2. Recognize, define and apply core theories at use in medical anthropology today
3. Evaluate the role of biomedicine in contemporary cultural systems
4. Demonstrate through class discussion and writings a thorough understanding of how these theories are actualized across gender, ethnicity, race and economic level
5. Apply the core theories to other studies and classes that may be outside of anthropology but pertain to fields such as medicine, feminism, history, economics, international affairs, etc.
6. Understand that patterns of disease within a population are influenced by structural forces, as well as biological, and social inequality is often the most significant factor in negative health outcomes
7. Formulate a research paper and presentation which illustrates the connections between human biology, culture and health

## **Class Structure**

Readings, class discussions both online and in class, web based activities, lectures and films. Students will serve as discussion leaders and the classroom format, both online and in class, is an interactive learning process that requires you to participate actively. Classroom participation is a component of your final grade. Therefore, you must come prepared to engage in relevant discussion and activity. Be prepared. Because this is a 300-level class, you are expected to do a fair amount of reading, writing, and active research for this course. Be prepared. Your efforts in this class will help you to produce a better research project, which you will undoubtedly find rewarding. Learning about medical anthropology and its applications on a broader scale will be particularly useful if you intend to go to graduate school or work for a nonprofit/NGO in the future, but it will also enhance your lifelong perspective of the world around you.

**CONTENT AND SCHEDULE ARE SUBJECT TO CHANGE**  
CHECK BLACKBOARD WEEKLY FOR ANY UPDATES OR CHANGES TO SYLLABUS  
INCLUDING DUE DATES AND ASSIGNMENTS

**Required Texts** (For sale at the College Bookstore/ Online)

*Medical Anthropology; A Biocultural Approach* **978-0199797080 \$42.96 Retail**

*The Immortal Life of Henrietta Lacks; Rebecca Skloot, 978-1-4000-5218-9 \$9.60 Retail*

*Dancing Skeletons: Life and Death in West Africa: Katherine A. Dettwyler 978-1-4786-0758-8*  
**\$14.89**

*Hungry Planet: ISBN: 781580086813*

**METHOD OF EVALUATION:**

**Class Projects      10% Each**

Two times in the semester you will present a class project to your peers. The project may be one of the following as the sign up sheet indicates spaces for each:

- 1) You will be responsible for leading the discussion of the day's readings. You should not simply discuss the readings but also bring in outside material to help us better understand the context for the readings. A power point along with a good group discussion and succinct questions should be used to get your classmates to talk and discuss the readings in a substantial and meaningful way. Ask open-ended questions about thematic issues that get people talking; give other students time to respond before answering. Feel free to call on members of the class to speak. If you simply summarize what went on in the readings without getting discussion going, your grade will be lower. Creativity is encouraged (games, etc). This is not about simply presenting the readings but about finding a way to creatively engage your classmates. **This presentation should last approximately 15- 20 minutes (not longer but anything under 10 minutes will be penalized) and include a few discussion questions.** I encourage you to use this opportunity to add to your research for your paper, if applicable.

**OR    Film or Book Presentation:** You may choose to extend the discussion on one of our films or books with in-depth research on the film's/ books subject, that goes beyond what is discussed in class and incorporates one of our themes or subjects from the class. **This assignment should be a 20-minute power point presentation (at the longest, and will be penalized for anything under 10 minutes) for the class along with a few discussion questions.**

**AND:**

Recipes: Make a recipe to share with the class from your ethnicity or a family favorite. Bring to class (I will provide plates, napkins, silverware)to share. You also need to create a power point about the recipe. **Do not include the actual cooking instructions. For full credit you must include a history of the food, ingredients or recipe and where it originated in your PowerPoint.** You will need to present to the class this information verbally and be ready to discuss. As well you will need to post a copy of the

recipe onto the class site to share with your fellow classmates. This presentation should be 10-15 minutes.

### **Homework/ Discussion Board/Quizzes 40%**

Various homework assignments will be posted on the blackboard site. You must check the site weekly. You will be required to post and answer questions on the readings you are assigned. They will vary from looking at websites to answering questions online. Being prepared for the class by doing the assigned readings is critical.

### **Research Paper 20% DUE MAY 3<sup>RD</sup> OR 9<sup>TH</sup>**

A writing guide will be handed out to you and available on-line. Read it carefully and ask if there are any questions. **This class requires a 2500 word count research paper.** The word requirement does **NOT** include your title page, bibliography of at least **10** scholarly sources, or other attachments. **The body of the paper needs to be at least 2500 words, double-spaced, properly formatted with page numbers and citations.** Excessive quotations are not appropriate and the paper should be a representation of the readings and research you have undertaken. This should be a succinctly written piece of work that has a recognized, consistent format, precise grammar and punctuation usage as well as proper citations. The class is structured to help you throughout the writing of the paper. Start early, it is a large assignment and is a total of 20% of your grade. It cannot be done in one or two days. The topic and at least 5 scholarly citations are due first. I will counsel you on your topic and how you are going to proceed. **Your topic should be picked from one of the chapters of our main text book.** There are suggested readings at the end of each chapter that will help get you started. The paper should have a central theme or argument and needs to encompass theory in medical anthropology. It should include at least one of the additional readings we have done during the semester. I encourage you to speak to me about your topic before the topic/ bibliography is due. If the topic is not appropriate you will need to redo the sources, better to speak to me first to make sure you are on the correct path for your paper.

You may format your paper one of following ways: **ALL PAPERS REQUIRE 3+ ANTHROPOLOGY SOURCES**

- 1) **Literature Review** – survey at least **10** scholarly (peer reviewed) sources or books relevant to a particular issue, theory or area of research. The purpose is to offer an overview of significant literature published on a topic. **The paper should generate specific questions for further research.**
- 2) **Ethnography** – **If you choose this option you will need to start early in the semester to ensure you have gathered enough data.** This project involves conducting a fieldwork based research project on an aspect of food that we have discussed in class. **This by far will require the most time to complete.** You will define the topic, write a research design, carry out the study (interviews, on-site observation, multiple visits to one or several field sites) analyze your data, and write up your results. You will need to include anthropological theory or other relevant class topics in your paper. Possibilities include: oral immigrant histories, writing an a particular disease as experienced through the eyes of a minority, working in a public health clinic, homelessness and health, ethnicity and health, etc. **For this paper you will be required to turn in with the assignment your field notes and photos. At least 5 scholarly (peer reviewed) sources are required for this paper**
- 3) **Follow that food** – for this paper you will choose a food that you eat and follow it from your mouth to where that food was produced, by whom, and how. You will research aspects of the food such as cultural significance, political economy, environmental impact and social relations (i.e. worker conditions) of that food item. If you choose a locally produced item, (honey, eggs, milk, yogurt) you could actually visit the

production site. Or you may choose a more global item (rice, pasta, beef) where you would investigate the food on a local and on a global scale. **This paper requires at least 10 scholarly (peer reviewed) sources. If you visit the site it also requires any field notes or photos.**

4) **Hungry Planet Family** – You may choose a family in the book Hungry Planet and use their information about lifestyle, food, income, health and write a paper based around this information. The paper would focus on possible health implications of their lifestyle. Whether over nutrition, malnutrition, obesogenic environments, neoliberalism, etc. Using themes from the class you will write a research paper using the family as your topic and discussing in-depth health challenges they are facing due to their environment or eating habits.

**\*\*The Last Class will be spent discussing your paper topics; you should have an outline of your paper to share with the class that covers the salient points of your research. This is a HW grade.**

#### **Attendance/ Class Participation 10% Participation 10%**

I believe that all of you have taken this class to actively participate. I expect you to come to class on time, if you are late you must enter the room quietly and discreetly. Eating is permitted during the break, a drink or quiet snack is fine during class. If this becomes disruptive I reserve the right to ban eating from the class. Each class you will receive class participation credit. I expect every student to participate in every class in some way. You are allowed **one** absence that will not affect your participation grade. Quizzes, extra credit and other class related items can not be made up if you are not in class. If you have some extraordinary circumstances make sure to discuss them with me. I reserve the right to dismiss from the class any student whose disrespectful demeanor disrupts the class or myself. This includes the use of electronics or other mediums that are not appropriate

#### **Classroom Etiquette:**

Be Prepared and Be On Time

Email any changes/ exceptions/ requests – All should be in writing

Cell Phones Off or On Vibrate

No: Txt Messaging, emailing, FB, YouTube, TV/Movies or gaming

Computers are not allowed during class time

Eating of Quiet Snacks ok, Eat Full Meals during break

Step out of the class if you must use any electronics/ except during the break

#### **Late Work/ Make up Exams**

Late Work due to absences will be lowered 5% for each day they are late. This includes blackboard and other web based participation activities. Projects turned in late will receive one letter grade penalty for each day late. If you are absent due to an extraordinary circumstance, and you have notified me prior, you may make up the work within a reasonable period with at least a 10% penalty to the grade, except in cases of documented emergencies where the penalty may be waived. In class activities and assignments **CANNOT** be made up. Projects turned in late will receive one letter grade penalty for each day late.

#### **Extra Credit – See Blackboard page for offerings**

**Each student has the opportunity to do this once for extra credit during assigned class times:**

For 2.5% extra credit you may do one of the following:

Apply/ observe a principle we have read about and write one page identifying it and present to class

- a. Turn in under extra credit discussion forum in blackboard

Attend a cultural event and write a page about the experience and present to class  
Turn in under extra credit discussion forum in blackboard

As well, from time to time I may extend the offer for extra credit. These assignments will vary from answering questions, looking up additional material, leading class discussion, theoretical definitions, attending events or seminars, etc. These points are entirely at my discretion and are not able to be made up if not in attendance at the time they are offered. No student is allowed more than two extra credit assignments to be added to their grade.

### **Grading Scale**

93-100 A	90-92 A-	87-89 B+	83-86 B	80-82 B-
77-79 C+	73-75 C	70-72 C-	67-69 D+	63-66 D
60-62 D-	59 and below F			

### **THE ACADEMIC HONOR CODE**

The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature:

**“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”**

Material submitted electronically should contain the pledge; submission implies signing the pledge.

### **Learning Disabilities/ Disabilities Statement**

If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (box 2613) – Thomas P. Johnson Student Resources Center, 1000 Holt Ave., Winter Park, FL 32789 or call 407-646-2354 for an appointment. Forms for tests must be signed and returned within 48 hours of an exam.

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities.

### **Information Technology**

<http://www.rollins.edu/it/>

System upgrades and maintenance is scheduled for Sunday mornings until noon. All night lab is available in library and helpdesk available by phone, on-line or in library

### **Student Handbook**

<http://tars.rollins.edu/holt/orientation/>

### **Withdrawal Without Academic Penalty Deadline**

## **March 20<sup>th</sup>, 2015**

Deadline for withdrawal from intensive courses is the Monday following the mid-point class meeting. Withdrawals must be submitted in writing to the Holt School Office.

**All work submitted may be used anonymously for instructional or research purposes**

**Class 1: January 12<sup>th</sup>, 2015 6:45-9:15**

**In Class:** Introduction to Class, Student Introductions, short power point  
Film: In Sickness and In Wealth

**Blackboard Work** – At home assignments & **Homework for Class One & 2 both due on January 19<sup>th</sup>**

Read syllabus  
Library Orientation video  
Facebook Page – Look at and register –  
This is Anthropology Prezi  
What is Medical Anthropology? Read and complete assignment

Homework Assignment for Class 2

**Read:** MA Chapter 1 & 2

**Read:** Paul Farmer – Pathologies of Power –Introduction (28) and Chapter 1

**Read:** Susan Walker – Health Interventions: A Focus for Applied Medical Anthropology Theory (74-88)

**Bring any questions on syllabus, assignments, etc.**

**Discussion Questions:** Answer each of the questions and bring to class to discuss

**January 20<sup>st</sup>, 2015**                      **NO CLASS – MLK HOLIDAY**

**Class 2: January 27<sup>th</sup>, 2015**                      **6:45-9PM**

**In Class work:** Questions and Answers on Intro to class work

**Lecture:** Intro to Medical Anthropology

**Lecture, short video and discussion:**                      [http://www.ted.com/talks/richard\\_wilkinson.html](http://www.ted.com/talks/richard_wilkinson.html)

**Class Discussion:** Reading Journal & Discussion Questions

**Blackboard Work:** Homework for next Class complete before 6pm on day of following class

1) Define each of the Buzzwords and turn in for a quiz grade

**READ:** MA Chapter 4 and Ch. 9

**READ:** George J. Armelagos – Health and Disease in Prehistoric Populations in Transition

**READ:** S. Boyd Eaton, et al – Stone Agers in the Fast Lane: Chronic Degenerative Diseases in Evolutionary Perspective

**READ:** Thomas McKeown – Determinants of Health

**Discussion Questions:** Answer discussion questions and bring to class

**Class 3 February 2<sup>nd</sup> 2015 6:45-9:30pm**

**In Class work:**

**Lecture:** Evolutionary Theory

**Project:** Thieves Oil

**Student Presentation:** Thieves Oil; history, why it works and uses today

**Class Discussion:** Buzzwords & Discussion Questions

**Blackboard Work:** Homework for next Class complete before 6pm on day of following class

**Under discussions:**

- 1) Report on your use of the thieves oil and its results
- 2) Keep track of your calories for a day and analyze the percentage of what types of foods the majority of your calories come from

**Quiz:** Define each of the Buzzwords and turn in for a quiz grade

**Discussion Questions:** Answer the questions and bring to class for discussion

**READ:** MA Chapter 4 pgs. 93-115 (look over again)

**Read:** Wenda R. Trevathan – Evolutionary Medicine

**Read:** S. Boyd Eaton, et al – Evolution, Diet, and Health

**Class 4: February 9th, 2015 7-9pm**

**In Class work:**

**Class Discussion:** Discussion Questions and results of calories and oil project

**Presentation:** Recipes 1 & 2

**Blackboard Work:** Homework for next Class complete before 6pm on day of following class

**Read:** David Schardt - Epigenetics.. It's what turns you on....and off

**Read:** Leslie Sue Lieberman – Evolutionary and anthropological perspectives on optimal foraging in obesogenic environments

**Read:** Jared Diamond – The Double Puzzle of Diabetes

**Read:** [http://www.nytimes.com/interactive/2014/12/22/upshot/what-2000-calories-looks-like.html?\\_r=0&abt=0002&abg=1](http://www.nytimes.com/interactive/2014/12/22/upshot/what-2000-calories-looks-like.html?_r=0&abt=0002&abg=1)

**Project: First** Look up the hunger winter in Holland or the Dutch hunger winter and the studies that were conducted on the survivors - read about it and relate it to our readings and class discussions. Particularly, look at what the survivors health experiences were as they grew older

[http://en.wikipedia.org/wiki/Dutch\\_famine\\_of\\_1944](http://en.wikipedia.org/wiki/Dutch_famine_of_1944)

<http://www.pnas.org/content/107/39/16757.full>

<http://ije.oxfordjournals.org/content/36/6/1196.full>

- **Second:** Write 2 pages on your thoughts on what you have read and how it relates to Diamond and Schardt articles as well as class discussions– Turn in online **AND** bring to the following class for discussion

**Assignment:** Read the Leslie Lieberman article and the NY times article on what 2,000 calories looks like. Go to a fast food establishment - observe the patrons and write a 2 page essay on your observations. Apply the theories and information in the Lieberman article to the environment you observe and comment on how they apply in real life situations to encourage people to eat more.

**February 16<sup>th</sup>, 2015** **NO Class**

**Class 5: February 23<sup>rd</sup>,** **6:50-9:30 pm**

**In Class work:**

**Class Discussion:** Dutch Hunger Winter discuss findings and how it relates to class

**Student Presentation:** Epigenetics

**Class Discussion:** Fast Food Assignment

**Film & Student Presentation:** Bad Sugar

**Presentation:** Recipes 3 & 4

**Blackboard Work:** Homework for next Class complete before 6pm on day of following class

**Read:** Paul Offit – The Vitamin Myth – Why We Think We Need Supplements

**Read:** Andrea S. Wiley – “Drink Milk for Fitness”: The Cultural Politics of Human Biological Variation and Milk Consumption in the United States

- **Paper Topic and 5 sources - decide on your paper topic, write your opening paragraph and identify 5 sources. Your paragraph should contain your thesis and supporting statements.**
- 
- **Discussion Questions:** Answer the questions and bring to class to discuss
- 
- **Watch:** <http://www.youtube.com/watch?v=I4umCVdJfng>

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- **Watch this video and write a 3 page response paper identifying salient points as well as summarizing our studies on evolutionary medicine – BRING TO CLASS FOR DISCUSSION**
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**Quiz** - Open Book –

**\*\*\*\* YOU WILL NOT RETURN TO CLASS TILL MARCH 16TH\*\*\*\***

**Class 6: March 16<sup>th</sup>, 6:45-9:15 pm**

**In Class work:**

**Student Presentation:** Based on “Drink Milk for Fitness” reading

**Student Presentation:** The Vitamin Myth: Why We Think We Need Supplements

**Presentation:** Recipes 5 & 6

**Class Discussion:** Reading Journal & Discussion Questions

**Blackboard Work:** Homework for next Class complete before 6pm on day of following class

**Read:** MA Chapter 5 pgs. 116-130 and Chapter 8

**Read:** Dancing Skeletons – Life and Death in West Africa pgs. 1-50

**Reading Discussion Assignment – RELATE DANCING SKELETONS TO TEXTBOOK READINGS – see blackboard**

**Class 7 : March 23rd, 2015 6:45 - 9:15 pm**

**In Class work:**

**Class Discussion:** Discussion Questions

**Student Presentation:** Dancing Skeletons

**Student Presentation:** Hegemony & Reflexivity

**Presentation:** Recipes 7 & 8

**Blackboard Work:** Homework for next Class complete before 6pm on day of following class

**Read:** Dancing Skeletons – Life and Death in West Africa pgs. 50-172

**Read:** MA Chapter 5 pgs. 130-148

**Watch: ONE video:** [https://www.facebook.com/ONE/app\\_205521576149308](https://www.facebook.com/ONE/app_205521576149308)

**Write:** a 3-page paper combining the state of poverty in Africa today compared to your readings in Dancing Skeletons, offer your final comments and thoughts on the book, video and class discussions on this section

**Class 8: March 30<sup>th</sup>, 2015                      6:45-9:15 pm**

**In Class work:**

- **Class Discussion:** Discuss Readings and final thoughts on book – bring your summaries to class
- **Student Presentation:** Mali today
- **Student Presentation:** Africa today, Triumphs and setbacks
- **Film:** Place Matters
- **Presentation:** Recipes 9

**Blackboard Work:** Homework for next Class complete before 6pm on day of following class

**Read:** MA Chapter 6

**Read:** Malcolm Gladwell – What the Dog Saw pgs. 101-125

**Read:** Caroline Miles – Why are Moms Lagging in America

**Listen:** Webinar: <http://bcaction.org/resources/webinars/#May2011>

**Inequities in Breast Cancer: Race and Place Matter (May 2012)**

**Write:** a two -page, double spaced, summary on this webinar and website

**Go to:** [www.bcaction.org](http://www.bcaction.org) -Read about the site and be prepared to discuss their take on breast cancer advocacy as compared to the “pink” campaigns you may be familiar with

**Discussion Questions: Answer and bring to class for discussion**

**Class 9: April 6<sup>th</sup>, 2015                      6:45-9:15pm                      NO CLASS NEXT WEEK**

**In Class work:**

**Class Discussion:** Discussion questions about readings and webinar

**Film & Student Presentation:** When the Bough Breaks

**Student Presentation:** Diseases and Branding

**Presentation:** Recipe 10-12

**Blackboard Work:** Homework for next Class complete before 6pm on day of following class

**Watch the Film: Collateral Damage**

**Read:** Bret Schulte – For Pacific Islanders, Hopes and Troubles in Arkansas

**Write:** After watching the film and reading the article, write a two page response paper on how the environmental impact affected them long term and relate at least one theory from the class to their situation

**Read:** Rebecca Skloot – The Immortal Life of Henrietta Lacks – Part 1

## **QUIZ 2**

**For 2.5 % extra credit: Choose an essay from this website to write a one page response paper that you will bring to class to present on your reading:**

<http://www.environmentalhealthnews.org/ehs/news/2012/pollution-poverty-people-of-color-series-summary>

### **Class 10: April 20th, 2015 6:45-9:15 pm**

**In Class work:**

**Class Discussion:** Film and response paper  
Extra Credit – Environmental Impact  
Discuss Part 1 of The Immortal Life of Henrietta Lacks

**Student Presentation 10:** Fatalism and its role in healthcare

**Recipes:** 13-15

**Blackboard Work:** Homework for next Class complete before 6pm on day of following class

**Read:** MA Chapter 10

**Read:** Rebecca Skloot – The Immortal Life of Henrietta Lacks – Part 2 & 3

**Read:** Arthur Kleinman, M.D. and Peter Benson – Culture, Moral Experience and Medicine

**Discussion Questions:** Answer questions and bring to class

### **Class 11: April 27<sup>th</sup>, 2015 6:45-9:30 pm**

**In Class work:**

**Class Discussion:** Reading Journal & Discussion Questions, Final thoughts on Henrietta Lacks book

**Presentation:** Recipes 16-18

**Film & Student Presentation 11:** Eugenics

**Student Presentation 12:** Culture, Moral Experience and Medicine

**Film & Student Presentation 13:** Henrietta Lacks and Medical Ethics/ Law Today

**Blackboard Work:** Homework for next Class complete before 6pm on day of following class

**Read:** Terrence O'Brien – Family of Henrietta Lacks

**Write:** a 3-page summary on your final thoughts on the book, eugenics and include ideas and theories discussed in class

**Class 12: May 4<sup>th</sup>, 2015** **FINAL CLASS**

**PAPERS DUE: FOR SENIORS 6PM ON MAY 3<sup>RD</sup>, OTHERS MAY TURN IN TILL 6PM ON MAY 9TH**

Final thoughts on class

Paper Summaries – Each student will be asked to summarize and discuss their paper topic in class for a homework grade