

**WILLIAM PATERSON UNIVERSITY OF NEW JERSEY
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
COMMUNITY & SOCIAL JUSTICE PROGRAMS**

FOUNDATIONS OF HEALTH AND HEALING

ANTH 3710-080 (50631)

December 18, 2023 – January 24, 2024

3 credits/Asynchronous

Course Information

ANTH 3710-080 (CRN 50631)

Online Asynchronous

Writing Intensive

UCC - Area 5 Community and Civic Engagement

Instructor: Dr. Alice Baldwin-Jones

Email: baldwinjonesa@wpunj.edu

Phone: 973-763-2649

Office Hours: Wednesdays @ 7:00 – 8:00 PM and by apt via Zoom

Department Information

Administrator: Mayra Soto

Office: Atrium 110

Phone: 973-720-3027

Email: Sotoma@wpunj.edu

Course Description

This course introduces students to concepts of health and healing in the field of medical anthropology. It will explore how the experiences of health and the body vary cross-culturally using contemporary bio-cultural approaches and community-health perspectives. Topics covered include perceptions of illness and the etiology of disease, conceptions of poverty and homelessness, health and stigma, the cultural context of infectious diseases the world over, and the implications of biomedical interventions and technology. The course will spotlight how anthropological knowledge can bridge gaps between medical discourse and notions of health and healing throughout the globe.

Required Texts: You will be reading an assortment of journal and newspaper articles and viewing short films; all of which are available on Blackboard. I have also provided additional 'recommended/option' reading should you find interest in a specific topic.

Course Objectives:

This course seeks to provide students with

- An understanding of the interaction between nature and culture, mind and body, personhood and society, in illness, treatment and healing
- An awareness of the cognitive and behavioral components of ethno-medical systems around the world, and of their ethical implications from the perspective of practitioners, patients, and pharmaceutical companies.
- A thorough understanding of how gender, race, politics, and class are involved in the individual's experience of affliction and approach to treatment

- An appreciation of how global and local inequalities affect illness and shape the nature of health care.
- Familiarity with the anthropological perspective to analyze contemporary health issues/systems, and research methods to investigate illnesses and healing practices in particular communities.

UCC (Area 5) Civic Engagement Student Learning Outcomes:

- UCC Area 5a SLO. Demonstrate the knowledge and skills to engage in community problem solving. Students will discuss current health-issues and conflicts and conduct their own ethnographic research on a health-related topic.
- UCC Area 5b SLO. Identify key arenas (local, national and/or global) of engagement and decision-making. Students will analyze, compare and contrast case studies addressing health concerns and their global interconnections. They will be asked to assess the importance, functions, and meanings of community and identity amongst stakeholders at various levels.
- UCC Area 5c SLO. Identify the relationship between anthropology (the course discipline) and civic engagement. Students will explore historical and contemporary forms of engagement amongst medical anthropologists and evaluate the efficacy of their research models. Students will also reflect on the forms of engagement in their participatory project.
- UCC Area 5d SLO Demonstrate the skills to effectively participate in community and civic life. Students will demonstrate these skills through their participation in their project and in their sharing of findings with their interlocutors.

UCC Writing Intensive Student Learning Outcomes:

- UCC Area WI 1 SLO Use writing-to-learn strategies to develop understanding of the course content and to think critically about the content
- UCC Area WI 2 SLO Use drafting, revising, editing and other writing processes to develop final writing products appropriate to the discipline, such as thesis-driven essays, formal reports, or professionally formatted manuscripts
- UCC Area WI 3 SLO Use research and documentation skills where they may be necessary and integrate them through paraphrase, quotation and citation, in accordance with the conventions of the discipline

University Land Acknowledgement

We *recognize* that we reside on the Lenapehoking — the traditional land of the Lenape people, past and present. We *acknowledge* the Lenape people as the indigenous stewards of this colonized land. We *commit* to supporting the Lenape people by building relationships; recognizing their continuing presence, and respecting and honoring them as original caretakers of this land.

<https://www.wpunj.edu/Institutional-Equity-and-Diversity/university-land-acknowledgement.html>

Indigenous Peoples' Day Resolution

If you don't know someone's gender
or when talking about a group,
use gender-neutral language.

mankind	humankind
chairman	chair
congressman	legislator
-businessman	representative
-policeman	police officer
-landlord	owner
boyfriend/girlfriend	partner
salesman	salesperson
-manpower	workforce
-maiden-name	family name
-fireman	firefighter
husband/wife	spouse



✓Gender-Inclusive/Non-Sexist Language for in class participation and "Netiquette": To enable an inclusive environment and enrich discussion and reflection the class will make every effort to use gender-inclusive and non-sexist language i.e. words that affirm and respect how people describe, express, and experience their gender like individuals whose identities (including trans, intersex, and genderqueer) may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Misgendering is disrespectful and dismissive. Students may share their preferred pronouns (he/she/ze/they) and names, and these gender identities and gender expressions will be honored.

COURSE REQUIREMENTS:

✓Class format: The course is delivered via Blackboard, which is your online learning community, where you are expected to interact with your classmates and instructor. You will be able to access the learning materials, syllabus, discussion boards, submit assignments, and participate in online discussions and activities. An online course will require as much time in preparation and participation as a regular classroom course. As you begin this course, you would be wise to schedule 6 or more hours per week for studying materials and completing assignments. Falling behind in this course is particularly problematic because the concepts we cover are cumulative. This means that not becoming proficient with information and objectives presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.

As in any other course, you must 'attend' class regularly by logging onto Blackboard; you will not be able to make up weeks in which you have been absent. It is your responsibility to check your WPUNJ email account and blackboard (BB). If you need help with blackboard, please contact the blackboard helpdesk ASAP to schedule a tutoring session:

[https://itwiki.wpunj.edu/index.php/Category:Blackboard - Students](https://itwiki.wpunj.edu/index.php/Category:Blackboard_-_Students) (For best results you should be using the Chrome web browser: <https://google.com/chrome/to> access BB).

✓**Participation and assignments:** You are expected to read the assigned readings and watch the audiovisual material in order to participate in the online discussions. Based on your reading, you will need to post your response on the "discussion board" (DB) or in "assignments" on BB by the due date.

✓**Communication:** In accordance with university policy, all communication will be sent on email and messages will only be sent to your wpunj.edu account. Grades will be upgraded on BB periodically. It is your responsibility to check your WPUNJ email account and BB. Do not

hesitate to email me if you have a question. Only send one email—multiple emails will result in a delay. I will do my best to respond within 48 hours—excluding weekends. Emails must be written in appropriate language—i.e. no cursing—with your first and last name and class # in the subject line.

Student Code of Conduct 2019-2023

<https://www.wpunj.edu/student-conduct/student-handbook/the-student-code-of-conduct.html>

Conduct and Civility

I am committed to creating a safe environment for all students by working to be inclusive. Every student is held accountable for abiding by the tenants of required conduct outlined in the TX State Student Handbook (<http://www.dos.txstate.edu/TxState-Handbook.html>). Or The Core Rules of Netiquette are excerpted from the book *Netiquette* by Virginia Shea.

<http://www.albion.com/netiquette/corerules.htm>

Netiquette for Online Discussions

When you respond to your classmates follow rules of classroom etiquette /online netiquette and propriety. You are free to raise questions, pose queries, post additional responses, etc.

What you do in class affects all other students and the instructor. This class will be conducted in a safe learning environment at all times. The Blackboard discussion posts/assignments are an opportunity and space to engage different points of view. Not everyone will agree about everything. There is a respectful and civil way to voice differences of opinions. Students will not harass, bully, or otherwise engage in any kind of inappropriate interaction at any time in this course. The learning environment will be free from discrimination and any kind of harassment based on race, ethnicity, age, religion, class, gender, identity, national origin, or belief. Any kind of perceived harassment or inappropriate behavior, students will be made aware of this and may have academic consequences.

The following guidelines are based on findings from the University of Michigan center for Research on Learning and Teaching:

- “Listen respectfully, without interrupting.
- Respect one another’s views.
- Criticize ideas, not individuals
- Commit to learning, not debating.
- Avoid blame and speculation.
- Avoid inflammatory languages.”

✓ Class policy:

o Assignments: Based on your reading and audiovisual material, you will need to respond on the “discussion board” (DB) or in “assignments” on BB by the due date. Each assignment will be

accompanied with instructions on expectations and grading rubric. Online discussion boards and assignments will be closed for a particular response thread at one minute before midnight on the date due. Your first post will be graded as your assignment. Hence do not post multiple times different parts of the assignment. Also emailing me your response after it is due will be considered a late assignment. You are free to raise questions, pose queries, post additional responses, etc. When you respond to your classmates highlight the post you are referring to and follow rules of classroom etiquette /online netiquette and propriety.

o Submissions: All submissions (discussion posts/assignments) will be in 12-point font and black ink, within the word limit described in the assignment. Organize them for coherency, flow, and fullness. Edit your responses for flow and grammar before submission. Your response will engage with the readings which are from journal articles, films, or other scholarly sources (use library e-journals) and all evidence, counter evidence, arguments, ideas should be cited appropriately (must draw from scholarly sources). **Definitions of terms from the dictionary, Google, or Wikipedia will lower the credit awarded to your efforts.** All articles and audiovisual materials provide a definition for the terms utilized. For citations use in-text parenthetical notes, footnotes, or endnotes. A bibliography/list of references should be placed at the end of your paper. Follow APA citation system and format (Content Section BB). Do not cite more than 2 sentences at any time directly from the text. Try to summarize or paraphrase the idea from the text. If needed, use the Writing Center resources.

o Links on writing: <http://webster.commnet.edu/apa/>;
<http://www.wisc.edu/writing/Handbook/PlanResearchPaper.html>

✓ **Reading Tips and Suggested Note-Taking Techniques**

- What is the main idea of the reading(s)?
- How do(es) the reading(s) relate to the larger issue/class topic? What is the relevance of this article/essay/chapter?
- How do the readings relate to each other?
- How do the readings relate to previous reading and topics we have covered?
- This is an intensive reading course. I suggest you take notes when you read and follow the logic and nature of evidence. It may be useful to summarize an article within 1/10th of its length. Or try to summarize each paragraph with one sentence/point. Try this!

✓ **Grade Rationale:** Assignments will be graded on the following rationale

Responses may be graded for	10 pts
Not posting or late assignment	0-4
Response has not engaged with the discussion material/scholarly sources	5-7
Responses have engaged with readings, cited sources, is analytical, & edited	8 -10
o Assignments will have points distributed among the following criteria: structure (argument, organization, citation), analysis (engagement with readings, concepts referred, sources of evidence), and style (clarity, spelling/grammar).	

✓**Grading Scale (%)**: A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D (60-69), F (0-59)

✓Incompletes and Withdrawals

Procedure for requesting Incompletes and Withdrawals is detailed in the College catalogue.

Deadlines are posted in the Academic Calendar. <https://www.wpunj.edu/registrar/calendars/>

✓ NOTE: Work relating to grades of Incomplete (IN) must be completed and grades submitted by the end of the fourth week of classes in the semester subsequent to the semester in which the grade was issued. Grades of Incomplete (IN) may be assigned only when the student has successfully completed most of the work required for a course but due to extraordinary circumstances is unable to submit a portion of course work or completed final project (paper, exam, or other work) by the end of the semester. Under no circumstances should an Incomplete (IN) be assigned when, through negligence or with no acceptable excuse, a student fails to take an examination or to submit required work on time. **Grades of Incomplete (IN)** may be assigned only with an agreement of mutual understanding between the faculty member and the student.

✓ **Academic Integrity** is essential to pass this class. All assignments submitted in this course must be your own and the ideas and contributions of others must be appropriately acknowledged (cited). This course permits AI to develop ideas beyond editing. Students must cite AI each time it is used in an assignment and vet the accuracy of the content generated by AI. Content produced by AI may not exceed 10% of the assignment. With respect to citing ChatGPT and other generative AI, here is a website that informs (thank you to the Library for sharing this resource): <https://guides.nyu.edu/data/ai-citations>. All students must familiarize themselves with the WPU Academic Integrity Policy available from the Center for Teaching Excellence at <https://www.wpunj.edu/policies/policies-a-to-z.html>.

Online Policies

Recording Policy

Information contained in lectures, class discussions and other oral classroom communication are protected under federal copyright laws and/or Family Educational Rights and Privacy Act (FERPA). Unauthorized recording, downloading, file sharing or distribution of any part of a recorded lecture, class discussion, other oral classroom communication, or using the material for any purpose other than as an aid to an individual student's learning may be considered a violation of the William Paterson University Copyright Policy and subject to disciplinary sanction. Unauthorized activities noted in this policy may also be a violation of William Paterson University Information Technology Policies.

Assignments Overview

Discussion Posts (4/5)	40 Points
Quizzes (4/5)	40 Points
Final	20 Points
	100 Total Points

Blackboard assignments, recordings and reading will be available weekly. Each week students will be expected to submit three different items for this course:

1. Reading Quizzes due by 11:59 PM Saturdays.

2. Discussion posts – the first post is due by midnight on Wednesday, with follow response to other students’ response @ 11:59 PM Saturdays.
3. Writing assignment due by 11:59 PM Saturdays.

Exception: The final week of classes ends on Wednesday, January 24, 2024 @ 12:00 PM NOON

Below is a description of the above assignments:

I. Reading Quizzes: (7 total—one per week) due by @11:59 PM Saturdays. Throughout this fifteen-week term there will be a weekly reading quiz (10 – 20 questions) that will ask general questions about the designated reading and audiovisual materials. Each quiz is worth 10 points. If students did the reading, the quizzes will be straightforward. Students should at least be able to summarize the main points of the readings and identify key terms and concepts. In efforts to prepare for the quizzes, I recommend students take notes while reading, write a one-paragraph summary, or interact with the text in some form.

II. Discussion Posts: (12 total each week) due @11:59 PM Saturdays. The course strives on students’ interaction with the course material. As an online course our class discussions will take place through weekly discussion boards surrounding each week’s topic. Each student is expected to provide one initial discussion post (1 paragraph) and respond to two additional classmates throughout the week. Your responses need to clearly show engagement with the course material for that week (readings/posted lectures/films/podcasts, etc.). Each initial post will be two paragraphs (6-10 sentences) in length and the two discussion responses must be 2-3 sentences (replies of 1-2 words do not count). Each week’s discussion post will be graded on a scale of 10 points based on the following criteria: 1. Initial responses (6 points): will be graded based on degree of engagement with course materials and level of argument (as detailed below)

1a. Degree of engagement with the reading make sure that you demonstrate through the use of citations/reference to specific page numbers and use of quotes; this shows that you are engaging and understanding the reading.

1b. Level of argument: your response should advance an argument either in line with the reading or at variance with it, but either way it needs to point to evidence and have some complexity built into it

2. Discussion replies (4 points) interaction with classmates: be sure to provide two discussion responses to fellow classmates. Your responses should be thoughtful, provide new insights, add to the discussion in a unique way (no 1-2-word responses)

III. Writing Assignments (five total) due @11:59 PM Saturdays.

Film/Podcast Reflections: [500 words each] Throughout the semester, there will be five different film/podcast writing reflections assigned. Each reflection should discuss the assigned film or podcast for that week. Your response needs to capture the main argument of the film, describe the evidence presented, and/or reflect on its relevance today. It is also important to connect course themes and points from that week’s designated readings, discussions and lectures. Each reflection is worth 10 points.

Research Paper: [2500 words] What are some observations you have made about health and healing in your community? Are there any particular health issues that have been a concern in your community? This assignment aims to identifying a health concern locally, connecting this same concern globally, and highlighting insights from an anthropological perspective.

There will be three components to this assignment with an overview provided below:

1. Identify a health concern: describe a health concern that you have observed in your community. What is the prevalence and/or incidence rates of this phenomena? How are these rates comparable to other communities, townships, counties, cities, and/or states? Why is it important to learn more about this health concern?
2. Connect globally: research the same health concern in different contexts. Search for at least two different anthropological sources that discuss the same health concern you have identified. The goal in this exercise is to learn from cross-cultural ways of healing and handling health conditions. You should be able to discuss and identify the differences and similarities among at least two different contexts (one outside of the U.S.).
3. Overall reflection: What connections can be made with other health concerns we have discussed throughout this semester? What are some crucial insights your interlocker shared with you during your interview? What does the anthropological point of view provide when it comes to studying health and healing?

EXTRA CREDIT

Students may attend relevant presentations on or off campus and share with the class.

Make -Up and Late Policy

Unless extraordinary circumstances exist, if you miss a class or exam, you must contact me within 24 hours. I will accept late work or allow make-up exam if you present a verifiable medical or personal excuse. If you fail to notify me within 24 hours or are unable to provide documentation to justify your absence you risk losing points for that day's work. Late assignments cannot earn an "A" grade. After 1 week, I will not accept late assignments.

MK's Prefatory remarks to the above

These are difficult times for all of us and I will strive to be clear, consistent, flexible, and compassionate with you all, as I expect you to be with your peers and me. My top priority is our health. Please honestly communicate needs and difficulties if any arise.

Academic Support & Services for Students at WPUNJ

<https://www.wpunj.edu/academicsupport/>

Office	Location
Academic Success Center https://www.wpunj.edu/academics/asc/index.html	Cheng Library, Room 111B One-on-one & group style tutoring in various subjects.

Career Development Center https://www.wpunj.edu/career-center/index.html	Student Center, Room 301 Main Office (973)720-3291 Offers career counseling, job, internship and graduate school preparation.
Science Enrichment Center (SEC) https://www.wpunj.edu/sec/sec_resource_sum.html	Science Hall East, Room 3023 Provides face-to-face study groups and online support services for subject matter within the sciences and some math courses.
The Writing Center www.wpunj.edu/writing-center/	Grant Hall, Room 124 One-on-one tutoring (face-to-face or online) for any WPU student working on any kind of writing in any stage of development. Students can make an appointment at https://wpunj.mywconline.com .
Academic Resource Center https://www.wpunj.edu/accessibilityresourcecenter/	Speert Hall, Room 134 If you have a documented disability and anticipate needing accommodations, please contact the Accessibility Resource Center.

Health and Safety Support Services for Students at WPU

Office/Service	Location and Description
Institutional Equity and Diversity https://www.wpunj.edu/Institutional-Equity-and-Diversity/index.html	College Hall, Room 120 The University's Office of Institutional Equity and Diversity is responsible for providing leadership to create an inclusive campus culture, supporting the design and implementation efforts for diverse hiring and retention, facilitating diversity, equity and inclusion training and development and ensuring compliance is met with federal, state, and local policies specific to Title IX and Title VII (sexual harassment and discrimination based on any protected category). We are committed to ensuring equity is met and sustained in every aspect of the university experience for William Paterson faculty, staff and students.

<p>WPU Title IX Coordinator Sobia Mahmood mahmoods10@wpunj.edu</p>	<p>College Hall, Room 120</p> <p>Title IX Coordinator at WPU is responsible for ensuring the University's compliance with Title IX and overseeing and/or investigating complaints of sexual violence, dating/domestic violence, stalking, harassment, discrimination, and other sex-based complaints involving students and University employees and alleged to have taken place on campus or at a University-sponsored event.</p>
<p>Campus Safety http://www.wpunj.edu/policy/</p> <p>WPU Police Department (973)720-2200 To report an incident, please call 973-720-2301.</p>	<p>Entry #1, 1st Building on the left</p> <p>If you are experiencing an emergency, dial 911 from any campus phone or use the Emergency Bluelight telephones located throughout the campus.</p>
<p>Social Worker for Student Support & Resources Theresa A. Bivaletz bivaletzt@wpunj.edu (973)720-2578</p>	<p>Student Center, Room 117</p> <p>The Office of Campus Victim Services responds to the impact of dating and domestic violence, stalking, and sexual violence through direct service, training, education, and awareness-raising. For additional information, please visit: https://www.wpunj.edu/enrolled/student-development/dean-of-students/social-worker</p>
<p>Counseling, Health, & Wellness Center http://www.wpunj.edu/health-wellness/</p> <p>(973)720-2257 or (973)720-2360</p> <p>Offers primary care, personal counseling</p>	<p>Overlook South, 1st Floor</p> <p>The Counseling, Health, & Wellness Center offers mental health services like facilitating students' personal, social, and intellectual growth, as well as adjustment to and engagement within the university community, assisting with identifying and working through personal barriers, normal developmental issues and stressors, and clinical problems which could impede academic success. The Counseling Center is staffed with psychologists, social workers, a psychiatrist consultant, and supervised graduate students. For more information please visit: https://www.wpunj.edu/health-wellness/counseling/.</p>

<p>Physical Health https://www.wpunj.edu/health-wellness/index.html.</p>	<p>Overlook South, 1st Floor</p> <p>The Counseling, Health & Wellness Center staff members provide care for students who are ill or injured. Through health-related counseling and education, they support students' efforts to maintain their physical and emotional well-being and make informed decisions that promote personal wellness and effect life-long health. The Health and Wellness office is staffed by advanced practice nurses (nationally certified nurse practitioners), registered nurses, medical assistants, and a physician consultant.</p>
<p><u>Health and COVID-19</u> https://www.wpunj.edu/covid19/</p> <p>Important Health Alerts: https://www.wpunj.edu/health-wellness/health-alerts.html</p>	<p>William Paterson University seeks to ensure the health and welfare of all in our community. As of Fall 2022, the University is a mask-friendly campus, and this will continue in Fall 2023. Masks are still required for all in the Counseling, Health and Wellness Center. All individuals who are exposed to COVID-19 will be required to wear masks in all indoor spaces for 10 days post-exposure. It is recommended that you get tested on day 6. The masking policy is subject to change depending on conditions in the community.</p> <p>Taking Care of Your Physical Health on Campus: https://www.wpunj.edu/dotAsset/9df73bd8-7054-4681-b629-0cf7bbe65139.pdf</p>
<p>Acquired Immune Deficiency Syndrome (AIDS) and HIV Disease http://www.wpunj.edu/health-wellness/</p>	<p>The Counseling, Health & Wellness Center offers free CONFIDENTIAL testing to all students. Tests are done by appointment only. For additional information, please visit: https://www.wpunj.edu/health-wellness/resources-for-students/HIVBrochure.pdf.</p>
<p>The Pioneer Pantry https://www.wpunj.edu/enrolled/student-development/Pioneer-pantry Primary Contact Nathan Reilly, Manager reillye3@wpunj.edu (973) 720-2518 ext. 3926</p>	<p>Speert Hall, rm 135.</p> <p>The Pioneer Pantry is a resource for all currently enrolled William Paterson students. We understand it is important to ensure that all students have access to nutritional and basic necessities. In the Pioneer Pantry, students will be able to select from a menu of items inclusive of proteins, grains, vegetables, toiletries, and more. The pantry is a collaboration between the Student Government Association (SGA), Campus Activities, Service and Leadership (CASL), and the division of Student Development.</p>

<p>Information for Undocumented Students https://www.wpunj.edu/enrolled/student-development/undocumented-students/</p>	<p>William Paterson University supports undocumented students in their pursuit of higher education. On January 18, 2019 in his message commemorating Dr. Martin Luther King Jr. Day, President Helldobler affirmed that “it is not only our professional obligation to educate our undocumented, Dreamer, and DACA students, it is our moral obligation.” We strive to provide safe environments and necessary resources to enable undocumented students to achieve academic success at William Paterson University.</p>
<p>Office of Diversity and Inclusion Diversity-inclusion@wpunj.edu 973.720.2507 https://www.wpunj.edu/osdi/</p>	<p>Student Center, Suite 313</p> <p>William Paterson University celebrates the diversity of our campus and our commitment to learn from each other, and about each other. A commitment to diversity is one of the University’s core values. William Paterson is one of the most diverse colleges and universities in New Jersey; approximately 60 percent of the student body are students of color. Since 2015, the University has been designated as a Hispanic-Serving Institution (HSI), with more than 30 percent of current students claiming Hispanic heritage. All members of William Paterson are encouraged to become active participants in matters of diversity and inclusion to improve their understanding of these topics, foster strong relationships with others, and work toward positive change.</p>

<https://the50thanniversaryofhip-hop.com/>



Date	Topic	Readings	Films/Podcasts	Assignments
Week 1 12/18 - 12/23	Course Introduction: Medical Anthropology Introduction	<p>Course goals, content, organization and requirements</p> <p>Andrea S. Wiley and John S. Allen (2017) "Introduction: A Biocultural Approach to Medical Anthropology" In Medical Anthropology: A Biocultural Approach, pgs. 1-13</p> <p>Health and Medicine, Ch 17 by Sashur Henninger-Rener, pg. 425 - 441. In Perspective: An Open Introduction to Cultural Anthropology, 2nd Ed. 2020. Brown, Nina, Thomas McIlwraith and Laura Tubelle de González Eds. Arlington VA: American Anthropological Association</p>	<p>TED Talk by Professor Cheikh Ibrahim Niang - Ebola, medical anthropology and Health decisions (Part I)</p> <p>https://www.youtube.com/watch?v=vOyMwfvn34I</p> <p>What Makes Us Sick https://www.ted.com/talks/ris_hi_manchanda_what_makes_us_get_sick_look_upstream?language=en#t-35809</p>	<p>View Syllabus and course materials.</p> <p>Introduce yourself to the class on the Discussion Board.</p> <p>Post By 12/20 @ 11:59 PM ET</p> <p>1st Discussion Post by Wed @ 11:59 PM ET and 2nd @ 11:59 PM Sunday - 10 pts.</p> <p>Quiz 1 – 10 pts Sunday @ 11:59 PM</p>
Week 2 12/24 - 12/30	Global Health—Political Economies	<p>Clare Herrick "The Power and Precarity of Global Health Partnerships." 28 Jun. 2018. Somatosphere Blog</p> <p>Laurie Garrett (2007) "The Challenge of Global Health," Foreign Affairs 86(1):14-38.</p> <p>'The Dread of Responsibility' — Paul Farmer On The Pandemic And Poor Countries by Paul Farmer</p> <p>https://www.npr.org/sections/goatsandsoda/2020/03/24/820968801/the-dread-of-responsibility-paul-farmer-on-the-pandemic-and-poor-countries</p>	<p>Paul Farmer – Partners in Health: The Great Paradigm Shift – Koll World Forum 2015 https://www.youtube.com/watch?v=QAMJa38FdrE</p> <p>Dr Paul Farmer on How US -Haiti Policy, revealed by WikiLeaks, Undermines Democracy and Health https://www.youtube.com/watch?v=B8gQkm1gDxw</p>	<p>1st Discussion Post by Wednesday @ 11:59 PM and response @ 11:59 PM Sunday- 10 pts.</p> <p>Quiz 3 – 10 pts.</p>

		<p>A Pandemic Full of Heartbreaks https://harvardmagazine.com/2020/05/paul-farmer-and-evelynn-hammonds-discuss-coronavirus-and-racial-health-disparities</p> <p>International Relations and the Global Politics of Health: A State of the Art by Preslava Stoeva https://researchonline.lshtm.ac.uk/id/eprint/3917568/1/International%20Relations%20and%20the%20GOLD%20VoR.pdf</p> <p>Pirtle, W. N. L. 2020. Racial capitalism: A fundamental cause of novel coronavirus (COVID- 19) pandemic inequities in the United States. <i>Health Education & Behavior</i>, 47 (4). 504-508.</p> <p>Rydland, H.T., Friedman, J., Stringhini, S. et al. The radically unequal distribution of Covid-19 vaccinations: a predictable yet avoidable symptom of the fundamental causes of inequality. <i>Humanities Social Science Communication</i> 9, 61 (2022).</p> <p>Turner, L., 2007. 'First world health care at third world prices': globalization, bioethics and medical tourism. <i>BioSocieties</i>, 2(3), pp.303-325</p>		
--	--	---	--	--

Week 3 1/3 – 1/7	Poverty, Injustice and Health in the World System	<p>Poverty, Injustice, and Health in the World System</p> <p>Homeless encampment grows on Apple property in Silicon Valley America Tent City</p>	Inside Los Angeles' Homeless Crisis	<p>1st Discussion Post by Wed @ 11:59 PM and 2nd @ 11:59 PM Sunday - 20 pts.</p> <p>Quiz 10 pts.</p>
Week 4 1/8-1/14	Pharmaceuticals and Opioids	<p>Katherine Warren (2018) “Web Roundup: Pharmaceuticals, ‘Pharmascolds,’ and Conflicts of Interest” Somatosphere blog, 4 pgs.</p> <p>Kalman Applbaum (2011) “SMA Panel: Production, Distribution and Consumption of Pharmaceuticals—South Asia Focus” Somatosphere blog, 4 pgs.</p> <p>Helena Hansen and Mary E. Skinner (2012) “From White Bullets to Black Markets and Greened Medicine: The Neuroeconomics and Neuroracial Politics of Opioid Pharmaceuticals,” Annals of Anthropological Practice 26:167-182</p> <p>Klobuasta, Claire and Alejandra. April 2023 in Council on Foreign Relations. Fentanyl and the U.S. Opioid Epidemic https://www.cfr.org/background/fentanyl-and-us-opioid-epidemic</p>	<p>Frank Maletz Ted Talk: Opioid Crisis – The ugly, the bad, the good, and the amazing</p> <p>https://www.ted.com/talks/frank_maletz_opioid_crisis_the_ugly_the_bad_the_good_and_the_amazing</p>	<p>1st Discussion Post by Wed @ 11:59 PM ET and Response @ 11:59 PM Sunday - 10 pts. Quiz 5 – 10 pts</p> <p>Audiovisual Writing Assignment – 10 pts</p>
Week 5 1/15-20	Race, Health and Vaccines -- Racial Technologies	Black Doctor Dies of Covid-19 After Complaining of Racist Treatment.	How Racism Makes Us Sick by David R Williams	1 st Discussion Post by Wed @ 11:59 PM ET and response @ 11:59 PM Sunday - 10 pts.

	<p>Sex, Gender, Sexualities and Health</p>	<p>https://www.nytimes.com/2020/12/23/us/susan-moore-black-doctor-indiana.html</p> <p><i>Race and Medicine: The Harm That Comes from Mistrust</i> by Austin Frakt</p> <p>https://www.nytimes.com/2020/01/13/upshot/race-and-medicine-the-harm-that-comes-from-mistrust.html</p> <p>A Native American Tribe In Oklahoma Denied Black Citizens COVID-19 Vaccines And Financial Relief</p> <p>https://www.buzzfeednews.com/article/joseph_vlee/seminole-oklahoma-black-freedmen-vaccines</p> <p>Hankivsky, Olena (2012) “Women’s health, men’s health, and gender and health: Implications of intersectionality.” Social Science & Medicine N 74, p 1712 – 1720</p>	<p>https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick?language=en</p> <p>Race: Are so different</p> <p>A Conversation With Latinos on Race</p> <p>Violence against women it’s a men’s issue by Jackson Katz https://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue</p> <p>The urgency of intersectionality Kimberlé Crenshaw https://www.ted.com/talks/kimberle_crenshaw_the_urgency</p>	<p>Quiz 6 – 10 pts</p> <p>Audiovisual Writing Assignment – 10 pts</p>
<p>Week 5</p>	<p>Violence, War and Heath Ch 7 Baer, Singer & Susser</p> <p>Food and Health: The impact of Diseases, War and Environmental Changes to Global Health</p>	<p>The Health Consequences of War https://www.bu.edu/sph/conversations/uncategorized/the-health-consequences-of-war/ Ukraine War Threatens to Cause a Global Food Crisis. By Jack Nicas https://www.nytimes.com/2022/03/20/world/americas/ukraine-war-global-food-crisis.html COVID-19 and the risk of intergenerational malnutrition by Lawrence Haddad and Saskia</p>	<p>The war on Rio’s gangs</p> <p>Inside America’s Food Supply Chain Under Covid-19 Forbes https://www.youtube.com/watch?v=YOJ31n6RUaA</p> <p>Will the coronavirus pandemic lead to a food</p>	<p>1st Discussion Post by Wed @ 11:59 PM ET and Response @ 11:59 PM Sunday - 10 pts. Quiz 8 – 10 pts</p>

		<p>Osendarp https://www.aljazeera.com/opinions/2020/12/23/the-intergenerational-malnutrition-legacy-of-covid-19</p> <p>After Covid-10 How can we improve the global food system</p> <p>Preventing ‘hidden hunger’ in the time of pandemic</p> <p>Coronavirus: World risks ‘biblical’ famines due to pandemic – UN</p>	<p>crisis? Counting the Cost aljazeera.com/program/counting-the-cost/2020/5/2/will-the-coronavirus-pandemic-lead-to-a-food-crisis</p> <p>Ukraine War Threatens to Cause a Global Food Crisis https://www.youtube.com/watch?v=tNGkzil91xc</p>	
Week 6 1/20-1/24	Technology and Health Better Healthcare for all	<p>Health Praxis and the Struggle for a Healthy, Socially Just, and Environmentally Sustainable World System Realigning Health with Care By Rebecca Onie, Paul Farmer, & Heidi Behforouz https://ssir.org/articles/entry/realigning_health_with_care</p>	<p>Healthcare: is it a right or a luxury? Tarik Sammour TEDxAdelaide https://www.youtube.com/watch?v=jCVmY1iOJQs Films: <u>Health care: America vs. the World</u></p>	Final Exam due 01/24 @ 12:00 NOON 20% final grade END OF SEMESTER