

ANTH 4220/5210
ANTHROPOLOGY IN PUBLIC HEALTH
Wooten Hall 216 Spring 2018

INSTRUCTOR: Dr. Doug Henry

OFFICE HOURS: Tuesday 10:00–12:00, Wednesday 11:00-12:00, Chilton 308G, or by
appointment **565-3836** email: dhenry@unt.edu

CLASS: Wooten Hall 216

COURSE WEB: learn.unt.edu

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 "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 2018 there will be a class project, where we use ethnography to explore how parents of children with childhood asthma think about and construct risks around their lived environments. Our client will be Children's Hospital of Dallas (<https://www.childrens.com/>), which has an asthma management program for parents of kids with severe asthma problems. We'll be working with Pam Rogers and Sharon Lemley, the Directors of Asthma Programs within the Department of Population Health at Children's.

REQUIRED TEXTS:

Hahn, Robert and Marcia Inhorn, eds.

2009 Anthropology and Public Health: Bridging Differences in Culture and Society.
New York. Oxford University Press.

E-journals and Blackboard: The rest of the weekly readings will be articles available either electronically through the library research page (<http://www.library.unt.edu/research>), or through Blackboard (on the course webpage).

Readings are NOT optional, as they'll form the basis for our discussion every week.

PROJECT OVERVIEW:

Childhood Asthma and the Environmental Health of Risk

Actual tracked, scientific estimates of childhood asthma rates in North Texas are uncertain, varying between 13-25% (lifetime asthma). This epidemiological uncertainty means that North Texas is either in-line with the national average, slightly higher, or leading the nation in cases. This region does have well-documented (and bad) air quality, particularly in terms of ozone and particulate matter (which have both been linked to asthma) and health inequality stratified along income and "race"/ ethnicity lines. Our class project will explore the factors that shape how particular groups of people think about,

communicate, experience, and act upon, perceived risk and vulnerability surrounding both childhood asthma and ambient air pollution. We'll hypothesize that while scientific ambiguity may give space for competing knowledge claims and public uncertainty about the ultimate causes of breathing disorders, the beliefs and values of parents of kids with childhood asthma may form the basis for meaningful action towards self-efficacy and empowerment.

Product

Children's Health hospital of Dallas is interested in a report that explores the utility of "asthma action plans" among parents of children with childhood asthma, and whether the diverse experiences of parents are adequately taken into consideration in asthma management and treatment.

Research Questions

- How do parents of kids with asthma think about, experience, and act on their child's symptoms.
- How do they understand and act on perceived risks from their child's indoor/ outdoor environment?
- How helpful are "asthma action plans" for parents? From a parent/ user perspective, how could asthma action plans be improved to match parents' own concerns, evaluations, and experiences of symptoms and risks?

Fieldwork Methods

This will include observation and recorded semi-structured interviews with parents of children attending an asthma management program at Children's Hospital of Dallas. Children's has agreed to recruit for us. It will be your responsibility to contact parents and arrange a meeting time and place.

Students will work in teams of 2 (paired graduate/ undergraduate) to conduct 2 separate fieldwork activities (the interviews and observation) in North Texas. I imagine most interviews will be conducted in homes, or whatever environments parents are most comfortable talking. So our "N" value should be 14 or 15. Providing you share a ride, I MAY be able to reimburse you for gas money (finances dependent).

Immediately after each interview, the team will transcribe it, and write up careful fieldnotes at the end. They will place this file in the class Blackboard Discussion Board, so that everyone has access to everyone's work. We'll talk about more details of these in class.

Students will present the findings of their fieldwork in class.

Analysis

Much of the coding and data analysis will be done in class, as a collective group, where we identify themes and patterns of responses, and use grounded theory to build a model of relevant responses.

Report

Through the in-class analyses, students will develop a list of topics needed for a client report. Each student (or perhaps teams) will write a section, depending on how many themes we determine are relevant. Students will also present their information verbally during a final client presentation, with PowerPoint slides.

COURSE REQUIREMENTS AND GRADING:

1. **Class attendance, teamwork, and participation in class discussions (21% or 210 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).

In addition, a key skill for any practitioner is the ability to work as part of a team; this will involve good communication and collaboration with your fieldwork partner, equal distribution of work, and “doing your part” to make sure your responsibilities are completed in a timely way.

I want to make sure that our class discussion gets suitably “deep.” Graduate students in class will sign up for 2 weeks where they bring 3 Discussion questions to class. These can be based on the readings for that week, or the topic at large. 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 14 points for each of these.

2. Weekly assignments (30% or 300 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 page single-spaced response, and reporting to the class.

There are 10 “assignment due in class” assignments interspersed throughout the course. These will be graded at 30 points each.

3. Class project (49% or 490 points). The project will be a series of activities that will add up to 50% of your course grade. **NEXT TIME MAKE THIS LOWER AND PARTICIPATION HIGHER**

One interview, transcription, and fieldnotes	125 points
Second interview, transcription, and fieldnotes	125 points
Chapter/ section of written report	130 points
Slides for Client presentation	55 points
Verbal presentation for class	55 points

For class grades:

900-1,000 = A

800 - 899 = B

700 - 799 = C

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: 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

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/>.

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. 12th. 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.

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. 17): Introduction to Course/ classmates/ Anthropology in Public Health

Readings:

Hahn, Robert and Marcia Inhorn

2009 Introduction. *In Anthropology and Public Health: Bridging Differences in Culture and Society* Robert A. Hahn and Marcia Inhorn, eds. Pp. 1-31. Oxford: Oxford University Press (required book)

MacQueen, Kathleen

nd Anthropology in Public Health. *Encyclopedia of Public Health*.
<http://www.encyclopedia.com/doc/1G2-3404000058.html>

Parker, Melissa, and Ian Harper

2005 The Anthropology of Public Health *Journal of Biosocial Sciences* 38:1-5. (UNT library research page, <http://www.library.unt.edu/research>)

Week 2 (Jan 24): Introduction to Global Health

Readings:

Janes, Craig and Kitty Corbett

2009 Anthropology and Global Health. *Annual Review of Anthropology* 38:167-183. (E-journals)

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 Basilio, eds. Berkeley: University of California Press. pp. 302-339. (Blackboard)

Assignment due for this week:

3 parts: Catch up on the reading from Week 1.

After doing this week's readings, pick a topic in global health- an infectious or chronic disease, community health outside the US, anything on youth, children, or infants, safe motherhood, health

disparities, global food insecurity, trafficking, drugs, mental health, partner violence, lgbtq violence, YOU GET THE POINT. I want you to research that issue on your own, and come to class prepared to make a 5 minute presentation (no slides required) on WHAT that topic is, WHERE it is, and how it “fits” in to the descriptions of global health that Janes, Corbett, and Farmer discuss. There’s no written portion to turn in this week, but 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.

START NIH “researching human subjects” certification (if you don’t already have it!)

<http://phrp.nihtraining.com>

If it’s your first time doing this, note that you have to register an account, and MAKE SURE to print off the certification 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.

Week 3 (Jan 31): Thinking about asthma, air quality, and Environmental Health

Guest talk: Sharon Lemley and Pam Rogers, Children’s Hospital of Dallas

Readings:

Sample Asthma action plan (Just view it- on the Blackboard, supplementary readings).

Singer, Merrill

2016 Introduction, plus Introduction to Part I: *In A Companion to the Anthropology of Environmental Health*. Pp. 1-20. Merrill Singer, ed. Hoboken, NJ: Wiley and Sons.

Newcomb, Patricia, and Alaina Cyr

2012 Conditions Associated with Childhood Asthma in North Texas. *International Scholarly Research Network Allergy* 2012: Article ID 823608, 8 pages (Blackboard)

SUPPLEMENTARY READING. In addition, pick one article from the supplementary reading list under “Environmental Health” in the Blackboard class and come to class ready to discuss it!

Assignment Due for this week:

Write a 1 page single-spaced response to the readings (all 3, including 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.

By today, you should bring or send me documentation of your NIH certification.

Week 4 (Feb. 7): Intro to Community and Public Health Education in the U.S.

(guest speaker – Kamilah Hassan, Denton Cty Health Department)

Readings:

Israel, Barbara, Schulz, Amy, Parker, Edith, and Becker, Adam

1998 Review of Community-Based Research: Assessing Partnership Approaches to Improve Public Health. *Annual Review of Public Health* 19: 173-202. (E-journal)

FOR PUBLIC HEALTH STUDENTS, IS THIS PIECE DATED? HOW? Last year’s students thought that this became dated after page 181/ 182.

Krumeich A¹, Weijts W, Reddy P, Meijer-Weitz A.

2001 The benefits of anthropological approaches for health promotion research and practice. Health Education Research 16(2): 121-30.

Assignment Due This Week:

Choose one of the following public health issues in the U.S.: asthma, gun violence, or drunk driving among teenagers. In 5-6 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 component to address the issue (a combination of opinion and ideas from the readings would help). Your educational component should be targeted to the community/ communities most at risk for the problem. Don't write more than 1 single spaced page! Come to class ready to talk about the issue you chose, and specifically how anthropology informs your educational component.

Week 5 (Feb. 14): Epidemiology

Readings:

Weiss, Mitchell

2001 Cultural epidemiology: an introduction and overview. Anthropology & Medicine 8(1):5-29

Guest talk: Ana Belen Conrado and Stephen Brown, UTSW

Consider also Bach et al- (2017) Participatory Ethnography

Consider also Stephen Luby- "The Cultural Anthropological Contribution to Communicable Disease Epidemiology, in the "When Culture Impacts Health" book.

Consider Cultural Epidemiology: beyond epistemological hegemony, by Mark Brough, in the When Culture Impacts Health" book.

For the second reading, go to Google Scholar on the Web. Plug in the Mitchell Weiss reading, then click on the "cited by" link. Use the "custom range" feature to find and read one article or chapter that cites Mitchell Weiss' chapter in the last 10 years. If you use a UNT library computer (or a computer networked to it), you'll have a good chance of being able to immediately access a pdf of the article you find.

Assignment Due this Week:

This week's assignment is in 3 parts (put them in the same document):

- 1) *Starting from the Weiss reading (but you can include your own ideas), write and describe what you think are the top 3 contributions that anthropology can make to epidemiology- try to include both methods and theory. Keep this to ABOUT ½ a single-spaced page.*
- 2) *Write about ½ page summary and response/ discussion of the article you chose for the week. Make sure you include the citation.*
- 3) *In just 2-3 sentences, how can epidemiology contribute to anthropology?*

Week 6 (Feb. 21): Infectious Diseases

Guest talk- Fernanda Falero, MSF (Doctors Without Borders) Spain.

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.

Consider also Kate Crosbie, "Filthy Fingernails and Friendly Germs: Lay Concepts of Contagious Disease Transmission in Developed Countries, in the *When Culture Impacts Health* book.

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. Turn this in in Blackboard.

Then: Undergraduates: Find 2-3 news articles about a particular infectious disease of your choice, and come ready to report on that in a 5 minute class presentation. 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 reading in them (not longer, not shorter), come ready to report on them in a 5 minute class presentation. What differences do you see in approaches? What are the 'big' social issues are BEHIND the news stories of the event itself?

Week 7 (Feb 28) Poverty and Health Disparities

Readings:

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. (required book)

Lane, S., R. Rubinstein, R. Keefe, N. Webster, D. Cibula, A. Rosenthal, and J. Dowdell

2004 Structural Violence and Racial Disparity in HIV Transmission. *Journal of Health Care for the Poor and Underserved*. 15(3):319-335. (library research page).

Assignment due for this Week

Go back to your issue or topic from Week 2. 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.

Week 8 (March 7): Risk and Resilience

Readings:

Panther-Brick, Catherine.

2014 Health, Risk, and Resilience: Interdisciplinary Concepts and Applications. Annual Review of Anthropology 43: 431-448.

For the second reading, go through Panter-Brick's bibliography, and choose one article or chapter that you're able to find and download. Read that, and bring it to class. Be ready to discuss both articles, talking about the concepts of risk that are involved.

Assignment due this week:

Nothing written due this week, because I imagine your interviews will take some time. I do advise, however, taking personal notes on both articles above for yourself.

March 11 - 17

Spring Break

Week 9 (March 21): Gender, Intersectionality, and Health

Readings:

CHOOSE EITHER:

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. (E-journal)

OR:

Dudgeon, MR and MC Inhorn

2004 Men's Influences on Women's Reproductive Health: Medical Anthropological Perspectives. *Social Science and Medicine* 59(7):1379-95. (E-journals)

THEN:

Go to the supplementary readings list under the topic "Gender and Health." Choose any one article to read and report on for class.

Assignment due this week:

Write a 1 page single-spaced response to the readings (including 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.

Week 10 (March 28): Emerging Chronic Diseases

Readings:

CHOOSE EITHER:

Schoenberg, N., E. Drew, E. Stoller, and C. Kart

2009 Situating Stress: Lessons from Lay Discourses on Diabetes. *In Anthropology in Public Health: Bridging Differences in Culture and Society*, 2nd edition. Robert A. Hahn and

Marcia Inhorn, Eds. Pp. 94-113. Oxford: Oxford University Press. This is a little simplistic. Maybe next year a short overview piece, plus the Nichter (which focuses on interventions on something that causes asthma, COPD, and diabetes). E.g. – Terzic, Chronic Diseases: the Emerging Pandemic (2011).

OR:

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*, 2nd edition. Hahn and Inhorn, Eds. Pp. 298-331. Oxford: Oxford University Press.

Or Jane Dixon's The Cultural Economy Approach to Studying Chronic Disease Risks, to Illicit Drug Use. *In When Culture Impacts Health*.

THEN:

Go to the supplementary readings list under the topic "Emerging Chronic Diseases." Choose any one article.

Assignment due this week:

Write a 1 page single-spaced response to the readings (including 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.

Week 11 (April 4): no in-class meeting this week (I'll be at the SfAA meetings)

We won't have in in-class meeting this week. Supposing that you've done your 2 interviews, by this week you should make sure that they're transcribed and uploaded onto the Class Blackboard Discussion Board. At the end of your interview, make a paragraph of field notes where you detail what you thought about the interview, and the participant.

Finally, try to generate 8-10 "codes" or themes that seem relevant based on your 2 interviews and fieldnotes. These could be tied to specific questions we asked, or be things that emerged "in between" questions, as part of discussions you had. You can work with your interview partner. On a separate document from your interviews, make a 2 column page, where you put the codes/ themes you feel like emerged from your interviews on the left hand side. On the right-hand side, describe what that theme is, so that anyone else in class could recognize it in a paragraph, so that they would read the same thing and code the same way. Pay particular attention to NOT having conceptually overlapping codes- try to make each one practically distinct. Submit this in the Assignment section of the Blackboard class. Don't code your interviews yet- I'll consolidate everyone's suggested codes for a project next week during class.

Week 12 (April 11): Client-project updates

Readings plus Assignment

Watch the MAXQDA video "Getting Started" tutorial:

<https://www.maxqda.com/learn-maxqda/maxqda-2018-video-tutorials>

By class today you should have read 5 other interviews besides just your own two. Before class this week, I'll give everyone a consolidated code-list on paper. We'll use a software program like MaxQDA, cutting and pasting codes together into a report. We'll likely meet in a computer lab on campus. In class this week, you'll analyze and code data from your own 2 interviews, then we'll consolidate coded interviews as a group, start to generate reports, and divide up "chapters" or sections based on themes/ codes. Enhancing inter-rater reliability will be an important part of this class.

Week 13 (April 18): Anthropological Design of Public Health Interventions

Readings AND Assignment due this week:

Pick a partner in class different from your interview partner. In the class book, see the 5 chapters on Anthropological Design of Interventions (chapters 8, 9, 10, 12, and 13). Pick two of these. Write up a 1 page single spaced summary and analysis of those two chapters, and come to class ready to teach HOW to do an anthropologically informed intervention on a topic you choose (it doesn't have to be on the specific topic of the chapters you read- you can apply the lessons to something else of your choice). Pay particular attention to what components go into making it anthropological. 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.

Week 14 (April 25): Health Policy

Readings:

Campbell, Dave

2011 Anthropology's Contribution to Public Health Policy Development. *McGill Journal of Medicine* 13 (1): 76.

Smith-Nonini

2009 Neo-liberal Infections and the Politics of Health: Resurgent Tuberculosis Epidemics in New York City and Lima, Peru. *In Anthropology and Public Health: Bridging Differences in Culture and Society* Robert A. Hahn and Marcia Inhorn, eds. Pp. 588-622. Oxford: Oxford University Press

Assignment Due this Week:

Make sure you do the readings, because we'll have class discussion on them. But 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 of this week.

Week 15 (May 2): 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 chapter section of written report due. I will consolidate the slides by Saturday of this week.

Week 16 (May 9): Presentation to client – attendance is mandatory for all

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