ARIZONA STATE UNIVERSITY EAST/TEMPE CAMPUS
GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE  04/04/2012

1. ACADEMIC UNIT:  School of Human Evolution and Social Change

2. COURSE PROPOSED:  ASB 462 Medical Anthropology 3
(prefix )  (number) (title)  (semester hours)

3. CONTACT PERSON:  Name:  Alissa Ruth  Phone:  5-4628
Mail Code:  2402  E-Mail:  alissa.ruth@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965–0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Core Areas

- Literacy and Critical Inquiry–L
- Mathematical Studies–MA
- Humanities and Fine Arts–HU
- Social and Behavioral Sciences–SB
- Natural Sciences–SQ

Awareness Areas

- Global Awareness–G
- Historical Awareness–H
- Cultural Diversity in the United States–C

(Note: one course per form)

6. DOCUMENTATION REQUIRED.

   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES:  ☑ No  ☑ Yes; Please identify courses:  SSH 404

Is this a multisection course?:  ☑ No  ☑ Yes; Is it governed by a common syllabus?  

Alexandra Brewis Slade
Chair/Director  (Print or Type)  Chair/Director  (Signature)

Date:  

Rev. 1/94, 4/95, 7/98, 4/00, 1/02
MEMO
To: University General Studies Council
From: Alexandra Brewis Slade, Executive Director SHESC
Re: Retroactive General Studies Designation for ASB 462/SSH 402 Medical Anthropology: Culture and Health
Date: April 4, 2012

Dear General Studies Council,

We are respectfully asking for that the SB/ general studies designation for SB 462/SSH 402 Medical Anthropology: Culture and Health be retroactive effective Spring 2012. We are currently teaching this class in spring 2012 and are scheduled to teach it for summer 2012.

Cordially,

Alexandra Brewis Slade, PhD
Executive Director
Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[SB] CRITERIA

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Documentation Submitted</td>
</tr>
<tr>
<td>![Yes]</td>
<td>![No]</td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
</tr>
<tr>
<td>![Yes]</td>
<td>![No]</td>
<td>2. Course content emphasizes the study of social behavior such as that found in:</td>
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</tbody>
</table>
| ![Yes] | ![No] | • ANTHROPOLOGY  
• ECONOMICS  
• CULTURAL GEOGRAPHY  
• HISTORY | ANTHROPOLOGY |
| ![Yes] | ![No] | 3. Course emphasizes:  
  a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).  
  OR  
  b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). | Syllabus |
| ![Yes] | ![No] | 4. Course illustrates use of social and behavioral science perspectives and data. | Syllabus |

**THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:**

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
### Course Prefix | Number | Title | Designation
---|---|---|---
ASB | 462 | Culture and Health: Introduction to Medical Anthropology |  

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Students read and discuss articles about social factors that influence interactions between patients and health practitioners and write about these in weekly assignments. Reading and discussion of the book, &quot;The Spirit Catches you and you fall down,&quot; introduces students to cultural issues in interactions between patients and health practitioners.</td>
<td>Lessons 1-7 page 7. One lesson in particular (lesson 5) focuses on cultural competence in the provision of healthcare. Assignments include an analysis of Hmong healing rituals and what criteria one could use to judge their efficacy (asst 3).</td>
</tr>
<tr>
<td>1-4</td>
<td>Class readings and writing assignments introduce students to the breadth of theory in cultural anthropology about health and illness. This includes medical ecology, symbolic/cultural, and political economic theories. Assignments ask students to apply these theories to specific maladies. Readings introduce students to a range of data used to study environmental, social, cultural, and economic influences on health. These include open-ended ethnographic data, quantitative survey data, and behavioral experiments.</td>
<td>All lessons, pages 7-9. The course progresses from theories that focus on cultural and environmental influences on individual health decision-making toward later lessons that discuss political economic influences on health. Assignments ask students to: (1) apply anthropological concepts of disease, sickness, and illness to a specific condition (cultural, asst 1), (2) to describe different levels of adaptation to a health problem (medical ecology, asst 2), (3) to outline the different levels of causation for a specific malady (asst 7, cultural, medical ecology, and political economy).</td>
</tr>
</tbody>
</table>
Students learn to apply several methods used in sociocultural anthropology to understand how people perceive and categorize illness in local context. These include freeciting diseases to ascertain local terms for illness categories, successive freeciting to identify perceived symptoms, cause, and treatments for these diseases, and pile sorting to understand the criteria that people use to classify and respond to diseases. These methods are important for cultural theories of health-seeking behavior that propose that local explanatory models for disease play an important role in the health behavior.

Methods activities in lessons 4, 6 and 12, pages 7-9 give students experience with these methods and how they can be used to answer questions about local conceptions of disease and health-seeking behavior.
Medical Anthropology: Culture and Health
ASB 462/SSH 404  
Spring 2011  
Line Number: 18656/16992

Course Meetings: Tuesday & Thursday, 9-10:15am (3 credit hours)  
Location: COORL1-74

Professor: Dr. Daniel Hruschka  
Office: Matthews Center 203M  
Office Hours: Tuesday, 1pm-3:30pm and by appt.  
Office Phone: 965-3087  
Email: Daniel.Hruschka@asu.edu

TA: Ashlan Falletta-Cowden  
Office: Matthews Center 203N  
Office Hours: Thursday, 10:30-1:00 and by appointment  
Email: ahfallet@asu.edu

Course Description and Goals
The goal of this course is to help students analyze how cultural factors influence health. It examines how people from different cultural backgrounds define health and illness, how cultural practices play a role in prevention and treatment, and how culture influences population health at many levels—from the way people seek care for illnesses to current policy debates about the provision of healthcare. The course also serves as an introduction to the field of medical anthropology, and the theoretical frameworks and research findings at the field’s core. A consistent focus in the course is how an understanding of culture can be applied to improve the provision of care and health care policy.

By the end of the course, you should be able to:

1) Analyze social and cultural causes of illness and health and how these interact with human biology.
2) Identify cultural assumptions underlying the perception and treatment of illness.
3) Apply an anthropological perspective to public health challenges and health disparities in the U.S. and abroad.
4) Describe key areas of research in medical anthropology and their theoretical and empirical underpinnings.

Course Format
The course will consist of in-class lectures and activities, weekly written assignments, two exams, and a final poster project. The purpose of lectures will be to review the major
conceptual points of each new topic and to integrate and expand on the reading material. In-class activities will introduce students to some basic methods in medical anthropology, including free-listing, pile-sorting and interviewing. In-class films will provide a visual and narrative complement to the readings. Exams and writing assignments are intended to assess whether you have completed the reading assignments and understood the basic concepts the readings and class.

The course consists of two parts. In Part 1, we will examine direct cultural effects on individual health and well-being—how culture influences one’s perception of illness and decisions to seek care. In Part 2, we examine how culture, economy, and politics influence the provision of health care and the structure of health risks in a society.

Using Blackboard. To access electronic readings, complete exams and submit assignments you will often need to use blackboard. To successfully use blackboard, please review the following:

1. You must have an ASU e-mail address to communicate through Blackboard, so I can send e-mail to you through your ASU address.
3. If you experience technical problems using Blackboard, ASU provides assistance 24 hours a day, seven days a week. You can:
   1) fill out a form to submit a question at: http://asu.edu/alti/litlab/mailforms/bberror.html
   2) call the UTO help desk at 480-965-6500
   3) for other information regarding computer issues, go to: http://asu.edu/helpdesk

Required Books


The books are available locally at the ASU Bookstore. Less expensive used copies of assigned books can usually be found at amazon.com. Additional required readings will be made available electronically on the course website. *

Assessment
Final grades for the course will be based on a total of 200 points assigned on the basis of the following.

- 10 Short Written Assignments: Each is worth 6 points. (6 x 10 assignments = 60 points of final grade).
- 5 In-Class Quizzes: Each is worth 4 points (4 x 5 quizzes = 20 points).
- Exam # 1: 40 points, based on multiple choice, true/false and short answers
- Exam # 2: 40 points, based on multiple choice, true/false and short answers
- Poster project: 40 points (20 teacher assessment + 10 points for completing peer assessment + 10 points from peer assessment).
These exams and assignments are designed to let me know: a) if you understand the information presented in the lessons, b) that you have done the readings, and c) that you are able to apply what you’ve learned about medical anthropology to the study of health problems.

Final grades are assessed as:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>99-100</td>
<td>Excellent +</td>
</tr>
<tr>
<td>A</td>
<td>93-98.9</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
<td>Excellent -</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
<td>Good +</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
<td>Good -</td>
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<tr>
<td>C</td>
<td>70-79.9</td>
<td>Fair</td>
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<td>D</td>
<td>60-69.9</td>
<td>Passing</td>
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<td>E</td>
<td>&lt;60</td>
<td>Failure</td>
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<td>XE</td>
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<td>Failure due to Academic Dishonesty</td>
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Grades will not be “rounded up.” For your own protection, you should keep a copy of everything you hand in.

**Policy on Late Assignments**

You are required to complete all assignments and exams by the stated due dates. Unexcused late assignments or exams will not be accepted. Excuses for an assignment or exam must be made and approved in advance of the due date of the assignment. Requests for excuses must be written, either on paper or email, and approval must be obtained, either by an email reply or by having the paper excuse signed. In order to get credit with the late assignment you must turn in a copy of the email approval or signed written excuse. The instructor will not accept late assignments or exams except in the most unusual, extreme circumstances of incapacitating illness, death of family members, or other university-approved excuses. You must provide documentation of such circumstances from a medical doctor, funeral home, or other appropriate authority.

**Incompletes**

A mark of "I" (incomplete) is given by the instructor when you are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (http://students.asu.edu/forms/incomplete-grade-request). The instructor will not assign grades of “incomplete” except in the most unusual, extreme circumstances of incapacitating illness, death of family members, or other university-approved excuses. You must provide documentation of such circumstances from a medical doctor, funeral home, or other appropriate authority.

**Grade Appeals**

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see http://catalog.asu.edu/appeal.

**Student Standards**
Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:


**Academic Integrity**
All students are responsible for reviewing and following ASU’s policies on academic integrity: http://provost.asu.edu/academicintegrity. If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others’ work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students.

**Student Support and Disability Accommodations**
ASU offers support services through Counseling (http://students.asu.edu/counseling) and the Disability Resource Center (http://www.asu.edu/studentaffairs/ed/drc/). If you are a student in need of special arrangements we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.
1. Exams (2 exams x 40 points = 80 points)
**Due Dates:** Due dates for the exams are described in the syllabus below. Exams will be available online the day designated below from 8am Phoenix time to 5pm Phoenix time. Exams completed after that date will be penalized a letter grade or more, unless appropriate documentation is provided (see policy on late assignments)

**Exam Format:** The exams will include multiple choice, true/false, and short answer questions. They will cover materials covered in lectures, in-class activities, in-class films and readings for the assigned lessons. Exams are non-cumulative. Although this is an open book format, it is a timed one, so you should prepare for the exam as you would any exam. In other words, when you look at the lectures and do the readings, make notes and organize them so that you are able to refer back to them quickly when you are taking the exam. Pay particular attention to any topics I cover in the individual lessons (both slides and supplemental text) -- and be sure to carefully read any sections in the Wiley and Allen textbook and assigned readings that pertain to these topics.

For each exam, you will answer 40 multiple choice and true/false questions drawn randomly from a larger pool of questions (Given this randomization, no two students are likely to have the same exam.). It will also involve five short answer questions.

Once you begin, you must complete the exam within a one-hour time limit. **BE CAREFUL!** Do not start the exam until you are sure you have uninterrupted time available and a reliable Internet connection. The computer will allow you to continue past the deadline, but will report to me how long you took. I will then deduct 1% for every 5 minutes you spend past the deadline. The exam will show you one question at a time. Once you have submitted an answer for that question, you will not be able to return to make a change.

**Exam re-set due to server crash:** In the unlikely event that your computer crashes or the connection fails while you are taking the exam, please e-mail me immediately so that I can reset the exam. I will reset exams between the hours of 4-5 pm and will e-mail you to let you know that the exam has been re-set. You will receive only one reset for any exam. (It will not be the exact same exam - Blackboard will automatically generate a new exam.)

2. Written assignments (10 assignments x 6 points = 60 points)
**Written assignments** will take several forms: (1) a question designed for you to apply concepts from class to real-world health issues, (2) write-ups of results from class activities, and (3) writing related to your poster project.  The 1-page limit will be strictly enforced. You may find it difficult to fit your statement into the allotted space. This is because writing concisely is a difficult skill to master. It is also an extremely useful skill. To successfully apply course concepts in the writing assignment, it is important that you first complete the lessons for that week (The on-line readings are in .pdf format in the folder for each lesson.)

Assignments must be submitted prior to the deadline noted in the syllabus. No assignments will be accepted after that deadline.

**Assignment format:** The total assignment length minimum is ¾-page and maximum is one page (double-spaced, 1” margins, must be 12 point). There will be a half letter grade reduction for failing to follow these guidelines. **(Important: Save your file**
separately as a back-up copy until I e-mail to indicate I’ve successfully received your assignment.

Assignment file name: Do not put any extra characters (such as # or :) in the file name – Blackboard reads these as an http error and will not allow it to be opened. Save the file with your name and the assignment number (e.g.: Emile Durkheim A1.)

Uploading assignment on blackboard: You must submit written assignments to me through blackboard. When you click on the assignment in the Assignments section, you will see a text area to write comments as well as a place to attach a word document. You should both copy and paste the text into the comment box AND attach the word document using the attachment too as well. Blackboard will only accept Word documents (.doc) and Rich Text File documents (.rtf). If you are using a recent (2007) Word program it automatically saves as a .docx file. These cannot be read by Blackboard, so please do a “save as” function and save as an earlier (2004-1997) version as a simple .doc file.

If you have successfully submitted the assignment, an exclamation mark will be visible in the Gradebook under the appropriate column. If you do not see such an exclamation mark in the appropriate column of the grade book after submission please contact me ASAP.

3. In-Class Quizzess (5 quizzes x 4 points = 20 points)
Each in-class quiz will consist of 2-4 questions that assess your knowledge and comprehension of this week’s readings. You must be in class to get credit for that day’s quiz. The same policy that applies to late assignments above applies to missed quizzes.

4. Poster projects (40 points). The poster project will involve an independent research project conducted by teams of 2 or 3 students, in a topic related to the concepts and aims of the course. The project will involve writing a 7-page (double-spaced, 12 point font, 1 inch margins) paper, creating a poster and presenting it at the end of the semester, and participating in the poster session and assessing other group’s posters. We will assign teams and provide a list of possible research topics by February 2, 2009. If your team would like to propose an alternative topic (not on the list), please send the proposal by email by February 9, 2009 to get approval for the topic. We will post information on how to create a successful academic poster on Blackboard, and discuss this in class as well.

Due dates for the poster project are:
1) **March 25**. Outline for paper and poster submitted through the Assignment section in Blackboard (see above for how to submit). This will count as one of your 10 written assignments (6 points).
2) April 19. ALL posters and papers are due.
3) April 19 and April 24. Poster sessions.
4) April 24. Peer evaluations due.
5. Extra Credit

a. Introduce Yourself on Blackboard Discussion Group – 3 points (DUE by January 12rd, 5pm Arizona time)
Please introduce yourself on the blackboard discussion group (in the “Introductions” forum). Tell the class your name, where you grew up and answer the following questions:

1) If you could have an endless supply of any food, what would you choose?
2) What’s the ideal dream job for you?

b. Syllabus Statement Extra Credit – 2 points (DUE by January 12rd, 5pm Arizona time)
You will receive 2 points added to your grade if you submit the following information to me through the Assignment section on Blackboard by January 12rd, by 5pm Arizona Time: your name and this statement: “I have read and accepted the conditions in this syllabus.” It can only be submitted through the Assignment section, not through e-mail. This exercise lets me know that you’ve read the syllabus, and know how to submit items successfully through the Assignment section. No syllabus statement points are available after the deadline.

Email and Office Hours
If you have questions about an assignment, exam, due date, course schedule, or other general course issues, please post your inquiry on the Blackboard thread entitled “Questions and Answers.” If you do not receive a response in 24 hours, please contact either Ashlan Falletta-Cowden or Dr. Hruschka. If you need personalized help or advice regarding class assignments, please email Ashlan Falletta-Cowden or Dr. Hruschka with “ASB 462” in the subject of the email. Please contact Ashlan Falletta-Cowden or Dr. Hruschka via email to make alternative arrangements for meeting.

Films
Several films will be shown in class to complement the readings. A study guide for the film will be handed out in class to focus your attention on key points important for the class. Fifteen minutes at the end of these classes will be devoted to a class discussion about the take-home points from the film. Most of these films are not available at the ASU library, and so it is important that you attend class on those days to be prepared for exam questions that pertain to the films. If you have a valid, written excuse for missing class on the day of the film, Dr. Hruschka can make available a copy of the film for one day.

Important note
It is your responsibility to check (at least three times a week) for any new announcements for the course posted on Blackboard. Please feel free to contact me with any questions you may have!
Part I. Culture, Health, and the Individual

Lesson 1: Introduction
1) *Introduction, Goals for the Course, Assignments (1/5)*
   - Reading: Syllabus
2) *Culture and Health: Applying Medical Anthropology (1/10)*
   - Reading: Introduction, Wiley and Allen
   - Reading: Adams 1955 (on blackboard)

Lesson 2: Defining Health: Disease, Illness, Sickness and Normality
1) *Defining Health and Normality (1/12)*
   - Reading: Wiley and Allen Ch 2
   - Reading: Waxler 1981 (blackboard)
2) *Film: Sex—Unknown (1/17)*

Assignment #1 Due: 1/19 by 5pm Arizona time

Lesson 3: Culture, Health and Adaptation
1) *Medical Ecology and Adaptation (1/19)*
   - Reading: McElroy and Townsend (blackboard)
   - Reading: Brown et al. (blackboard)
2) *Film: The Kuru Mystery (1/24)*
   - Reading: Lindenbaum 2008 (blackboard)

Assignment #2 Due: 1/26 by 5pm Arizona time

Lesson 4: Cultural Competence in Health Provision
1) Cultural Competence (1/26)
   - Reading: Kleinman and Benson 2006 (blackboard)
   - Reading: Kendall et al. (blackboard)
   - Reading: Fadiman chapters 1-5
2) *In-class Activity: Free-Listing (1/31)*

Assignment #3 Due: 2/2 by 5pm Arizona time

Lesson 5: Explanatory Models of Illness and Health
1) *Explanatory Models and Health (2/2)*
   - Reading: Nichter 2008 (blackboard)
   - Reading: Fadiman chapters 6-10
   - Reading: Winkelman Ch 2 (p. 74-79, on blackboard)
2) *In-class Activity: Pile-Sorting (2/7)*

Assignment #4 Due: 2/9 by 5pm Arizona time

Lesson 6: Healers and Health Systems: Popular, Folk and Professional
1) *Healers and Health Systems (2/9)*
   - Reading: Wiley and Allen Ch 3
• Reading: Payer 1996, p. 15-34 (blackboard)
• Reading: Fadiman chapters 11-15
• Optional Reading: Good and Good 2003 (blackboard)

Film: Split Horn (2/14)
• Reading: Fadiman chapters 16-19

Assignment #5 Due: 2/16 by 5pm Arizona time

Lesson 7: Culture and Psychiatry (2/16)
• Reading: Wiley and Allen Chapter 12
• Reading: Moerman and Jonas (2002) (blackboard)
• Reading: Anderson-Fye (2002) (blackboard)

Review Session for Exam I (2/21)

Exam I (2/23): covers material from Lessons 1-7. Will be available on 2/23 between 8am and 5pm Arizona time.

2/28: Meet with team members to choose project topic, develop plan for finishing project, divide responsibilities, and write tentative outline for project.

Assignment #6 Due (Project Outline): 3/1 by 5pm Arizona time

Part II. Culture, Politics and Society

Lesson 8: Politics, Economics and Health
1) Critical Medical Anthropology (3/1)
   • Reading: Kidder I-II
   • Reading: Birn et al. 2009
2) Guest Lecture: Ashlan Falletta-Cowden (3/6)
   • Reading: TBA

Assignment #7 Due: 3/8 by 5pm Arizona time

Lesson 9: Food Insecurity and Obesity
1) Food Insecurity (3/8)
   • Reading: Wiley and Allen chapter 4
   • Reading: TBA
2) Global Obesity (3/13)
   a. Reading: TBA

Assignment #8 Due: 3/15 by 5pm Arizona time

Lesson 10: War, Conflict and Health
1) Film: Returned: Child Soldiers of Nepal (3/15)
   • Reading: Kohrt et al. (2010) (blackboard)
Spring Break (3/19-3/23)

Lesson 11: Childbirth and Child-rearing
  1) Lecture (3/27)
     • Reading: Wiley and Allen Chapter 6
     • Reading: Morgan 1989
     • Reading: Sargent and Bascompe 1996

Lesson 12: Health Disparities in the U.S. and World
  1) In-class Activity: Interviewing (3/29)
  2) Health Disparities (4/3)
     • Reading: Dressler, Oths and Gravlee 2005 (blackboard)
     • Reading: Wiley and Allen Chapter 11
     • Reading: Kidder III-IV
     • Optional Reading: Wilper et al. (blackboard)

Assignment #9 Due: 4/5 by 5pm MST

Lesson 13: Infectious Diseases, Epidemics and Syndemics
  1) Infectious Disease, Epidemics and Syndemics (4/5)
     a. Reading: Barrett et al. 1998
     b. Reading: Wolfe and Sharpe 2002
     c. Reading: Kidder V
  2) Film: Once There Was a Country (4/10)

Review Session: 4/12 in class

Exam II (4/17): covers material from Lessons 8-13. Will be available between 8am and 5pm MST on 4/17.


Assignment #10 Due: 4/24 by 5pm Arizona time