

# MEDICINE AND CULTURE

Professor Austin Zakari  
Office: 1 hour before class and by appointment

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ANT 306  
FALL 2015

Room location: Cornell Hall Rm 134  
Monday: 7:00-9:15 pm

## **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

## **Credit Hour Statement:**

This course is a four-credit-hour course. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average about 3 hours of outside work for every hour of scheduled class time. In this course, the additional outside-of-class expectations are fieldwork, research, experiential education, reading assignments and other assignments

## **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**

*What I Eat, Around The World in Eighty Diets; Menzel & D'Aluisio* **978-0-9840744-0-2**

### **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 DECEMBER 9<sup>TH</sup> AT MIDNIGHT**

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 3000 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 3000 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**

- 2) **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.**

**WHAT I EAT** – You may choose a family in the book WHAT I EAT 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**

**OCT 31st, 2015**

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

## **Class 1: August 24th, 2015**

**7-9:15**

### **In Class:**

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

### **Introduction:**


This week I will introduce to you what is Medical Anthropology. We will go over how to use blackboard, the syllabus, introduce ourselves and talk about class expectations. We will watch a film and have a short lecture which will give you a broad understanding of what we will cover in the class.





### **Learning Objectives:**

After today's class you should be able to:

- Be able to locate class material on Blackboard
- Understand the syllabus and where to find due dates and assignments
- Have a broad understanding of the class and what we will do over the semester

### **Canvas Work**

- At home assignments & Homework for Class One due on August 31st
- Read syllabus
- [Watch the Library Orientation video](#)
- [Facebook Page – Look at and register –](#)
- [This is Anthropology Prezi](#)
- Read **What is Medical Anthropology?** Located in the Start Here section of this course
- Complete the **Medical Anthropology Discussion** post
- Homework Assignment Part 2 due on **January 21st**
- Read: [MAch1&2.pdf](#)  From the text book

- **Read:** [Paul Farmer – Pathologies of Power](#)  –Introduction (28) and [Chapter 1](#)  
- **Read:** [The Ecology of Health and Disease, Medical Anthropology in Ecological Perspective, McElroy & Townsend pgs. 1-22](#) 
- **Bring any questions on syllabus, assignments, etc.**
- Medical Anthropology Discussion assignment - (assignment below)
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- Reading Discussion - Bring one or two comments or questions on each of the 3 readings you are assigned (assignment below)

## **Class 2: August 31st, 2015**

**7-9pm**

### **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:** Medical Anthropology Assignment & Discussion Questions

### **Introduction:**

This week we will begin with a lecture on medical anthropology and its relevance in today's world. Throughout the lecture we will see how this field impacts medicine and many other areas of study. We will watch a short video discussing how more egalitarian societies live longer and why. We will discuss the readings, discussion questions and journal that are due.

### **Learning Objectives:**



After today's class you should be able to:

- 1 Define and discuss the topic of medical anthropology and understand its origins
- 2 Define and be able to identify structural violence and how it impacts societies
- 3 Understand how medical anthropology contributes to the study of disease, longevity and other areas of medicine

**Blackboard Work: No Class Sept 7th, Homework for next Class complete before 6pm on September 14th, -**

- **Define :** Define each of the Buzzwords and turn in for a quiz grade
- **Discussion Questions:** [Answer the discussion questions and bring to class to discuss](#)
- **READ:** MA Chapter 4 and Ch. 9 from your textbook
- **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](#) ⚡

**Class 3: September 14, 2015**

**7-9:15pm**

**In Class:**

- **Lecture:** Evolutionary Theory
- **Project:** Thieves Oil
- **Guest Speaker**
- **Class Discussion:** Buzzwords & Discussion Questions

**Introduction:**

This week we will have a fun hands on project. We will have a guest speaker on medicinal oils including thieves oil and its many uses. I will lecture on evolutionary theory and we will discuss the readings from last week. The lecture

will begin to introduce many theories that are relevant to our class. We will examine where and why they are important in our daily lives. We will begin to connect the greater world to systemic forces that are at play.

### Learning Objectives:

*After today's class you should be able to:*

- Understand the basics of evolutionary theory
- Be introduced to the theory of neoliberalism
- Discuss infectious diseases vs. diseases of civilization

### Blackboard Work:

Homework for next Class complete before 6pm on day of following class

- Report on your use of the thieves oil and its results
- Keep track of your calories for two days (one weekday and one weekend day) then pick a family outside the US from your What I Eat book and compare your diets
- **Define:** Define each of the Buzzwords and turn in for a quiz grade
- **Discussion Questions:** Answer the discussion questions bring to class
- **Read:** MA Chapter 4 pgs. 93-115 (look over again) in your textbook
- **Read:** [Wenda R. Trevathan – Evolutionary Medicine](#) ⇓
- **Read:** ⇓ [McElroy & Townsend, Medical Anthropology in Ecological Perspective](#)  
[pgs. 75-114](#) ⇓
- **Read:** [S. Boyd Eaton, et al – Evolution, Diet, and Health](#) ⇓

**Class 4: September 21st, 2015**

**7-9:15pm**

### In Class:

- **Class Discussion:** Discussion Questions and results of calories and oil project
- **Presentation:** Recipes 1 & 2
- Film: Paul Farmer : Ebola Outbreak (45min)

### Introduction:

This week we will follow up on the thieves oil and calorie project. Each student will

present their findings and we will discuss how they impacted your thinking on food intake and what is a synthetic vs a natural pharmaceutical. We will continue to talk about evolutionary medicine and how it set the stage for our health and longevity today. This is an important section of the class and we will continue to understand how we came to the eating environment that we currently live in, as well as how our perceptions of health have changed over the last 100 years. We will have our first recipe presentations and we will discuss the weeks readings.


### **Learning Objectives:**

#### **After today's class you should be able to:**

- See food as more than just calories, as medicine and as a powerful tool for our health and welfare
- Understand why the move from hunter gatherer to agriculture was a difficult one
- Be able to analyze your daily intake to identify strengths and weakness in your diet

### **Blackboard Work:**

#### **Homework complete before 6pm on day of following class**

- **Read:** [David Schardt - Epigenetics.. It's what turns you on....and of](#)  f
- **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 - 3 pages on your thoughts on what you have read and how it relates to the Schardt article as well as class discussions– Turn in online **AND** bring to the following class for discussion

**Class 5: September 28th 2015**

**7-9:15 pm**

#### **In Class work:**

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

- Youtube: <https://www.youtube.com/watch?v=-R0J9vGitmo>
- 
- **Student Presentation:** Epigenetics
- 
- **Film & Student Presentation 2:** Bad Sugar

### **Introduction:**

We are coming close to the end of our discussions on health and evolutionary theory. We will discuss the Dutch Hunger Winter and see what your findings were from your research and from your reading on epigenetics. We will watch a film and hear a presentation on how diet, ethnicity and disease are related.


### **Learning Objectives:**

*After today's class you should be able to:*

- Talk about the medical trials conducted on Dutch survivors over their lifetime
- Understand and identify many of the evolutionary signals that trigger us to eat more than we need
- Begin to formulate ideas on how different ethnicities may be more susceptible to diabetes and why

### **Blackboard Work:**

**Homework must be completed before 6pm on day of following class**

- **Read:** [Leslie Sue Lieberman – Evolutionary and anthropological perspectives on optimal foraging in obesogenic environment](#) 
- **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)

**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 3 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.

**Class 6: October 5th, 2015**

**7-9:15 pm**

**In Class work:**

- **Class Discussion:** Fast Food Assignment - be prepared to discuss your observations
- **Presentation:** Recipes 3-4
- **Film:** Killer At Large

**Introduction:**

**This week we will discuss obesogenic environments and how modern corporations are using evolutionary signals to trigger appetite. This reading is rich in clues on how to stay healthy throughout your life by avoiding triggers that may unknowingly cause you to overeat.**

**Learning Objectives:**

***After today's class you should be able to:***

- Discuss marketing campaigns and how they may influence our buying decisions

- Question whether government subsidies should further certain food industries agendas
- Understand how evolutionary theory shapes our thinking on health today

**Blackboard Work:** Homework for next Class due on October 26th, 6pm

- **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](#) ♡
- **Complete: 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
- 4 **Watch:** <http://www.youtube.com/watch?v=I4umCVdJfng>
- 5 **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**
- 6 **Quiz -** Open Book –

**Class 7: October 26th, 2015**

**7-9:15pm**

**In Class work:**

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

Student Presentation: Based on "Drink Milk for Fitness" reading

**Presentation:** Recipes 5

**Class Discussion:** Paper Topics, Evolutionary Video & Discussion Questions

**Introduction:** In this class we will examine the nutritional aspects of dairy foods and talk about how science and politics do not always agree. We will look at the tremendous marketing campaign that the dairy industry employs and see whether dairy really is a necessity in our diets. We will explore the same ideas within the vitamin industry and examine how corporations shape our perceptions of health. We will have student presentations that look further into these topics as well as some recipe presentations. Today we will put to bed evolutionary theory. We are moving on to readings that exemplify and build on the foundations of these theories. We will also have a final discussion on your quiz and answer any questions or concerns about that. We will then have a class discussion on the video that you watched at home and your response papers summarizing it and linking together key ideas and theories.

**Learning Objectives:**

- *After today's class you should be able to:*
  - Understand dairy's role in our diets and health
  - Discuss marketing campaigns and how they may influence our buying decisions
  - Question whether vitamin supplements are really necessary for health
- 
- Blackboard Work: Homework must be completed before 6pm the

day of class: **Read:** MA Chapter 5 pgs. 116-130 and Chapter 8 **Read: Dancing Skeletons – Life and Death in West Africa pgs. 1-50** **Read:** [McElroy & Townsend, Pgs. 188-209](#) ♡

**RELATE DANCING SKELETONS TO TEXTBOOK READINGS - Answer the following questions and bring to class for discussion**

**Class 8: November 2nd, 2015**

**7-9:15 pm**

- **In Class work:**
- **Class Discussion:** Discussion Questions
- **Student Presentation:** Hegemony & Reflexivity
- **Recipe Presentation: 6**
- 
- Introduction: Today we will begin discussing Dancing Skeletons. We will learn about two important concepts in anthropology, hegemony and reflexivity. These are both issues that the author faces in the book. After defining, identifying and discussing these topics in our reading we will have a student presentation talking about the history and origin of these ideas. We will learn about the author and the country where she did her fieldwork as well we will have some recipe presentations.

### **Learning Objectives:**

- **After today's class you should be able to:**
- Define, identify and understand hegemony and reflexivity
- Discuss what is an ethnography, what methods are employed and why they are important
- Identify qualitative vs. quantitative research and how and when they are used
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### **Blackboard Work:**

- **Homework must be completed before 6pm on the day of the following class.**

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

**Read:** MA Chapter 5 pgs. 130-148 in your textbook

**Read:** [The World Bank and the Development of Delusion](#) ♡

**Watch: ONE**

**video:** [http://www.ted.com/talks/bono\\_the\\_good\\_news\\_on\\_poverty\\_ye\\_s\\_there\\_s\\_good\\_news?language=en](http://www.ted.com/talks/bono_the_good_news_on_poverty_ye_s_there_s_good_news?language=en)

**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

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**In Class: 7-9:15pm November 9th**

**Class Discussion:** Ck in on Paper topics, bring any questions and we will discuss progress

**Class Discussion:** Discuss Readings and final thoughts on book – bring your summaries to class

**Student Presentation 8:** Mali today

**Film: Place Matters**

**Presentation:** Recipes 7 & 8

**Introduction:**

In class tonight we will talk about paper topics and make sure that everyone is comfortable with their chosen topic and expectations for the paper. We will have a final discussion on Dancing Skeletons and hear presentations from students about Mali today and also the state of Africa. In discussing the ending chapters we will look at how human beings learn to survive and cope in difficult situations. How culture is formed and how it is adaptable, changing and able to provide coping mechanisms for the unexplainable, such as needless death and suffering. Moving on to our next topic of study we will watch a film that will present how zip code effects your life span. We will discuss after the film how and why this is true and we will have some recipe presentations as well.

**Learning Objectives:**

- ***After today's class you should be able to:***
  - Understand what abject poverty is and how an anthropologist lives and deals in a field situation.

Compare life and health in Mali with poorer areas in the United States, how are they different, similar?

Recognize that your place of residence may determine your long term health

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### **Blackboard Work:**

**Homework must be completed before 6pm on the day of the following class.**

**Read:** MA Chapter 6 in your textbook

**Read:** [Malcolm Gladwell – What the Dog Saw pgs. 101-125](#) ⇓

**Read:** [Caroline Miles – Why are Moms Lagging in America](#) ⇓

**Read:** [Women in the World: Where the U.S. falters in quest for equality](#) ⇓

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

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

**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

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

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

**Class 10: November 16th, 2015**

**7-9:15 pm**

### **In Class:**

- **Class Discussion:** Discuss Readings and discussion questions, one hour, breast feeding videos and discussion
- [http://www.nytimes.com/2013/11/04/booming/hopeful-glimmers-in-long-war-on-cancer.html?\\_r=0](http://www.nytimes.com/2013/11/04/booming/hopeful-glimmers-in-long-war-on-cancer.html?_r=0)

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- **Film:** When the Bough Breaks
- **Presentation:** Recipes 9 -10

### **Introduction:**

Our class discussion this evening will center around reproductive health. We will discuss several readings that detail how women's reproductive health is being impacted by pharmaceuticals, diet, chemicals and other types of pollutants. We will discuss the website and webinar and talk about how these things are profoundly affecting women and their longevity. We will look at the history of birth control and how seemingly benign decisions can have rippling effects. We will watch a film and have a student presentation on fatalism and its impact on health. We will also have recipe presentations.

### **Learning Objectives:**

***After today's class you should be able to:***

- Discuss changes to women's health and why these are occurring in industrialized nations
- Analyze marketing campaigns that appear to be about health but are really about profits
- Understand how health and ethnicity are interrelated

### **Blackboard Work: Due by 6pm the day of class November 30th:**

- **Read:** Rebecca Skloot – The Immortal Life of Henrietta Lacks – Part 1 & 2
- Quiz 2

- **Class 11: November 30<sup>th</sup>, 2015** **7-9:15 pm** **In**  
**Class:**  
**Class Discussion:** Reading Discussion on Henrietta Lacks book  
**Presentation:** Recipes 11 & 12  
**Film & Student Presentation:** Eugenics

## **Student Presentation:** Fatalism, What is its role in healthcare

- First film: <https://www.youtube.com/watch?v=IaH0Ws8RtSc> Second film: <https://www.youtube.com/watch?v=8CAK0Z9sxpA> **Introduction:** We are approaching our last class. Any questions or concerns on papers will be addressed. We will begin our discussion on the Henrietta Lacks book and put together many of the themes we have talked about during the semester. We will discuss the idea of Eugenics and how that was an accepted philosophy for many decades. We will have student presentations and any final extra credit that needs to be completed. **Learning Objectives:** *After today's class you should be able to:*

Apply all the theories that we have learned to real life situations that you encounter

Feel comfortable writing a research paper using anthropological data & methods

Understand that medicine, health, ethnicity and demographics are all interrelated

- **Blackboard Work:** Homework must be completed before 6pm on the day of the following class.

**Read:** MA Chapter 10 in the textbook

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

**Read:** Three short articles : [Eugenics](#) ⚡ , [Guatemalans](#) ⚡ , [US](#)

[Doctors](#) ⚡  
⚡

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



⚡ **Research Paper**

**Class 12: December 7th , 2015**

**FINAL CLASS**

### **Final discussion on Henrietta Lacks book**

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

<http://www.youtube.com/watch?v=497Scue9sdY&feature=related>

#### **BiDil Discussion:**

<https://www.youtube.com/watch?v=-2Q8gwvTees>

<https://www.youtube.com/watch?v=-1re0x3dgbY>