

MEDICINE AND CULTURE

Professor Austin Zakari
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ANT 306
Spring 2017

Room location: Cornell Hall Rm 221
Wednesdays 4-6:30pm

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 **978-0-19-046449-3 \$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**

METHOD OF EVALUATION:

Class Projects 3 Projects at 15% Each

Three times in the semester you will present a class project to your peers.

- 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 10-15 (not longer but anything under 10 minutes will be penalized) and include a few discussion questions.**

- 2) 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 5-10 minutes.

3) Medical Ethnography –

Kitchen Table Conversation: Health Talk as Personal Narrative and Oral History

Conduct several short or one long 45 – 1 hour interview with someone from **a different culture**, preferably from a different generation than your own, and engage in “health talk”. Topics to consider include what does being healthy mean to them, how does food and health go together, in their culture what is healthy and what isn't, what kind of food taboos do they have, childhood experiences around their health, how is their culture and American culture different around ideas of health, how do they see dying, what is the family role in birth and death, etc. You may delve into any topic that relates to their experience of being well, their health and their culture. Take notes or record the interview (s) and you will present to the class your findings in a powerpoint to the class. In the powerpoint you **MUST** relate at least 2 class themes or topics we have discussed, the presentation should be no longer than 10 minutes – **define them and relate them specifically to the conversation you had with the person**

Homework/ Discussion Board/Quizzes 30%

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.

Attendance/ Class Participation 12.5% Participation 12.5%

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 1.5% 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.

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 of the classroom. Rollins’ faculty require that students average at least 2 ½ hours of outside work for every hour of scheduled class time. In this course, the additional outside of class expectations include:

Students with Disabilities

Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Disability Services Office, located in the Mills Memorial Building, Room 217, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the “First Time Users” form on the website: <http://www.rollins.edu/disability-services/> and/or reach out by phone or email: 407-975-6463 or Access@Rollins.edu.

All test-taking accommodations requested for this course must first be approved through the Disability Services Office (DSO) and scheduled online through *Accommodate* **at least 72 hours before the exam**. Official accommodation letters must be received by and discussed with the faculty in advance. There will no exceptions given unless previously

approved by the DSO with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. DSO staff are available to assist with this process.

Course and Instructor Evaluation

At the end of each semester, students are asked to evaluate the course and instructor. These evaluations are extremely valuable in the teaching and learning process on our campus. Student evaluations help assess student perceptions of classroom learning and often lead to improved teaching. Your feedback is important and Rollins students are encouraged to be honest, fair, and reflective in the evaluation process.

The online evaluative survey is anonymous. Students are never identified as the respondent. Instead, each student's comments are assigned a random number. You will be asked to rate your course and instructor on a numerical scale and through narrative comments.

For the fall and spring terms, the online Course and Instructor Evaluation (CIE) process opens at 8:00 a.m. on the first scheduled date. It remains open for a period of 14 days (2 weeks) until 12:00 a.m. (midnight) on the final scheduled date. For the summer term, the CIE process will be open for a period of seven days for the six-week sessions. The evaluation period ends prior to the start of final examinations and faculty cannot access completed evaluations until 10 days after the end of final exams.

Students will receive one email at the start of the CIE period, one after the 15th day, and a final reminder the day before the CIE period ends. Students who complete evaluations for all classes will be able to view grades ten-days before students who do not complete an evaluation form.

Please note that independent studies, internships, and applied music courses (MUA) are excluded from the online process. Also excluded for confidentiality reasons are courses with enrollments of three or fewer students.

OCT 28th, 2017

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 - Blackboard Work

- At home assignments & Homework for Class One

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

Read: Medical Anthropology Ch. 1 & 2 From the text book

Bring any questions on syllabus, class, etc.

Complete: Medical Anthropology Discussion assignment - (assignment below)

- Complete: Critical Thinking Questions at the end of Ch 2 - numbers 1, 3 & 4

Class 2 - Blackboard Work

- At home assignments:

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](#)

- Complete: Go to this web page and read the content generally, complete thought experiments one and two in one to two pages

- <http://www.washington.edu/omad/ctcenter/projects-common-book/mountains-beyond-mountains/explaining-difference/>

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Complete: After reading the ecology of health write an example of something that applies to you in the readings, secondly take the model of ecology and health and apply it to yourself. Illustrate the model with your information to create a model of your own health and what has impacted it

Class 3 - Blackboard Work:

- **Define :** Define each of the Buzzwords
- **Discussion Questions:** Complete the quiz and bring to class to discuss
- **READ:** MA Chapter 4 & 9 from your textbook
- **READ for extra credit on quiz:** [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 4 - Blackboard Work:

Homework for next Class complete before the following class

- Report on your use of the thieves oil and its results
- **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 5 - Blackboard Work:

- **Calories - keep track of your calories for two days, one weekday and one weekend - analyze the ingredients of one of your most commonly eaten foods - write one page on the food you consumed and your diet in general, also what you may have found out about your food item that you analyzed - BRING TO CLASS TO DISCUSS**
- **Read:** [David Schardt - Epigenetics.. It's what turns you on....and of](#)
- **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://www.pnas.org/content/107/39/16757.full>
<http://ije.oxfordjournals.org/content/36/6/1196.full>
- **Second:** Write at least 2 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
- **Watch the video below and write a 3 page response paper identifying salient points as well as summarizing our studies on evolutionary medicine – BRING TO CLASS FOR DISCUSSION**
- **Watch:** <http://www.youtube.com/watch?v=I4umCVdJfng>

Class 6 - Blackboard Work:

- **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

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. **Directly** 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 7 - Blackboard Work: Homework for next 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](#)
- **Discussion Questions:** Answer the questions and bring to class to discuss
- **Dancing Skeletons - read pgs 1-24**

Class 8 - Blackboard Work: Homework for the following class:

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

Read: *Dancing Skeletons – Life and Death in West Africa* pgs. 25-49

Read: [McElroy & Townsend, Pgs. 188-209](#)

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

Class 9 - Homework for the following class: NO CLASS TILL APRIL 5TH

- **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_yes_there_s_good_news?language=en
- **Write:** a 2-3-page paper combining the state of poverty in Africa today compared to your readings in *Dancing Skeletons*, compose a summary of your final comments and thoughts on the book, video and class discussions on this section

Use your time off to prepare your ***Kitchen Table Conversation: Health Talk as Personal Narrative and Oral History - due either April 126th or May 3rd***

• **Class 10 - Homework for 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](#) ♡

Go to: 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 - prepare a comment on the site to bring to class for participation credit

Discussion Questions: Answer the questions and bring to class

For Extra Credit:

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

- **Inequities in Breast Cancer: Race and Place Matter (May 2012)**
and then write a two-page double spaced, summary on this webinar and the website be prepared to present your findings and thoughts in class (no powerpoint req'd)

Class 11 Blackboard Work:

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

- Quiz 2

Class 12 - 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](#)
- Complete your medical ethnography presentation and turn in

Discussion Questions: Answer questions and bring to class to discuss