

ANT 306
Fall 2012

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

Room location: Cornell Hall Rm 121
Tuesday: 6:45-9:15pm

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SEMINAR: MEDICINE AND CULTURE

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 and activities, discussion board, individual presentations, guest speakers, research for paper, lectures and films. Students will serve as discussion leaders and the classroom format 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. 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 978-0-19-530883-9 \$42.96 Retail

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

The Spirit Catches You and You Fall Down: Anne Fadiman: 978-0-374-52564-4 \$10.20 Retail
Dancing Skeletons: Life and Death in West Africa: Katherine A. Dettwyler 0-88133-748-x \$14.89

Electronic Reserves

Additional readings will be posted on Blackboard. Do the readings well before class so that you do not have the problem of finding a computer that does not let you open the documents.

METHOD OF EVALUATION:

Group-Led Discussions

One time in the semester, you and a small group of classmates 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. **You will also post 1-2 short essay questions (answers should be 10-15 sentences) about the readings. These must be posted by Friday for Tuesday class.** Students must answer these questions and they should be part of the discussion that takes place in the classroom. Well thought out questions will enable the class discussion to be in-depth and focused. A good group discussion and succinct questions should be ones in which you are able 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 45 minutes and an outline of your presentation (to include questions for classmates, topics of discussion, method of presentation (power point, games, film, etc.) is due the Friday before the class presentation on Tuesday.** The discussions will be held in the second part of the class after break. I encourage you to use this opportunity to add to your research for your paper, if applicable.

Response Papers – Not due weeks when essay questions are assigned from presentation groups

A 550-800 word, double-spaced, paper is due each week in this class, except where noted. **Make sure they include: name, date, title and week of class.** These papers are to be brought to class and you may be asked to discuss them during class time. This class is focused on critical thinking and interactive discussion. Therefore, these papers will help you to form your thoughts and develop arguments. They will also sharpen your writing skills and help prepare you for the research paper that is due for this class. These papers will be graded and returned to you the following class. They should not be summaries of the readings. Instead, focus on one topic, theme or anthropological theory that you find in the readings. You may develop your own argument or answer one of the critical thinking and discussion questions found at the end of each chapter. Spend at the most 2-4 sentences summing up the reading and then the remainder of the paper discussing your topic. Summaries will not be counted and will be returned. Critical thinking and discussion of focus topics is what I want to see in these papers. **The lowest grade will be discarded.**

Homework/ Discussion Board

Various homework assignments will be posted on the blackboard site. You must check the site weekly. They will vary from looking at websites to answering questions online. **There will be 4 weeks that essay questions will be posted by the discussion leaders, otherwise a response paper is due, as noted. These must be answered by Monday at 11pm; after that they will be closed & no credit will be given.** Being prepared for the class by doing the assigned readings is critical.

Quizzes

There will be several unannounced quizzes given during the semester. They will be based on the reading or the lecture from the week before. They are not able to be made up and you must be present in class to take them. HINT: ***Look over the study questions at the end of each chapter and make sure you are comfortable with the terminology and able to answer them***

Midterm

Will focus on key terms and concepts – a study guide will be given

Research Paper- <http://www.rollins.edu/tutoring-writing-center/> 407-646-2308

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 3900 - 4300 word count research paper.** The word requirement does **NOT** include your title page, bibliography of at least **15** scholarly sources, or other attachments. **The body of the paper needs to be at least 3900 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 30% of your grade. It cannot be done in one or two days. The topic and at least 10 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. In our first class we will be in the library to learn how to access their resources. The paper should have a central theme or argument and needs to encompass a 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. The paper will also be turned into a presentation that you will give to the class over the last two class periods. The presentation will be in power-point form and should be well thought out. It needs to encompass your central argument and theme and needs also to be a narrative of the research you have done. The presentation will be graded on these items as well as on its ability to keep the audience engaged. The presentation should be no longer than 15 minutes, you will be timed and stopped in order to fit in all of the presentations that will need to be given.

Attendance/ Class Participation

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. This credit will be given once you participate in the class discussion. If you are not in class, you cannot receive class participation credit. If you say nothing during class you will not receive credit and it will be as if you were absent. I expect every student to participate in every class in some way. Make sure that you engage in the conversation during class in order to receive credit. I have heavily weighted class participation because it is an integral part of understanding the material. You are allowed **one** absence that will not affect your participation grade. **After that, absences or non-participation will be deducted at 10 points per class.** Quizzes, extra credit and other class related items are not able to be made up if you are not in class. If you must leave before class is over and you have not participated again, you will not receive credit for being there. 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. **DO NOT EMAIL ME YOUR**

RESPONSE PAPERS. If you're absent when they're due, make sure to get me a hard copy by the beginning of the next class.

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 one letter grade for each week they are late. After two weeks they are not accepted at all. If absent you may turn in your response paper late for a lowered grade. If you are not going to be in class you may only submit the response paper as late. **Exams:** The Midterm is an in-class exam. If you are not able to make it you make take it before class up to two weeks after the date the exam is given. Each week will lower the grade one letter grade. After two weeks you are not able to make up the exam. Make sure to contact me if you will be absent. Blackboard, extra credit and other participation activities are not able to be made up if not completed on time. **The research paper will be lowered a letter grade for each day that it is late.**

Extra Credit

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.

Extra Credit Points: 1 = Adds 5 points to lowest grade other than paper

2 = Adds 10 points to lowest grade other than paper

Objectives of Measurement – Point System

Response Papers	100 Points
Homework/ Discussion Board	125
Quizzes	100
Midterm	125
Research Paper	
Topic/Bibliography	50
Intro + Outline	50
Presentation	75
Final Paper	125
Leading Group Discussions	100 (50 group grade, 50 individual grade)
Attendance/ Class Participation	<u>150</u>
	1000 Total Points Possible for Class

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

October 26, 2012

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

*** All Additional Readings Available Electronically either on Blackboard or Library**

Class Schedule – Homework and Assignments Due on Class Date

Week 1

8/21 Introduction –Syllabus, Course Expectations, Short Film

Week 2

8/28 Lecture on Readings, Class Discussion

HW: **Response Paper Due**

CHECK BLACKOARD FOR ANY ADDITIONS

HW Readings: MA Chapter 1 & 2 pgs. 1-35

*Add'l Readings: Paul Farmer – Pathologies of Power – Forward (6 pages) and Introduction (28)
Susan Walker – Health Interventions: A Focus for Applied Medical Anthropology
Theory (74-88)

Week 3

9/4 Lecture on Readings, Class Discussion

HW: **Response Paper Due**

CHECK BLACKOARD FOR ANY ADDITIONS

HW: Readings: MA Chapter 4 pgs 71-89 ONLY and Ch. 9 pgs 254-264 ONLY

*Add'l Readings: George J. Armelagos – Health and Disease in Prehistoric Populations in Transition

S. Boyd Eaton, et al – Stone Agers in the Fast Lane: Chronic Degenerative Diseases in Evolutionary Perspective
Thomas McKeown – Determinants of Health

Week 4

9/11 Lecture on Readings, Class Discussion

HW: *Paper Topic and Bibliography (at least 10 sources) Due*****

****NO RESPONSE PAPER DUE****

CHECK BLACKBOARD FOR ANY ADDITIONS

HW: Readings: MA Chapter 4 pgs 90-100 ONLY

***Add'l Readings: Wenda R. Trevathan – Evolutionary Medicine**

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

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

Week 5

9/18 Lecture on Readings

****Group 1 Presentation****

HW: ** ESSAY QUESTIONS ON BLACKBOARD DUE BY MONDAY 11PM

NO RESPONSE PAPER DUE**

CHECK BLACKBOARD FOR ANY ADDITIONS

HW: Readings: MA Chapter 4 pgs 100-106

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

Dancing Skeletons – Life and Death in West Africa pgs 1-50

Week 6

9/25 Lecture on Readings

****Group 2 Presentation**

HW: ** ESSAY QUESTIONS ON BLACKBOARD DUE BY MONDAY 11PM

NO RESPONSE PAPER DUE**

CHECK BLACKBOARD FOR ANY ADDITIONS

HW: Readings: MA Chapter 5 pgs 107-127 ONLY

Dancing Skeletons – Life and Death in West Africa pgs 50-90

Week 7

10/2 Lecture on Readings

****Group 3 Presentation**

HW: ** ESSAY QUESTIONS ON BLACKBOARD DUE BY MONDAY 11PM

NO RESPONSE PAPER DUE**

CHECK BLACKBOARD FOR ANY ADDITIONS

HW: Readings: MA Chapter 5 pgs 128-137

Dancing Skeletons – Life and Death in West Africa pgs 91-172

Week 8

10/9- FALL BREAK (no class) HW: Readings: Anne Fadiman: The Spirit Catches You and You Fall Down Chapters 1-11
CHECK BLACKBOARD FOR ANY ADDITIONS

HW: Response Paper: This week you will choose an essay from this website to write your response paper:

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

**** For Extra Credit (Level 2) you may choose an additional essay and write another response paper from the same website ****

Week 9 – Midterm Week

10/16 - Lecture on Readings

****Group 4 Presentation/Midterm**

HW: ** ESSAY QUESTIONS ON BLACKBOARD DUE BY MONDAY 11PM*

NO RESPONSE PAPER DUE**

CHECK BLACKBOARD FOR ANY ADDITIONS

HW: Readings: Anne Fadiman: The Spirit Catches You and You Fall Down Chapters 12-16
MA Chapter 3 pages 36-70

***Add'l Readings: Arthur Kleinman, M.D. and Peter Benson – Culture, Moral Experience and Medicine**

Week 10

10/23 Lecture on Readings

Guest Speaker ; Attendance Counts Double!!

- **HW: ***Outline and Intro for Paper Due*****
- **NO RESPONSE PAPER DUE**
- **CHECK BLACKBOARD FOR ANY ADDITIONS**

HW: Readings: Anne Fadiman: The Spirit Catches You and You Fall Down Chapters 17-19

***Add'l Readings: The New York Times – For Pacific Islanders, Hopes and Troubles in Arkansas**
Medical Anthropology Quarterly – Vol 26, Number 2, June 2012 pgs. 241-303

Week 11

10/30 - Lecture on Readings; Film or Group Presentation

HW: **Response Paper Due**

CHECK BLACKBOARD FOR ANY ADDITIONS

HW: Readings: MA Chapter 6

***Add'l Readings: Malcolm Gladwell – What the Dog Saw pgs. 101-125**
Rebecca Skloot – The Immortal Life of Henrietta Lacks – Part 1

Week 12

11/6 – Lecture on Readings

HW: **Response Paper Due**

CHECK BLACKBOARD FOR ANY ADDITIONS

HW: Readings: MA Chapter 11 Pgs 324-356

*Add'l Readings: Rebecca Skloot – The Immortal Life of Henrietta Lacks – Part 2

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

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

For Extra Credit Points (Level 2) you may listen to the additional webinar and write a 2 page response paper:

Make Action Speak Louder Than Pink (October 2011)

Week 13

11/13 – Lecture on Readings

HW: **Response Paper Due**

CHECK BLACKBOARD FOR ANY ADDITIONS

HW: Readings: MA Chapter 8 and Ch 9 pages 264-285 ONLY and Ch 10

*Add'l Readings: Rebecca Skloot – The Immortal Life of Henrietta Lacks – Part 3 and conclusion

Week 14

11/20 – Lecture on Readings

Class Presentations - Group A

HW: *RESEARCH PAPERS DUE *****

NO RESPONSE PAPERS DUE

HW: Readings: MA Epilogue pgs 392-397

*Add'l Readings: Pfeiffer, Nichter – What Can Critical Medical Anthropology Contribute to Global Health

Week 15 – Final Class and PARTY!!

11/27 – Class Presentations – Group B,

Attendance Counts Double!!