

Term Information

Effective Term Autumn 2021

General Information

Course Bulletin Listing/Subject Area Anthropology
Fiscal Unit/Academic Org Anthropology - D0711
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 7002
Course Title Anthropological Approaches to Health
Transcript Abbreviation Anth Health
Course Description This course provides an overview of major theories, paradigms and approaches that have shaped anthropological research on the physical, biological, social and cultural factors that shape human health in the past and present. The goal of this course is to provide students with an understanding of how anthropologists define and study health.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.0201
Subsidy Level Doctoral Course
Intended Rank Masters, Doctoral

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Explain what culture is and how it shapes humans experience, perception and action in the world.
- Interpret and represent other cultures without judging them by the standards of their own culture.
- Explain how elements of culture are interrelated and should be understood within context.
- Consider the range of human variation when studying human behavior and biology.
- Explain how humans are a product of evolutionary and cultural processes.
- Critically assess how privilege and power structures interact with biological, cultural, and social systems.
- Evaluate the history of the main theoretical paradigms in anthropology.
- Connect anthropological theories to research endeavors
- Construct their own conceptual framework drawing from anthropological (and other) theories
- Meet ethical, collegial, and professional expectations in and outside the classroom.

Content Topic List

- Evolutionary biology
- Diversity
- Variation
- Human genetics
- Adaptation
- Adaptability
- Selection
- Biocultural
- Biomedical
- Modern life

Sought Concurrence

No

Attachments

- 7002 syllabus theory 2 Health.docx: 7002 Syllabus

(Syllabus. Owner: Healy,Elizabeth Ann)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Healy,Elizabeth Ann	11/20/2020 09:25 AM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	11/20/2020 10:14 AM	Unit Approval
Approved	Haddad,Deborah Moore	11/20/2020 10:33 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	11/20/2020 10:33 AM	ASCCAO Approval

ANTHROPOLOGY 7002 THEORY 2: ANTHROPOLOGICAL APPROACHES TO HEALTH

Instructor: Brutus Buckeye
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Autumn 2020
Hours of instruction: TR 11:10 – 12:30
Classroom: Smith Lab 4094
Office hours: W 12-3 PM or by appointment

COURSE DESCRIPTION

This course provides an overview of major theories, paradigms and approaches that have shaped anthropological research on the physical, biological, social and cultural factors that shape human health in the past and present. The goal of this course is to provide students with an understanding of how anthropologists define and study health. The course is structured to encourage students to think theoretically and innovatively and to encourage them to apply knowledge and perspectives from across the sub-fields of anthropology in their own research.

COURSE GOAL AND LEARNING OUTCOMES

1. Explain what culture is and how it shapes humans experience, perception and action in the world.
2. Interpret and represent other cultures without judging them by the standards of their own culture.
3. Explain how elements of culture are interrelated and should be understood within context.
4. Consider the range of human variation when studying human behavior and biology.
5. Explain how humans are a product of evolutionary and cultural processes.
6. Critically assess how privilege and power structures interact with biological, cultural, and social systems.
7. Evaluate the history of the main theoretical paradigms in anthropology.
8. Connect anthropological theories to research endeavors
9. Construct their own conceptual framework drawing from anthropological (and other) theories
10. Meet ethical, collegial, and professional expectations in and outside the classroom.

READINGS

Most of the required readings will be made available through Carmen. Others will need to be purchased. You are expected to have read the assigned readings before you come to class. As you read, highlight, take notes, summarize, look up new words or concepts, and come with questions for me and/or your classmates. In short, be prepared to discuss the

readings in class and bring the readings to class. I recommend you review the readings once more after class.

LEARNING OUTCOMES

The goal is to train students to think theoretically as anthropologists, i.e., understand how anthropologists use theory to describe and explain human biological diversity, with an emphasis on health, and this entails the following:

1. Explain what culture is and how it shapes humans experience, perception and action in the world.
 - a. Describe anthropological definition of the culture concept (e.g., learned, dynamic, shared, tacit). (A1a)
 - b. Analyze how culture shapes their lives and that of others around them. (A1b)
2. Interpret and represent other cultures without judging them by the standards of their own culture.
 - a. Recognize own beliefs and practices as cultural. (A2a)
 - b. Recognize that their own beliefs and practices are not “normal”. (A2b)
 - c. Recognize cultural differences between individuals and groups. (A2c)
 - d. Interpret cultural differences as differences and not as deficits. (A2d)
 - e. Represent other cultural beliefs and practices with respect. (A2e)
3. Explain how elements of culture are interrelated and should be understood within context.
 - a. Identify examples of how elements of cultures are interrelated (e.g., relationship between modes of subsistence and gender status). (A3a)
 - b. Analyze cultural phenomena holistically, i.e., studying it within local, global, and historical contexts. (A3b)
4. Consider the range of human variation when studying human behavior and biology.
 - a. Describe anthropological concepts that can be applied cross-culturally (e.g., anthropological description of marriage). (A4a)
 - b. Identify examples to show the range of human variation as well as to illustrate anthropological concepts. (A4b)
 - c. Apply relevant theoretical concepts in anthropology to describe human cultural and biological variation. (A4c)
 - d. Provide theoretical explanations for cross-cultural variation. (A4d)
5. Explain how human diversity is a product of evolutionary and cultural processes.
 - a. Recognize how humans are the product of evolutionary processes. (A5a)
 - b. Recognize how humans are the product of cultural processes. (A5b)
 - c. Analyze how the interaction between biology and culture shapes humans. (A5c)
 - d. Combine biological and cultural approaches to describe and explain human diversity in the past and present. (A5d)
 - e. Appreciate the contributions of the different anthropological subfields to the study of human diversity. (A5e)
6. Critically assess how privilege and power structures interact with biological, cultural, and social systems.

- a. Recognize inequalities within and among human societies. (A6a)
 - b. Identify the ways in which inequity interacts with biological, cultural, and social systems. (A6b)
 - c. Analyze how intersecting systems of oppression influence the lived experience of marginalized individuals and groups. (A6c)
 - d. Engage with the voices of historically excluded scholars and perspectives. (A6d)
7. Evaluate the history of the main theoretical paradigms in anthropology.
 - a. Summarize the history and development of anthropological theory. (B1a)
 - b. Recognize theoretical frameworks in anthropological literature. (B1b)
 - c. Identify current theoretical debates of anthropology. (B1c)
 - d. Evaluate various strengths and weaknesses of anthropological theories. (B1d)
 - e. Make connections between theories from different subfields. (B1e)
 - f. Recognize that writing the history of anthropology is an interpretive exercise. (B1f)
 8. Connect anthropological theories to research endeavors.
 - a. Examine how theoretical frameworks shape research questions. (B2a)
 - b. Appreciate the contributions of different theoretical frameworks. (B2b)
 - c. Evaluate how multiple theoretical frameworks can be used to address a research question. (B2c)
 - d. Connect appropriate anthropological theories to research questions. (B2d)
 9. Construct their own conceptual framework drawing from anthropological (and other) theories.
 - a. Reflect on their own worldviews. (B3a)
 - b. Compare own worldviews with theoretical paradigms. (B3b)
 - c. Construct their own conceptual framework integrating relevant theoretical paradigms. (B3c)
 - d. Articulate clearly their own conceptual framework. (B3d)
 10. Meet ethical, collegial, and professional expectations in and outside the classroom.
 - a. Follow ethical and professional guidelines defined by the professional associations relevant to the student's career. (F1c)
 - b. Foster collegial relationships by sharing learning strategies and supporting fellow students. (F1d)

ASSESSMENT OF LEARNING OUTCOMES

Seminar. In this seminar our goals are to: (1) explore the history of the study of modern human variation, especially in terms of health, in effort to appreciate how our understanding has evolved; (2) become familiar with the newest theoretical frameworks from biological and medical anthropology used to explain modern human variation in health; (3) survey the physical, biological, social and cultural factors known to shape human health and observed variation in health including the mechanisms at work; (4) become familiar with the study designs and methods used to study modern human health variation and; (5) gain a better appreciation for the fields of human biology and medical anthropology and its contributions to anthropology.

Seminars are an opportunity to engage with material in a more advanced manner – through active participation and discussion, rather than passive learning. For this educational model to work, we all must come prepared to engage with the material. This means we have carefully and critically read all the assigned readings in advance and have prepared questions and points of discussion to use to engage with our colleagues.

Furthermore, we should treat the classroom is a learning environment. To maintain that environment, we must be respectful of one another’s ideas, effort and time. It is critical that we be respectful of different opinions and engage in civil discussion, especially as we debate ideas. This is essential for the learning process. As is the case in most courses, people’s accumulated knowledge on the subjects covered will vary. It is both your and my job to ensure you have an accurate understanding of the material covered. It is ok to be wrong – but we must be willing to confront and correct these misunderstandings and in class discussion is an excellent opportunity to accomplish this important task. Everyone is responsible for making the workshop an effective learning activity. This entails not only talking, but also listening, and encouraging others to participate. **F1d**

Addendum. At the end of every week – before Friday midnight – students have to submit a one-page reflection on what they learned that week from reading, writing, and seminar discussion. The goal of the assignment is for students to develop their own conceptual framework drawing from the anthropological theories discussed in the course and prepare for the term paper. **B2a-b, B3a-d**

Weekly Homework Assignments (WHA). Every week students will complete one written homework assignment in which they can practice and demonstrate one or more learning outcomes. The homework assignments below are examples of the types of assignments that instructors can use to assess student learning.

WHA: Anthropological Perspectives. You will write a short essay in which you (1) explain what the value of an anthropological approach is; and (2) how you will use the different anthropological perspectives in your own research, teaching, and professional career. The essay should be no longer than 4 double-spaced pages. **A1a - A5e**

WHA: Critical analysis of anthropological theory. In this homework assignment, students will use the following set of instructions to critically analyze the readings

for that particular week: (1) explain the theoretical framework and its major concepts; (2) discuss the strengths and weaknesses of the theoretical framework and its contribution to the discipline of anthropology; (3) discuss how this theoretical framework can be used to study the student's selected topic; and (4) discuss how different writers assess the theoretical framework. Students are advised to consult secondary sources to complete this homework assignments. Secondary sources can be review articles, or chapters in a textbook or an encyclopedia. Students will avoid paraphrasing and quotations – in other words, they will strive to describe and explain these theoretical concepts and frameworks in their own words. **A6a-d, B1a-b, B1d-f**

WHA: History of anthropological theory. This homework assignment prompts students to connect the history of anthropology to broader histories of social and epistemological frameworks (in humanism and in science). For in-class presentation, students will select a work of art broadly defined—painting, film, photograph, music, literature. The presentation will be accompanied by a one-page review that describes how that historical artwork (representing between 1770 and 1970) reflects or amplified intellectual and social trends of its time (or of the time represented) and how, in turn those trends are represented in seminal anthropological works of that time. An example might be the film "Angels & Insects" and its portrayal of the broader context in which evolutionary theory and the Ascent of Man was conceived. **A6a-d, B1a, B1e-f, B2a, B3a**

WHA: What is hot? The goal of this homework assignment is to find out what are the "hot" theoretical paradigms of today, i.e., what are popular, contemporary theoretical paradigms or concepts? Contemporary means in the last 5-10 years. In the essay, students will: (1) discuss the research strategies that they used to figure out what is "hot"; (2) describe the main players or theorists; (3) explain the theoretical paradigms and the questions they address; (4) discuss the strengths and weaknesses of theoretical paradigms; (5) discuss how it builds on earlier theoretical paradigms; and (6) explain contributions of paradigms to the discipline of anthropology. **A6a-d, B1a-c, B2a-b, B2d**

WHA: Theory and current conditions This assignment builds on the History of Anthropological Theory with students selecting an artwork (conceived broadly) of the past three to five years for in-class presentation. The presentation will be accompanied by a one-page essay that describes how that artwork reflects or amplifies intellectual and socio-economic trends current today. In recursive class discussion and with other exercises, this activity explores how these trends are influential in and impacted by anthropology. **A1b, A6a-d, B3a-b, B1e**

WHA: Paradigm detection. In this homework assignment, students will select one recent article from a faculty member in the department that was published in the last five years and identify the theoretical paradigm(s) that are used explicitly and implicitly in the article. Students will write a two-page analysis of the selected article where they (1) explain how they detected the paradigms (e.g., terminology,

theorists, questions, explanations, concepts, approaches, citations); and (2) explain how the paradigm shaped the methods and data interpretation in the article. **B1c, B2a-b**

WHA: Linking theory to research. In this homework assignment, students will use the following set of instructions to critically analyze the readings for that particular week: (1) explain the theoretical framework and its major concepts; (2) discuss how the theoretical frameworks shapes empirical research in the assigned research article, for example, how it shapes the research questions, research design, sampling strategies, methods used, data collected, and/or how the data is used to answer the research questions; (3) discuss how the theoretical concepts or frameworks can shape their own research project and/or generate meaningful research questions about you topic. Here too, students have to paraphrase and avoid quotations – in other words, they have to describe and explain these theoretical concepts and frameworks in their own words. **A6a-d, B2a-d**

Peer review. In week 12, students will review the first draft of the term paper of one of their peers. Detailed instructions for peer-review will be made available to the students, drawing from instructions from professional journals and publishers (e.g., Elsevier) and the rubric for the term paper. The reviewer should provide critical and constructive feedback for the author, but in the final paragraph of the review should describe what the reviewer learned from reviewing. The goal of the peer review is for students to develop supportive professional habits and relationships with their peers. **F1c, F1d.**

Term paper. The capstone assignment for this course is a term paper in which students draw on theoretical frameworks covered in the course (and others) to develop their conceptual framework and research project. In the term paper, students should: (1) explain what a conceptual framework is; (2) describe clearly their own conceptual framework; (3) convince the reader of the importance of the topic and (4) the rigor of methodology. In addition, students should be discussing (5) how different theoretical frameworks yield different understandings of the topic and (6) what the advantages and disadvantages are of using different theoretical frameworks. Students will use frameworks from their own subfields, but also those from other subfields (and, potentially, disciplines). The term paper should be no longer than 15 pages double-spaced. The term paper should align with the students' research interests and advance their dissertation research. It may be preparation for their doctoral exam. **B1d-e, B2a-d, B3a-d**

Evaluation: Course responsibilities will be weighted in the following way:

1. Weekly homework assignments (WHA)(n=14)	30%
2. Seminar participation	10%
3. Peer review	10%
4. Addenda (n=14)	15%
5. Term paper	35%
Total	100%

Final grades are based on the OSU Standard Scheme. A general guide to how you are doing is: A 93; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 60-66; E < 60.

UNIVERSITY STATEMENTS

Office of Disability Services Statement

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614 -292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614 -292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1- 800 -273-TALK or at suicidepreventionlifeline.org.

Title IX Statement

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Diversity Statement

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Committee on Academic Misconduct Statement

All students should become familiar with the rules governing academic misconduct, especially as they pertain to plagiarism and cheating. Ignorance of the rules is not an excuse and all alleged cases of academic misconduct will be reported to the Committee on Academic Misconduct ([COAM \(Links to an external site.\)](#)[Links to an external site.](#)). It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

TENTATIVE COURSE SCHEDULE

Week	Content	Assignment	Learning Outcome(s)
1	Overview/Fundamentals	Addendum	A4b,c, A5a,
2	Evolutionary Approaches I	WHA: History Anthropological Theory, Addendum	A1b, A4a-d, A5a-e, B1a,b,d,e,g, B2a
3	Evolutionary Approaches II	WHA: What is hot?, Addendum	A1b, A4a-d, A5a-e, B1a,b,d,e,g, B2a
4	Life course approaches I	WHA: Anthropological perspective I, Addendum	A1b, A4a-d, A5a-d, B1a,b,d, B2a,d
5	Life course approaches II	WHA:, Anthropological perspective, Addendum	A1b, A4a-d, A5a-d, B1a,b,d, B2a,d
6	Life course approaches III	WHA: What is hot?, Addendum	A1b, A4a-e, A5a-e, B1a,b,c,d, B2a,d
7	Ecological approaches I	WHA: Theory and current conditions, Addendum	A1b, A4a-e, A5a-e, B1a,b,c,d, B2a,d
8	Ecological approaches II	WHA: Theory and current conditions, Addendum	A1a,b, A3a,b, A4a-e, A5b-e, A6a-d, B1a-e, B2a-d
9	Ecological approaches III	WHA: Critical analysis theory, Addendum	A1a,b, A2a-e, A4a-e, A5a-e, A6a-d, B1a-e, B2a-d
10	Social determinants of health	WHA: What is hot?, Addendum	A1a,b, A2a-e, A4a-e, A5a-e, A6a-d, B1a-e, B2a-d
11	Sociocultural approaches I	WHA: Paradigm detection, Addendum	B2a-d, F1a,b
12	Peer Review	WHA: Link theory to research	A3a,b, A4a-d, A5a-e A6a-d, B1a-e,
13	Sociocultural approaches II	WHA: Paradigm detection, Addendum	A3a,b, A4a-d, A5a-e A6a-d, B1a-e,
14	Semiotic approaches	WHA: Critical analysis theory, Addendum	A3a,b, A4a-d, A5a-e A6a-d, B1a-e,
15	Applied Medical Anthropology	WHA: Theory and current conditions, Addendum	A1a,b, A2a-e, A6a-e,
Exam Week		Term paper	B1a-f, B2a-d, B3a-d

TENTATIVE READING SCHEDULE

W1. Overview of course and fundamentals

[Defining health, anthropological perspectives on health]

1. Defining health
2. Anthropological perspectives on health 1
3. Anthropological perspectives on health 2
4. Anthropological perspectives on health 3
5. Stinson S, Bogin B, O'Rourke D, Huss-Ashmore R. 2012. Human biology: an evolutionary and biocultural approach. In: Stinson S, Bogin B and O'Rourke D, editors. Human Biology: An Evolutionary and Biocultural Perspective. pp. 3-22.

W2. Evolutionary Approaches to Health I

[fundamentals of evolutionary thinking, applications to health]

6. Fundamentals of evolutionary thinking in health
7. Measuring health in the past
8. Health transitions in past: infectious disease I
9. Health transitions in past: infectious disease II
10. Health transitions in past: diet I
11. Health transitions in past: diet II
12. Tishkoff SA et al. 2007. Convergent adaptation of human lactase persistence in Africa and Europe. *Nature Genetics* 39: 31-40.
13. Scott-Phillips TC, Laland KN, Shuker DM, Dickins TE, West SA. 2014. The niche construction perspective: a critical appraisal. *Evolution*, 68(5): 1231-1243.
14. Laland KN, Odling-Smee J, Myles S. 2010. How culture shaped the human genome: bringing genetics and the human sciences together. *Nature Reviews Genetics*, 11(2): 137-148.

W3. Evolutionary Approaches to Health II

[Evolutionary Medicine, the application of evolutionary theory to modern human health]

15. Fundamentals of evolutionary medicine [Book]
16. Application of Evolutionary medicine - infectious disease
17. Application of Evolutionary medicine anatomical/physiological compromise
18. Evolutionary medicine - mismatch and diet
19. Evolutionary medicine in the clinic

W4: Life course approaches to health I

[Life history theory and health]

20. Bogin B, Smith H. 2012. Evolution of the human life cycle. In: Stinson S, Bogin B and O'Rourke D, editors. Human Biology: An Evolutionary and Biocultural Perspective. pp. 515-586. [human baseline]
21. Hill K, Kaplan H. 1999. Life history traits in humans: theory and empirical studies. *Annual Review of Anthropology*, 28(1): 397-430. [basics / tradeoffs]
22. Life history theory – application to health (maintenance / child growth) - McDade
23. Life history theory – application to health (reproductive effort) – Ellison

24. Life history theory – application to health (reproductive effort) – Dufour and Sauter
25. Dettwyler KA. 1995. A time to wean: the hominid blueprint for the natural age of weaning in modern human populations. In: P Stuart-Macadam and Dettwyler KA, editors. New York: Aldine de Gruyter. pp 39-74.
26. Hawkes K, O'Connell JO, Blurton Jones NG, Alvarez H, Charnov EL. 1998. Grandmothering, menopause, and the evolution of human life histories. *Proceedings of the National Academy of Sciences* 95: 1336-1339.

W5: Life course Approaches to Health II

[Developmental origins of health and disease]

27. Barker, D. J. P. 2004. The developmental origins of well-being. *Philosophical Transactions of the Royal Society of London. Series B: Biological Sciences*, 359, 1359-1366.23.
28. Recent work on developmental origins - disease
29. Recent work on developmental origins – reproduction
30. Recent work on developmental origins – critical approaches (adversity)

W6: Life course Approaches to Health III

[Epigenetics in anthropology]

31. Epigenetics background and mechanisms
32. Epigenetics as explanatory mechanism for variation in health
33. Epigenetics in anthropology I
34. Epigenetics in anthropology II
35. Lock M. 2015. *Comprehending the Body in the Era of the Epigenome*. *Current Anthropology* 56(2): 151-163.

W7: Ecological approaches to health I

[Human adaptability fundamentals]

36. Lasker G. 1969. Human adaptability. *Science* 166(3912): 1480-1486.
37. Katzmarzyk PT, Leonard W. 1998. Climatic influences of human body size and proportions: ecological adaptations and secular trends. *American Journal of Physical Anthropology* 106:483-503.
38. Jablonski N, Chaplin G. 2000. The evolution of human skin color. *Journal of Human Evolution* 39:57-109.
39. Beall CM. 2007. Two routes to functional adaptation: Tibetan and Andean high altitude natives *Proceedings of the National Academy of Sciences* 104: 8655-8660.
40. Human adaptability readings on malaria I: Livingstone
41. Human adaptability readings on malaria: G6PD-deficiency

W8: Ecological approaches to health II

[Critical perspectives, political economy]

42. Colson, A.C. and Selby, K.E., 1974. *Medical anthropology*. *Annual Review of Anthropology*, 3(1), pp.245-262. Singer, M., 1989. The coming of age of critical medical anthropology. *Social Science & Medicine*, 28(11), pp.1193-1203.
43. Leatherman, T., & Goodman, A. H. 2011. *Critical biocultural approaches in medical*

- anthropology. In M. Singer & P. I. Erickson (Eds.), *A Companion to Medical Anthropology* (pp. 29–48). Malden, MA: Wiley-Blackwell.
44. McElroy, A. 1996. Should medical ecology be political? *Medical Anthropology Quarterly*, 10(4), 519-522.
 45. Singer M. 1996. Farewell to adaptationism: unnatural selection and the politics of biology. *Medical Anthropology Quarterly* 10(4): 496-515.
 46. Wiley, A. S. 1992). Adaptation and the biocultural paradigm in medical anthropology: a critical review. *Medical Anthropology Quarterly*, 6(3), 216-236.
 47. Farmer AIDS and Accusation: Haiti and the Geography of Blame.

W9. Ecological approaches to health III

[Political Ecology, Syndemics]

48. Singer M, Clair S. 2003. Syndemics and public health: reconceptualizing disease in bio-social context. *Medical Anthropology Quarterly* 17: 423-441.
49. Baer, H. and Singer, M., 2016. *Global warming and the political ecology of health: Emerging crises and systemic solutions*. Routledge.
50. Nading, A.M., 2014. *Mosquito trails: Ecology, health, and the politics of entanglement*. Univ of California Press.

W10. Social Determinants of health

[Embodiment and anthropological critique of bio-determinism]

51. Csordas, T., J. 1990. Embodiment as a paradigm for anthropology. *Ethos*, 18(1), 5-47.
52. Krieger, N. 2005. Embodiment: a conceptual glossary for epidemiology. *Journal of Epidemiology and Community Health*, 59(5), 350-355.
53. Krieger, N. & Davey Smith, G. (2004). "Bodies count," and body counts: social epidemiology and embodying inequality. *Epidemiologic Reviews*, 26, 92-103.
54. Csordas, T. J. 1993. Somatic modes of attention. *Cultural Anthropology*, 8(2), 135-156.
55. Gravlee, C. C. 2009. How race becomes biology: embodiment of social inequality. *American Journal of Physical Anthropology*, 139(1), 47-57.

W11. Sociocultural approaches to health I

[Alternative/social etiologies]

56. Evans-Pritchard, E.E. 1937. *Witchcraft, Magic and Oracles among the Azande*. Oxford: Clarendon.
57. Scheper-Hughes, N. 1993. *Death Without Weeping: The Violence of Everyday Life in Brazil*. Berkeley: University of California Press.
58. Scheper-Hughes, N. and Lock, M.M., 1987. The mindful body: A prolegomenon to future work in medical anthropology. *Medical anthropology quarterly*, 1(1), pp.6-41.

W12. Peer Review

NO READINGS – focus on peer review

W13. Sociocultural approaches to health II

[Health as power and governance]

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62. Fink, S. 2009. "Deadly Choices at Memorial," *New York Times Magazine*.

W14. Semiotic approaches to health
[Language and the meaning of health]

63. Latour, B. 1988. *The Pasteurization of France*. Cambridge: Harvard University Press.
64. Carr, E.S. 2009. *Scripting Addiction: The Politics of Therapeutic Talk and American Sobriety*. Princeton.
65. Mattingly, C. 1991. "The Narrative Nature of Clinical Reasoning." *The American Journal of Occupational Therapy* 45(11): 998-1005.

W15. Applied medical anthropology
[Application of anthropology in global health and clinical settings]

66. Kleinman, A. and Benson, P., 2006. Anthropology in the clinic: the problem of cultural competency and how to fix it. *PLoS Med*, 3(10), p.e294.
67. Pelto, P.J. and Pelto, G.H., 1997. Studying knowledge, culture, and behavior in applied medical anthropology. *Medical anthropology quarterly*, 11(2), pp.147-163.
68. Davenport, B.A., 2000. Witnessing and the medical gaze: how medical students learn to see at a free clinic for the homeless. *Medical Anthropology Quarterly*, 14(3), pp.310-327.
69. Scheper-Hughes, N., 1990. Three propositions for a critically applied medical anthropology. *Social Science & Medicine*, 30(2), pp.189-197.

ALIGNED PROGRAM GOALS, LEARNING OUTCOMES AND PROFICIENCIES

- A. = program goal
 1. = learning outcome
 a. = proficiency

A. Students will be able to think like an anthropologist by embracing a comparative, holistic, relativistic, biocultural, and reflexive approach.

1. Explain what culture is and how it shapes humans experience, perception and action in the world.
 - a. Describe anthropological definition of the culture concept (e.g., learned, dynamic, shared, tacit). (B/I)
 - b. Analyze how culture shapes their lives and that of others around them. (A)
2. Interpret and represent other cultures without judging them by the standards of their own culture.
 - a. Recognize own beliefs and practices as cultural. (B)
 - b. Recognize that their own beliefs and practices are not "normal". (B)

- c. Recognize cultural differences between individuals and groups. (B)
 - d. Interpret cultural differences as differences and not as deficits. (I)
 - e. Represent other cultural beliefs and practices with respect. (A)
3. Explain how elements of culture are interrelated and should be understood within context.
 - a. Identify examples of how elements of cultures are interrelated (e.g., relationship between modes of subsistence and gender status). (B/I)
 - b. Analyze cultural phenomena holistically, i.e., studying it within local, global, and historical contexts. (A)
4. Consider the range of human variation when studying human behavior and biology.
 - a. Describe anthropological concepts that can be applied cross-culturally (e.g., anthropological description of marriage). (B)
 - b. Identify examples to show the range of human variation as well as to illustrate anthropological concepts. (B)
 - c. Apply relevant theoretical concepts in anthropology to describe human cultural and biological variation. (I)
 - d. Provide theoretical explanations for cross-cultural variation. (A)
5. Explain how humans are a product of evolutionary and cultural processes.
 - a. Recognize how humans are the product of biological evolutionary processes. (B)
 - b. Recognize how humans are the product of cultural processes. (B)
 - c. Analyze how the interaction between biology and culture shapes humans. (I)
 - d. Combine biological and cultural approaches to describe and explain human diversity in the past and present. (A)
 - e. Appreciate the contributions of the different anthropological subfields to the study of human diversity. (A)
6. Critically assess how privilege and power structures interact with biological, cultural, and social systems.
 - a. Recognize inequalities within and among human societies. (B)
 - b. Identify the ways in which inequity interacts with biological, cultural, and social systems. (I)
 - c. Analyze how intersecting systems of oppression influence the lived experience of marginalized individuals and groups. (I/A)
 - d. Engage with the voices of historically excluded scholars and perspectives. (I/A)
 - e. Apply critical perspectives to their own research design and praxis. (A)

B. Students will understand how anthropologists use and have used theory to describe and explain the world.

1. Evaluate the history of the main theoretical paradigms in anthropology.
 - a. Summarize the history and development of anthropological theory. (B)
 - b. Recognize theoretical frameworks in anthropological literature. (B)
 - c. Identify current theoretical debates of anthropology. (I)
 - d. Evaluate various strengths and weaknesses of anthropological theories. (I)
 - e. Make connections between theories from different subfields. (A)
 - f. Recognize that writing the history of anthropology is an interpretive exercise. (A)
2. Connect anthropological theories to research endeavors.
 - a. Examine how theoretical frameworks shape research questions. (B)

- b. Appreciate the contributions of different theoretical frameworks. (I)
 - c. Evaluate how multiple theoretical frameworks can be used to address a research question. (A)
 - d. Connect appropriate anthropological theories to meaningful research questions. (A)
3. Construct their own conceptual framework drawing from anthropological (and other) theories.
 - a. Reflect on their own worldviews. (B)
 - b. Compare own worldviews with theoretical paradigms. (B)
 - c. Construct their own conceptual framework integrating relevant theoretical paradigms. (A)
 - d. Articulate clearly their own conceptual framework. (A)

F. Meet ethical, collegial, and professional expectations in research, teaching, collaboration, and other professional endeavors.

1. Meet ethical, collegial, and professional expectations in and outside the classroom.
 - a. Follow ethical and professional guidelines defined by the professional associations relevant to the student's career. (I)
 - b. Foster collegial relationships. (A)