

**ANTH 4220/5210**  
**ANTHROPOLOGY IN PUBLIC HEALTH**  
**Environ Sciences 391 Spring 2022**

**INSTRUCTOR:** Dr. Doug Henry  
**OFFICE HOURS:** GAB 110, or by appointment. Email me! [doug.henry@unt.edu](mailto:doug.henry@unt.edu)  
**CLASS:** Env 391, 6-9pm  
**COURSE WEB:** UNT Canvas

**COURSE DESCRIPTION**

Anthropology can provide critical contributions to the field of public health: from studying the human components of the spread of infectious diseases like malaria, flu, tuberculosis, or Ebola, or chronic diseases like diabetes or cancers, to informing interventions or community health campaigns across social groups and contexts, to evaluating public health education programs or initiatives, to informing public policy about the local costs and implications of macro-level legislation. These are global problems with local implications (e.g., poverty, development, and disparity), and local problems with global effects (e.g., poverty, development, and disparity). In this course we'll zoom in and out of these "macro" and "micro" levels to study anthropological contributions to different arenas of public health practice, focusing on how to make the case for anthropological perspectives, methods, theories, collaborations, and critiques.

In spring 2022 there will be a class project, where we use ethnography to assist the Denton County Public Health Department to explore why consumers are using Delta-8, and what kinds of public health approaches might be effective in reducing risk. Our client contact will be Kamilah Hasan, a medical sociologist who coordinates Health Education at DCPH (<https://www.dentoncounty.gov/643/Public-Health>)

**Course Objectives**

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

- Define public health and understand the nature, scope, and contributions of medical anthropology to the discipline.
- Describe the application of social science theory in public health, and the strengths and weaknesses of each approach.
- Apply all of this to specific health related topics, to address real-world health problems.

**CLASSROOM COMMUNITY**

**Attendance and Participation**

This is a seminar class, so you all will HAVE to come to every class having read, prepared, and being ready to discuss. How much people get out of the class is in large part determined by how much everyone puts into the class. I expect LOTS of discussion, and everyone's participation. I like an informal class style where everyone is respectful of each other. Be sensitive to the flow of information around the room; TALK TO EACH OTHER – not just to me. There will be more to say on this topic as the semester proceeds.

**REQUIRED TEXTS:**

None- all readings will either on the Canvas course or accessible via the library research page (<http://www.library.unt.edu/research>).

Readings are NOT optional, as they'll form the basis for our discussion every week, and discussion is a big part of your grade.

## **PROJECT OVERVIEW: Young Adult Consumers and Delta-8 in North Texas**

### **Problem to be Investigated**

Kamilah Hassan from the Denton County Health Department has asked us to help them investigate the rise in use of Delta-8 among young adults in Denton County, ages 18-29. Delta-8 is a laboratory-derived psychoactive cannabinoid that has become widely available since 2020. Our goal will be to examine the connections between consumer preferences, motivations, and experiences, to the policies that regulate or restrict Delta-8, or the pressures within the supply chain that manufacture, market, distribute, and sell it to the public. Our class will trace these linkages, from point of laboratory creation to consumption. Yet high demand for products, a “gold rush” mentality within the industry, and confusion among retailers exist amid a deeply ambivalent regulatory and legal environment, which creates the conditions for product abuse, and risk to public health. An exploratory, qualitative study will use ethnographic design to provide insight into consumer behavior and the manufacture and supply of Delta-8, to assess existing risk and resilience, and identify potential intervention points for industry producers, policy makers, and advocates of public health.

### **Research Questions**

For consumer behavior:

- What motivates consumers to start using Delta-8? How do they begin?
- What social contexts condition use, and how?
- What kind of product preferences exist, and why?
- What kinds of experiences are consumers having?
- How do consumers perceive product risk, and what do they do about this? How do they compare it to Delta-9? How do they assess retail risk?
- What do consumers think about appropriate regulation or restriction? Where do they obtain information about Delta-8, and why are those sources trusted?

For the Supply Chain:

- What does the system of production and distribution look like, and how do actors identify their own roles within it?
- How do points within the system interact with each other? With would-be regulators? With consumers?
- To what extent are points in the supply chain involved in the “safe supply,” “harm reduction,” or “safe consumption” of products?
- What messages about Delta-8 are promoted at each location?
- What values and standards of ethics exist? What are the concerns about supply chain safety, from those who work within the system? Where do they identify risks, and to what do they attribute them? How can these risks be lowered?
- To what extent can retailers/ distributors/ testers/ creators be involved as partners in the promotion of public health messages?

### **Fieldwork Methods**

Methods will include recorded semi-structured interviews, and content analysis of media.

Undergraduates in the class will do 2 interviews each with consumers; graduate students will do a mix of consumer interviews and advocate interviews, supply-side ethnography, and policy analysis, over the course of the semester.

Immediately after each interview, you will need to transcribe it, and write up careful fieldnotes at the end (we’ll discuss in class what fieldnotes should include). You will place this file in the class Canvas Discussion Board, so that everyone has access to everyone’s work. We’ll talk about more details of these in class.

### **Analysis**

The class will generate a code-list. I will likely code them myself. Once coded, we will divide up into teams (approximately 2 per team) to do the analysis.

## **Presentation/ Report**

The class will create both written and oral reports. Students will also present their information verbally during a final client presentation, with PowerPoint slides, at the end of the class.

## **COURSE REQUIREMENTS AND GRADING:**

- 1. Class attendance, teamwork, and participation in class discussions (24% or 240 points).** Since this course is conducted as a seminar, participation is essential. Obviously, if you are absent you cannot contribute to discussions, so a high level of attendance is required for a good grade. If you have more than one unexcused absence, your grade will go down. If you have to miss a week and have a valid excuse, you must notify me as soon as possible (before class is best).

Everyone's class participation grade will be based on a demonstration that they've read the assignment material, and can generate thoughtful comments about the readings and class discussion.

There are 15 class weeks during this semester. If you are in class and participate, you'll receive 16 points for each of these.

- 2. Weekly assignments (35% or 351 points).** These will vary by week, and are in the syllabus. Each week you will have core set of articles to read, and an assignment, usually in the form of writing up a 1-2 page single-spaced response, and reporting to the class.

There are 13 assignments due before class each week. They will be graded at 27 points each.

- 3. Class project (41% or 410 points).** The project will be a series of activities:

One interview, transcription, and fieldnotes	85 points undergrad/ 56 grad
Second interview, transcription, and fieldnotes	85 points / 57 grad
Alt. interview (graduate only) and fieldnotes	57 points (grad)
Chapter/ section of written report	90 points
Slides for Client presentation	75 points
Verbal presentation for class	75 points

For class grades:

900 - 1001 = A

800 - 899 = B

700 - 799 = C

Don't get lower than this.

**Withdrawal:** If you are unable to complete this course you must withdraw by the University deadline for a W or a "WP" or "WF." Withdrawing from a course is a formal procedure which **YOU** must initiate. I cannot do it for you. If you simply stop attending and do not withdraw, you will receive a performance grade, usually an "F."

**NOTE:** The Anthropology Department does not discriminate on the basis of an individual's disability as required by the Americans With Disabilities Act. Our program provides academic adjustments or help to individuals with disabilities in its programs and activities. Attempts will be made to meet all certified requirements.

**Acceptable Student Behavior:** Students are expected to be in class on time and stay for the entire time. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr)

**NOTIFICATION OF ABSENCE DUE TO RELIGIOUS HOLY DAY(S):**

Students desiring to observe a religious holy day, which will result in a class absence, must notify the instructor in writing, for each class, no later than Feb. 12<sup>th</sup>. The student is required to complete any assignments or take any examinations, within a reasonable time, which may have been missed as a result of the absence.

**Undergraduate Policy on Plagiarism and Cheating.** The department of anthropology does not tolerate plagiarism, cheating, or helping others to cheat. Students suspected of any of these will be provided the opportunity for a hearing; a guilty finding will merit an automatic "F" in the course. In addition, I reserve the right to pursue further disciplinary action within the UNT legal system, which may result in dismissal from the university. Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional. Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should be cited. For more information on paper writing, including how to avoid plagiarism, and how to use citations, see <http://www.unt.edu/anthropology/writing.htm>. For information on the University's policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, <http://www.unt.edu/csrr/>.

**Graduate Statement on Plagiarism and Cheating.** The department of anthropology considers graduate students to be new members of the community of professional anthropologists, who are thus held to the high ethical standards of practicing professionals. They are expected to follow the American Anthropological Association's code of ethics: "*Anthropological researchers bear responsibility for the integrity and reputation of their discipline, of scholarship, and of science. Thus, anthropological researchers are subject to the general moral rules of scientific and scholarly conduct: they should not deceive or knowingly misrepresent (i.e., fabricate evidence, falsify, plagiarize), or attempt to prevent reporting of misconduct, or obstruct the scientific/scholarly research of others*" (<http://www.aaanet.org/committees/ethics/ethcode.htm>). Any work not meeting this standard will be evaluated in a hearing before the student; infractions will merit dismissal from the master's program.

For more information on paper writing, including how to avoid plagiarism, and how to use citations, see <http://anthropology.unt.edu/resources-writingpaper.php>. For information on the University's policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, <http://www.unt.edu/csrr/>.

**Student Responsibility:** Your primary responsibility as a student is to master the material presented in class and in the readings and do well in the course. This is an easily achieved objective. Come to class and do the reading! At times concepts or issues raised in class might be unclear. Students come from a variety of backgrounds and have various strengths and weaknesses. If you have any questions or feel unsure about any class material, see me after class or during office hours as soon as you realize a problem. We will work together to find a solution. DON'T wait until the end of the semester. Please realize that my goal as an instructor is not just to grade, evaluate, and test, but to help you gain a valuable life perspective to carry outside the class, into whatever you do.

**Food Pantries:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify the professor

if you are comfortable in doing so. This will enable me to provide any resources that I may possess. **Dean of Students 940-565-2648**. You are not alone. We are here to help.

**UNT Food Pantry:** Any current UNT student in need can visit the Food Pantry 8am-6pm Monday-Thursday and 8pm-5pm on Fridays. Students will check-in at the Dean of Students Office front desk in the Union, Suite 409. Students may go directly to room 366 from 5PM-6PM, Monday-Thursday. Students who visit the food pantry can request to meet with a staff member to discuss any difficulties they may be facing during the hours of 8am-5pm. When appropriate, referral to additional campus and/or community resources will be made. The Dean of Students Office has established protocols that allow for student confidentiality and dignity to be maintained. There is also a pantry located at the Discovery Park Location in the Engineering Library (M130) next to the Career Center. There is also a Food Pantry located at UNT's New College at Frisco, which can be accessed by visiting the information desk.

## COURSE SCHEDULE AND READING ASSIGNMENTS

### Week 1 (Jan. 19): Introduction to Course/ classmates/ Anthropology in Public Health

#### Readings (sent out before the semester starts):

Henry, Doug, and Lisa Henry (*in press*). Applied Anthropology and Public Health. *Oxford Research Encyclopedia*. (CANVAS)

**Assignment:** No assignment due this week.

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### Week 2 (Jan 26): Methods and Perspectives: Community Based, Participatory Research

#### Readings/ Video

Chris Flipp Youtube Intro to CBPR (2014). <https://www.youtube.com/watch?v=AePC97aKOJA>  
*This is a 9 min. video introduction of concepts. It's a bit dry; just make sure to take notes on the main principles.*

Schensul, J., M. Berg, and S. Nair (2013). Using Ethnography in Participatory Community assessment. Chapter 6 In *Methods for Community-Based Participatory Research for Health*, Israel, Eng, Schulz, and Parker, Eds. Pp. 161-188. San Francisco: Jossey Bass. (canvas)

#### Choose one (case studies):

Van der Velde, Jeannette, D. Williamson, and L. Ogilvie (2009). Participatory Action Research: Practical Strategies for Actively Engaging and Maintaining Participation in Immigrant and Refugee Communities *Qualitative Health Research* 19(9): 1293-1302. <https://library.unt.edu/research/>

Filippi, M., B. Faseru, M. Baird, F. Ndiku-Moffor, K. Greiner, C. Daley (2014). A Pilot Study of Health Priorities of Somalis Living in Kansas City: Laying the Groundwork for CBPR. *Journal of Immigrant Minority Health* 16: 314-320. <https://library.unt.edu/research/>

#### Graduates only (theoretical critique):

Muhammad, M., N. Wallerstein, M. Avila, L. Belone, and B. Duran (2015). Reflections on Researcher Identity and Power: the Impact of Positionality on Community Based Participatory Research (CBPR) Processes and Outcomes. *Critical Sociology* 41 (7-8): 1045-1063. (*Two graduate students will have the job of teaching this article material in a way so that everyone in class understands it- an exercise in translating theory to make it relevant*). <https://library.unt.edu/research/> (WEEK 1 OF THIS- MALKA)

**Assignment (everyone):**

*In about 1-2 pages single spaced, first use all the readings you did to outline what you see as the main principles of CBPR, and what the potential value is. Then consider: our class project is not designed to be a CBPR project in its design, but what would it look like to incorporate CBPR principles into PARTS of the research process, to study Delta-8 use through a CBPR “lens?” Graduate students should also include a paragraph summary of the Muhammed et al. article.*

**Project:** this week in class we’ll discuss our research methodology for the DCPH project, and initiate a draft list of interview question topics and questions.

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**Week 3 (Feb 2): Epidemiology****Readings/ Video:**

Watch the 6 min. Youtube video, “Jordan Klepper Debates Anti-Vax Mandate Protesters in NYC: the Daily Show. <https://www.youtube.com/watch?v=rIhOPOzlvTA>

Luby, Stephen (2013). The Cultural Anthropological Contribution to Communicable Disease Epidemiology. Chapter 5 in *When Culture Impacts Health: Global Lessons for Effective Health Research*. Banwel, Ulijaszek, and Dixon, eds. Pp. 43-52. London: Academic Press. (CANVAS)

**Choose:**

Crosbie, K., J. Richters, C. Hooker, and J. Leask (2013). Filthy Fingernails and Friendly Germs: Lay Concepts of Contagious Disease Transmission in Developed Countries. Chapter 7 in *When Culture Impacts Health: Global Lessons for Effective Health Research*. Banwel, Ulijaszek, and Dixon, eds. Pp. 67-84. London: Academic Press. (CANVAS)

Brunson, Emily, and Elisa Sobo. (2017). “Framing Childhood Vaccination in the United States: Getting Past Polarization in the Public Discourse.” *Human Organization*. 76(1): 38-47.  
<https://library.unt.edu/research/>

Anoko, J., and D. Henry (2019). An Anthropological Approach to Removing a Community Curse Resulting From the Burial of a Pregnant Woman With a Fetus in Her Womb, Conducted During the Ebola Virus Epidemic in Guinea. *In Pregnant in the Time of Ebola: Women and their Children in the 2013-2015 West African Epidemic*, David Schwartz, ed. Pp. 263-278. New York: Springer. (CANVAS)

**Graduate students:**

Brough, Mark (2013). Toward Cultural Epidemiology: Beyond Epistemological Hegemony. Chapter 4 in *When Culture Impacts Health: Global Lessons for Effective Health Research*. Banwel, Ulijaszek, and Dixon, eds. Pp. 33-42. London: Academic Press. (CANVAS)

**Assignment Due this Week:**

*Write paragraph summaries and responses about both the Luby reading and the one you chose. In this, make sure to include/ describe what you think are the top contributions that anthropology can make to epidemiology- try to include both methods and theory. Try to limit all this to about 1 single spaced page. Next, take about 15 minutes (NOT LONGER) of searching the Internet to try to tell me the current epidemiology (how many sick, how many hospitalized, how many deaths) of “Cannabinoid Psychosis,” in either Texas or Nationwide. What is the “epidemiological profile” of those admitted to the hospital (e.g.- who are they, and what’s making them sick)? Suggestion: in a good search engine (like the UNT library or Google Scholar) try to search with the words “incidence” or “prevalence” Everyone’s data will differ a bit; that’s OK, as long as you also cite your websources (and the dates). You can do this as a bulleted list.*

Graduate students will do the assignment above, and then add a paragraph summary of Brough to the week's writing; two of you will make a short explanation of his argument to the class, about how indigenous epistemology can be marginalized by epidemiology. **WEEK 2 OF THIS – ANNA AND GARRETT**

**Project:** If you don't have UNT IRB certification, complete the CITI online training by Feb 7! There are instructions in the course reading list in Canvas. If it's your first time doing this, note that you have to register an account, and **MAKE SURE** to print off the certification and upload it to Canvas to show me so I can give you credit! Go ahead and start on this this week, although it won't technically be due until next week.

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**Week 4 (Feb. 9): Thinking about Health Education, and Delta-8.** Guest talk: Kamilah Hassan, Denton County Health Department (our class project client).

**Readings/ Video:**

Longman, Molly (2021). I took a Delta-8 Gummy Before Going on a Run. Things Got Weird-Really Weird. Refinery29. August 12, 2021. <https://www.refinery29.com/en-us/2021/08/10519251/what-is-delta-8-thc-gummies>

Erickson, B (2021). "Delta-8-THC craze concerns chemists: Unidentified by-products and lack of regulatory oversight spell trouble for cannabis products synthesized from CBD". Chemical & Engineering News 99 (31). <https://cen.acs.org/biological-chemistry/natural-products/Delta-8-THC-craze-concerns/99/i31>

The Observer. What's Next in Cannabis? Learn More About Delta 10, THC-0, and HHC, the Newest Compounds to Market. 9/29/21. <https://observer.com/2021/09/what-is-delta-10-thc0-hhc/>

If you haven't already, finish the CITI certification for the IRB and upload it to Canvas

**Graduate Students:**

Hahn, Robert, & Benedict Truman (2015). Education Improves Public Health and Promotes Health Equity. *International journal of health services : planning, administration, evaluation*, 45(4), 657–678. (<http://www.library.unt.edu/research>)

**Assignment Due for this week:**

Write a short paragraph (only 5-8 sentences) response to the 3 web-articles above. Graduate students have the additional assignment to write paragraph summary of the Hahn and Truman article, focusing on how education improves health equity. Two of you will explain the important points from the article to the class. They review a lot of studies here- your challenge will be to just teach the main points and be succinct **(WEEK 3 OF THIS)- GARRETT SOLO.**

**Project:** this week in class we will continue with our draft list of questions and question topics.

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**Week 5 (Feb. 16): Introduction to Global Health**

**Readings:**

Farmer et al. (2013) Global Health Priorities for the Early Twenty-First Century. *In Reimagining Global Health: An Introduction*. Paul Farmer, Jim Yong Kim, Arthur Kleinman, and Matthew

Basilico, eds. Berkeley: University of California Press. pp. 302-339. (Canvas).

An issue of your choice (can be internet).

**Graduate students only:**

Watch Esther Duflo's TED talk on using Social Experiments to fight poverty.

[https://www.ted.com/talks/esther\\_duflo\\_social\\_experiments\\_to\\_fight\\_poverty?language=en](https://www.ted.com/talks/esther_duflo_social_experiments_to_fight_poverty?language=en)

**Assignment due for this week:**

*After* doing this week's readings, pick one of the following topics of concern in global health: youth, children, safe motherhood, literacy, health disparities, clean water, food insecurity, conflict, mental health, or lgbtq violence. I want you to research that issue on your own, write a 1-page summary on it, citing your research sources, and come to class prepared to make a 5 minute presentation (no slides required) on **WHAT** that topic is, **WHERE** on the globe it is, and how exactly it "fits" in to the descriptions of global health that Farmer et al. discuss. For the class, you'll need to describe your topic of interest, and identify some of the big issues that exist behind it, that explain its prevalence or perpetuation. Graduate students have the additional assignment to write a paragraph summarizing Esther Dufflo's TED talk. Two graduate students will explain Esther Dufflo's application of experimental methods to global health problems, to the class. **(WEEK 4 OF THIS)- Journey, Catherine.**

**Project:**

By this week, I will email out finalized interview questions, and put them on Canvas. You'll then have 8 weeks to conduct and transcribe your 2 interviews.

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## **Week 6 (Feb. 23): Project Literature Review and Interview #1 Week.**

**Readings:** Undergraduates will choose 2 articles below; graduate students will choose 3.

Szaflarskia Magdalena, and Joseph Sirvenb (2017). Social factors in marijuana use for medical and recreational purposes. *Epilepsy & Behavior* 70 B: 280-287

Al-Zouabi, Ihsan, John M. Stogner, Lee Miller Bryan, and Elizabeth S. Lane (2018). Butane hash oil and dabbing: Insights into use, amateur production techniques, and potential harm mitigation. *Substance Abuse and Rehabilitation* 9: 91-101

Kruger, Daniel, and Jessica Kruger (*in press*). Consumer Experiences with Delta-8 THC: Medical Use, Pharmaceutical Substitution, and Comparisons with Delta-9 THC. *Cannabis and Cannabinoid Research*. Doi: 10.1089/can.2021.0124

Walsh, C. (2016). Psychedelics and cognitive liberty: Reimagining drug policy through the prism of human rights. *The International Journal on Drug Policy*, 29, 80–87.

Lee, J. P., & Antin, T. M. (2012). How do researchers categorize drugs, and how do drug users categorize them? *Contemporary Drug Problems*, 38(3), 387–427.

Andrew D Hathaway, Amir Mostaghim, Patricia G Erickson, Kat Kolar & Geraint Osborne (2018). "It's Really No Big Deal": The Role of Social Supply Networks in Normalizing Use of Cannabis by Students at Canadian Universities, *Deviant Behavior*, 39:12, 1672-1680,

Dahl SL, Sandberg S. (2015). Female Cannabis Users and New Masculinities: The Gendering of Cannabis Use. *Sociology*. 49(4):696-711.



\*\* If you happen to find your own article and like it better, that can be one of your choices (make sure it's more than just 3-4 pages)! Make sure to write out the full citation in your summary.

**Assignment:** Write about 1 ½- 2½ pages single spaced about your articles. For half of this, a basic summary, but for the other half, concentrate on RELEVANCE FOR OUR PROJECT. Answer at least the following questions: What lessons do the articles have for our class project, if any? What information is useful for all of us to know? Should this information be incorporated into our project? What would that look like? Class will be simply structured this week. We'll go through the articles, and you all will share what the main points of each are, that seem useful for the class project.

**Project:** By this week, you should have interviewed AT LEAST one person (the best advice is to transcribe immediately after an interview, but it's not necessary to have this done by class time). Come to class ready to talk about this experience, what you found out, and how well the interview questions seemed to go.

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## Week 7 (March 2) Environment, Ecology, and Infectious Disease **Guest talk??**

### Reading:

Brown, Peter, George Armelagos, and Kenneth Maes (2011) Humans in a World of Microbes: The Anthropology of Infectious Disease. *In A Companion to Medical Anthropology*, Singer, Merrill, and Pam Erickson, Eds. Pp. 253-270. Oxford: Wiley Blackwell. (CANVAS)

Internet Research (see below)

### Assignment due this week:

*2 parts: After you do the first reading, write about ½ page single spaced where you detail how anthropology can be useful in studying infectious disease.*

*Then: Undergraduates: Find 2-3 news articles about a particular infectious disease of your choice, and come ready to report on that in a 2-3 minute class presentation. Cite these after your paragraph, above. Graduate students: Find 2 academic articles (ideally one public health and one anthropology/ social science) about an infectious disease of your choice, and after spending about an hour or two reading IN them, write about ½ a single spaced page where you compare and contrast the approaches. Especially- what differences do you see in focus, approach, or conclusions? What are the 'big' social issues that are BEHIND the news stories of the event itself? Also come ready to report on them to class. Cite your articles at the end of the written assignment, above.*

IDEAS: Ebola, HIV, ARI, TB, Malaria, Hepatitis B, Dengue, flu, cholera, Zika, Yellow Fever.

**Project:** *The transcription of your first interview will also be due this week.*

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## Week 8 (March 9): Emerging Chronic Diseases **- Guest talk?**

### Readings:

Terzic, Andre (2011). Chronic Diseases: the Emerging Pandemic Clinical Translational Science 4(3): 225-226. (Open Access article: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5439863/>).

TED talk Video: Personal Health Coach for those living with Chronic Diseases

[https://www.ted.com/talks/priscilla\\_pemu\\_a\\_personal\\_health\\_coach\\_for\\_those\\_living\\_with\\_chronic\\_diseases](https://www.ted.com/talks/priscilla_pemu_a_personal_health_coach_for_those_living_with_chronic_diseases)

Youtube: Epidemiological Transition (Global Health with Greg Martin).

<https://www.youtube.com/watch?v=nt3d4oMmByI>

**Choose (case studies):**

Miles, Ann (2011). Emerging Chronic Illness: Women and Lupus in Ecuador. *Health Care for Women International* 32(8): 651-668. <https://library.unt.edu/research/>

Smith-Morris, Carolyn (2004). Reducing Diabetes in Indian Country: Lessons from the Three Domains Influencing Pima Diabetes. *Human Organization* 63(1): 34 – 46. <https://library.unt.edu/research/>

Chaufan, Claudia (2004) Sugar Blues: A Social Anatomy of the Diabetes Epidemic in the United States. *In Unhealthy Health Policy: A Critical Anthropological Examination*. Arachu Castro and Merrill Singer, eds. Walnut Creek: Altamira Press, pp. 257-274. (CANVAS)

**Graduate students:**

Manderson, L. and N. Warren (2016). “Just One Thing After Another”: Recursive Cascades and Chronic Conditions. *Medical Anthropology Quarterly* 30 (4): 479-497.

<https://library.unt.edu/research/>

**Assignment due this week:**

*Write about a ¾ - 1 page single-spaced response to the readings and videos (including the supplementary reading you choose). After that, mimic the undergraduate assignment from last week’s “Infectious Diseases,” but this time choose a chronic disease: e.g., Diabetes, Lupus, Obesity, COPD, Alzheimer’s, Asthma, Heart Disease, Cancer. Find 2-3 news articles about a particular infectious disease of your choice, describe it and the issues in 1 single spaced page, and come ready to report on it in a 2-3 minute class presentation. What are the social issues that are BEHIND the chronic illness? Cite all your sources.*

*Graduate Students: Do the assignment above, but also include a paragraph summary of Manderson and Warren. Two graduate students will explain Manderson and Warren’s idea of “Recursive Cascades” to the class, and how it’s relevant to an anthropological approach to chronic disease.*

**Week 5 of this**

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March 14 - 18

**Spring Break!**

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**Week 9 (March 23. Poverty, Health, and Social Inequalities**

**Readings/ Audio:**

Martin, Nina, and Renee Montagne Black Mothers Keep Dying After Giving Birth. Shalon Irving’s story Explains Why. NPR All Things Considered (12 minutes).

<https://www.npr.org/2017/12/07/568948782/black-mothers-keep-dying-after-giving-birth-shalon-irvings-story-explains-why>

### Case Studies (Choose 1):

Janes, Craig (2009). An Ethnographic Evaluation of Post-Alma Ata health System Reforms in Mongolia: lessons for Addressing Health Inequities in Poor communities. *In Anthropology and Public Health: Bridging Differences in Culture and Society* Robert A. Hahn and Marcia Inhorn, eds. Pp. 652-680. Oxford: Oxford University Press. (CANVAS)

Gravlee, Clarence (2020). Systemic Racism, Chronic Health Inequalities, and COVID-19: a syndemic in the making? *American Journal of Human Biology* 32 (5): e23482.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7441277/>

Goodman, Alan (2016). Disease and Dying While Black: How racism, not race, gets under the skin. In *New Directions in Biocultural Anthropology*, Zuckerman and Martin, eds. Pp. 67-87. Excerpt in *Foundations of Global health: an Interdisciplinary Reader*. Brown and Closser, Eds. Pp. 245-253. London: Oxford Press. (CANVAS)

### Graduates:

Marmot, Michael (2015). "Equity from the Start." Chapter 4 from *The Health Gap: the Challenge of an Unequal World*. London: Bloomsbury Press. (CANVAS)

### Assignment due for this Week

Go back to your issue or topic from Week 7. After doing the readings for this week, write no more than 1 single spaced page about the role of poverty, racism, or health disparities in perpetuating or spreading the problem. Try to focus on both micro and macro levels. Come to class ready to discuss! Graduate students should be ready to discuss differences in perspectives, methods, theory, or goals between anthropology and public health on your topic.

Graduate Students: Include an extra paragraph on the Marmot reading. Based on this reading, 1-2 of you will explain to the class Marmot's arguments on the public health value of investing in early child development. [Week 6 of this.](#)

**Project:** Your second transcribed interview will be due today.

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## Week 10 (March 30): Gender, Intersectionality, and Health

### Readings:

Bowleg, Lisa (2012). The Problem With the Phrase Women and Minorities: Intersectionality—an Important Theoretical Framework for Public Health. *American Journal of Public Health*: 102(7): 1267-1273. <https://library.unt.edu/research/>

### Choose One:

Padilla, Mark (2009). The Limits of "Heterosexual AIDS": Ethnographic Research on Tourism and Male Sexual Labor in the Dominican Republic. *In Anthropology in Public Health: Bridging Differences in Culture and Society* Robert A. Hahn and Marcia Inhorn, eds. pp. 142-164. (CANVAS)

Gruenbaum, Ellen (2009). Honorable Mutilation? Changing Responses to Female Genital Cutting in Sudan. *In Anthropology in Public Health: Bridging Differences in Culture and Society* Robert A. Hahn and Marcia Inhorn, eds. pp. 397-421. (CANVAS)

Reczek, Corinne, and Debra Umberson (2012). Gender, health behavior, and intimate relationships: Lesbian, gay, and straight contexts. *Social Science & Medicine* 74(11): 1783–1790  
<https://library.unt.edu/research/>

Berry, Nicole (2009). Making Pregnancy Safer for Women around the World: The Example of Safe Motherhood and Maternal Death in Guatemala. *In Anthropology in Public Health: Bridging Differences in Culture and Society* Robert A. Hahn and Marcia Inhorn, eds. pp. 422-446. (CANVAS)

Yount, K., E. Higgins, K. VanderEnde (2015). Men's Perpetration of Intimate Partner Violence in Vietnam: Gendered Social Learning and the Challenges of Masculinity *Men and Masculinities* 19 (1): 64-84. <https://library.unt.edu/research/>

**Graduates:** *no separate readings or assignment.*

**Assignment due this week:**

*Write a 1 page single-spaced response to the readings (both the required reading, and the supplementary reading you choose). This should be a brief summary of what you learn in each piece (make sure you don't plagiarize an article's abstract), followed by a section or paragraph where you contextualize the readings pieces, by relating them to each other, critiquing them if you're able, and saying what you think would be relevant to learn more about.*

**Project:** Keep working on interviews and transcriptions!

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**Week 11 (April 6): Risk and Resilience**

**Readings:**

Panter-Brick, Catherine (2014) Health, Risk, and Resilience: Interdisciplinary Concepts and Applications. *Annual Review of Anthropology* 43: 431-448.

**Choose:**

This week, you need to read 3 (undergraduates) or 4 (graduates) complete interviews done by other students in the class (not your own interviews).

**Assignment due this week:**

*The only thing written due is a paragraph/ outline/ bullets (about 1/2 a page) about how you see the concepts of "risk" that Panter-Brick talks about reflected, or at least coming up, in the Project interviews that you read. Come to class ready to talk about this.*

**Project:** *by this week, your 3<sup>rd</sup> interview (for graduate students) will need to have been completed, transcribed, and turned in. Make sure that, at the end of each interview, you've make a paragraph of field notes where you detail what you thought about the interview, and the participant.*

*By this week, I will have generated a code sheet based on both inductive and deductive analysis. I'll put it on Canvas for you.*

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**Week 12 (April 13): Client-project?**

TBA.

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**Week 13 (April 20): Anthropological Design of Public Health Interventions**

**Readings this week:**

Nichter, Mark, Nichter, M., S. Padmawati, C. Thresia, and Project Quit Tobacco International Group. (2009). Anthropological Contributions to the Development of Culturally Appropriate Tobacco Cessation Programs: a Global Health Priority. *In Anthropology and Public Health: Bridging Differences in Culture and Society*, 2<sup>nd</sup> edition. Hahn and Inhorn, Eds. Pp. 298-331. Oxford: Oxford University Press. (Canvas)

**Choose One:**

Islam, M. S. Luby, and E. Gurley (2013). Developing Culturally Appropriate Interventions to Prevent Person-to-Person Transmission of Nipah Virus in Bangladesh: Cultural Epidemiology in Action. Chapter 28 in *When Culture Impacts Health: Global Lessons for Effective Health Research*. Banwel, Ulijaszek, and Dixon, eds. Pp. 329-340. London: Academic Press. (CANVAS)

Wing S, Horton RA, Muhammad N, Grant GR, Tajik M, Thu K. (2008). Integrating epidemiology, education, and organizing for environmental justice: community health effects of industrial hog operations. *American Journal of Public Health*. 98(8): 1390–1397 <https://library.unt.edu/research/>

Pfeiffer, James (2019). Are NGOs Undermining Health Systems in Mozambique? Chapter 41 In *Foundations of Global Health: an Interdisciplinary Reader*. P. Brown and S. Closser, Eds. Pp. 409-418. New York: Oxford University Press.

Singer, M., G. Mirhej, C. Santelices, and H. Saleheen (2009). From Street Research to Public Health Intervention: the Hartford Drug Monitoring Project. Pp. 332-361 *In Anthropology in Public Health: Bridging Differences in Culture and Society* Robert A. Hahn and Marcia Inhorn, eds. New York: Oxford University Press. (CANVAS)

Schensul, S., R. Verma B. Nastasi, N. Saggurti, and A. Mekki-Berrada (2009). Sexual Risk Reduction among Married Women and Men in Urban India: an Anthropological Intervention. Pp. 362-396 *In Anthropology in Public Health: Bridging Differences in Culture and Society* Robert A. Hahn and Marcia Inhorn, eds. New York: Oxford University Press. (CANVAS)

**Assignment:**

Undergraduates: *Write up a 1 page single spaced summary and analysis of those two chapters, emphasizing what components make for an anthropologically informed intervention.*

Graduates: *In addition to a 1 page summary of the 2 chapters, choose one of the following public health issues in the U.S.: vaping, gun violence, or drunk driving among teenagers. In 4-6 sentences, describe the issue in terms of its prevalence, causes, and/ or effects (you'll have to do some basic research, and include citations in text and at the end). Next, describe how you would use an anthropological approach to design and inform an educational intervention to address the issue (ideas from the readings would help). Your educational component should be targeted to the community/ communities most at risk for the problem. How would your intervention approach (or "DOES" it approach) micro and macro levels, and social, political, and economic contexts? Be prepared to teach your intervention in about 10 minutes. Don't write more than ¾ of a single spaced page! Come to class ready to talk about the issue you chose, and specifically how anthropology informs your educational component.*

**Project: Be working on your analysis!!**

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**Week 14 (April 27): Health Policy**

**Readings:**

Marmot, Michael (2015). "Whose Responsibility?" Chapter 2, Pp. 49-76 In *The Health Gap: the challenge of an unequal world*. New York: Bloomsbury Press.

Porter John. (2006). "Epidemiological Reflections of the Contribution of Anthropology to Public Health Policy and Practice." *Journal of Biosocial Sciences*. 38 (1):133–144.

**Assignment/ Project:**

*Make sure you do the readings, because we'll have class discussion on them. Write a SHORT (5-7 sentences) summary of what Marmot's arguments are for how a government should shape policy to increase public health (it can even be a bulleted list), and do a similar bulleted list on what Porter says are the main contributions of Anthropology to policy.*

*Also for a written product this week, turn in a draft report of your "chapter" or section. I will try to give you feedback on it by Saturday or Sunday of this week.*

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**Week 15 (May 4):** Class will be practice for the client presentation next week. Groups will present their themes to class in presentation form with draft PowerPoint slides. The final sections of written reports will be due, as will slides be turned in. I will consolidate the slides by Saturday of this week.

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**Week 16 (May 11):** Presentation to client – attendance is mandatory for all

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*Note: The instructor reserves the right to add, delete, or revise segments of this course or syllabus*