



**MEMORANDUM**

**TO: Health Care Colleges Council**

**FROM: William G. Pfeifle, EdD**  
**Associate Dean for Academic Affairs**

**SUBJECT: New Course Proposal – CPH 641 Public Health and Anthropology**

**DATE: March 2, 2012**

The Department of Health Behavior has submitted a new course proposal for CPH 641, Public Health & Anthropology. It has been taught successfully for several semesters as a special topics course and recognized by the department as an important area of knowledge for students who concentrate in health behavior.

This course change proposal has been reviewed and approved by the Academic Affairs Committee and the Faculty Council, according to our college's established bylaws.

Further information about this course can be obtained by contacting the course director, Dr. Mark Swanson by phone at 218-2060 or via email at [mark.swanson@uky.edu](mailto:mark.swanson@uky.edu).

# NEW COURSE FORM

<b>1. General Information</b>				
a.	Submitted by the College of: <u>Public Health</u>	Today's Date:	<u>1/23/2012</u>	
b.	Department/Division: <u>Health Behavior</u>			
c.	Contact person name: <u>Mark Swanson</u>	Email: <u>mark.swanson@uky.edu</u>	Phone:	<u>218-2060</u>
d.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year <sup>1</sup> _____
<b>2. Designation and Description of Proposed Course</b>				
a.	Prefix and Number: <u>CPH 641</u>			
b.	Full Title: <u>Public Health &amp; Anthropology</u>			
c.	Transcript Title (if full title is more than 40 characters): _____			
d.	To be Cross-Listed <sup>2</sup> with (Prefix and Number): <u>N/A</u>			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.			
	<u>45</u> Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits: <u>3</u>			
h.	Is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES: Maximum number of credit hours: _____			
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	Course Description for Bulletin:	<u>Examination of how the perspectives and methods of anthropology can be and have been applied in public health research and intervention projects.</u>		
j.	Prerequisites, if any:	<u>Enrollment in the MPH or DrPH program, or consent of instructor.</u>		
k.	Will this course be offered through Distance Learning?	YES <sup>4</sup> <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
<b>3.</b>	<b>Will this course be taught off campus?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
<b>4. Frequency of Course Offering</b>				
a.	Course will be offered (check all that apply):	<input type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input type="checkbox"/> Summer
b.	Will the course be offered every year?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	

<sup>1</sup>Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received

<sup>2</sup>The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup>In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup>You must *also* submit the Distance Learning Form in order for the proposed course to be considered DL delivery.

## NEW COURSE FORM

	If NO, explain: <u>Every other year.</u>		
<b>5.</b>	<b>Are facilities and personnel necessary for the proposed new course available?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If NO, explain: _____		
<b>6.</b>	<b>What enrollment (per section per semester) may reasonably be expected?</b>	<u>15</u>	
<b>7.</b>	<b>Anticipated Student Demand</b>		
<b>a.</b>	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>b.</b>	Will it be of interest to a significant number of students outside the degree program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, explain: _____		
<b>8.</b>	<b>Check the category most applicable to this course:</b>		
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere		
	<input type="checkbox"/> Relatively New – Now Being Widely Established		
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities		
<b>9.</b>	<b>Course Relationship to Program(s)</b>		
<b>a.</b>	Is this course part of a proposed new program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, name the proposed new program: _____		
<b>b.</b>	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES <sup>5</sup> , list affected programs: _____		
<b>10.</b>	<b>Information to be Placed on Syllabus</b>		
<b>a.</b>	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, the <i>differentiation for undergraduate students must be included</i> in the information required in <b>10.b.</b> You must include: (i) identification of additional assignments by the graduate students; and /or (ii) Establishment of different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i> )		
<b>b.</b>	<input type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500 level grading differentiation if applicable, from <b>10.a</b> above) are attached.	NO <input type="checkbox"/>	

<sup>5</sup>In order to change a program, a program change form must also be submitted.

# NEW COURSE FORM

## Signature Routing Log

**General Information:**

Course Prefix and Number: CPH 641





Proposal Contact Person Name: Mark Swanson/218-2060/mark.swanson@uky.edu

Becki Flanagan/218-2092/becki@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Health Behavior	1/23/12	Richard Crosby/218-2039/crosby@uky.edu	
Academic Affairs Committee	2/6/2012	Mark Swanson/218-2060/mark.swanson@uky.edu	
Faculty Council	2/14/2012	Graham Rowles/218-0145/growl2@email.uky.edu	
Academic Dean	3/2/2012	William Pfeifle/218-2054/pfeifle@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council	4/5/12	Brian Jackson	
Health Care Colleges Council	3/20/12	Heidi Anderson	
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

# *Public Health & Anthropology*

## CPH641 Section 001

### Spring 20XX

Course Meeting: Tuesdays 3-5:30 pm  
CPH 115

Course Instructor: Mark Swanson  
356 Bowman Hall  
218-2060  
[mark.swanson@uky.edu](mailto:mark.swanson@uky.edu) (preferred means of contact)

Office Hours:  
Tuesdays 9-11 am  
or by appointment

#### Course Description:

This seminar explores the contributions that anthropology, the academic field that focuses on the study of human culture, can make towards a better understanding of health behavior in the context of public health. Culture is often a perplexing factor confronting public health researchers and practitioners. We will consider how the perspectives and tools developed in anthropology can be utilized in public health to help understand culture, both in the United States and in developing countries.

#### Course Rationale:

In both domestic and international settings, public health professionals are increasingly called upon to work with diverse cultures and subcultures. Anthropology, as the academic discipline most concerned with the concept of culture, offers a range of tools and theoretical perspectives that can help public health practitioners and academics understand and incorporate cultural variables into their work.

#### Course Prerequisites

Enrollment in MPH or DrPH program, or consent of instructor.

#### Course Objectives:

1. Explore the multiple dimensions of the concept of culture;
2. Examine how anthropologists have incorporated dimensions of culture into a range of public health research and intervention projects;
3. Describe the primary research methods and tools used by anthropologists and demonstrate how they are used in public health settings;
4. Consider how anthropology can enrich understandings of public health challenges.

Public Health Competencies:

1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice;
2. Identify the causes of social and behavioral factors that affect health of individuals and populations;
3. Demonstrate proficiency in knowledge and critical reasoning needed for health promotion research and practice, and describe the “nested nature” of public health behavior problems and programs;
4. Write effectively when communicating with different audiences about public health activities.

Student Learning Outcomes:

Upon completing this course, students will be able to:

1. Explain some of the key characteristics of anthropology as an academic discipline, including the subfields of applied and medical anthropology;
2. Evaluate the role of cultural variables in the success of public health interventions;
3. Critically evaluate academic research and literature from an anthropological perspective;
4. Develop a public health research proposal utilizing anthropological concepts and methods.

Readings

There is one required text for this class – Paul Farmer’s Infections and Inequalities. It has been ordered by campus area bookstores and is also widely available on line, including used copies. In addition, there are a number of book sections and journal articles listed under each week of the course schedule. You are expected to read the material assigned for each week before coming to class. This is also the material you are expected to refer to in the two take-home essay exams.

The majority of the journal articles are available on-line to anyone with a University of Kentucky library account. Articles marked with an asterisk are not available on-line and are available on reserve in 356 Bowman Hall.

Elements of Course Grade

	Points possible	Percentage of grade
1. Exams (45% of total)		
Midterm questions	25	2.5%
Midterm answers	200	20%
Final questions	25	2.5%
Final (non-cumulative)	200	20%
2. Research Proposal (40% total)		
Research question	50	5%
First draft	150	15%
Final draft	200	20%
3. Study section (15% of total)		
Written critiques	100	10%
Oral participation	50	5%
	<hr/>	
	1000	100%

**Final grade calculations**

A	90% +
B	80-89%
C	70-79%
E	under 70%

I track grades on a scale of 0-1000. An assignment worth 20% of your grade (such as the exams) is worth 200 points. If you have any question about your grade over the course of the semester, I will be happy to meet with you.

Course Exams:

The midterm and final exams for this course are take-home, open-book exams, each worth 20% of your final grade. You will write, as well as answer, the questions. An important part of this exam is for you to determine what the key issues and perspectives are that we have covered in the course and base your proposed exam questions on that determination. Before each exam (by 2/22 and 4/25), you will submit to me (via Blackboard) five proposed essay-type questions that will allow you to show me your understanding of the central issues covered in readings and in class. These questions will be graded (5 questions worth 5 points each, or 2.5% of the course grade for each set of questions) based on how well they reflect the central questions posed by the readings. I will select one of your questions along with one other and return them to you, following the schedule below. You will answer these two questions in the form of a paper (1000-1300 words per question), complete with cited references to the course readings. You should limit your references in the exams to assigned readings and classroom discussions. Pay special attention to the organization of your answer – if it's not well-organized, it can be very hard to follow. The grading rubric used for these exams is posted on Blackboard.

### Research Proposal

Each student will prepare a research proposal, utilizing anthropological concepts and methods to explore a public health problem of interest. The proposal should be written in response to a mock Request for Proposals, which will be distributed in class and which will detail what the proposal should include. **Due dates for various pieces of the proposal occur throughout the semester and must be strictly adhered to; late submissions will not receive credit.**

<u>Date</u>	<u>Proposal Section Due</u>
February 10	Research proposal abstract (150 words maximum)
March 9	Outline
April 4	Final proposal
April 10	Study section reviews

### Study Section

The National Institute of Health (NIH), the primary funder for health research in the US, utilizes peer review to determine which research proposals to fund. A group of scientists meets in “study section” to consider the scientific merit of all proposals submitted and makes a recommendation to NIH about which proposals merit funding.

This class will utilize the same process to conduct peer review of the research proposals completed for this class. For two class periods (April 10 and April 17), we will hold a mock study session – a session to conduct peer review of the research proposals submitted by all class members. Prior to the first study section, all students will turn in their research proposal, which will be distributed to the entire class. Each student will be assigned as primary reviewer for one proposal and secondary reviewer for another. The primary and secondary reviewers will submit their written reviews, using the NIH study section template provided, to all class members. In the mock study section itself, the primary reviewer will present a short (5 minute) oral summary of the proposal under review, followed by a similar presentation by the secondary reviewer. The entire class (except the proposal author, who will leave the room while his/her proposal is under review) will then discuss the proposal. ALL members of the class are expected to read and participate in the oral review of each proposal.

Further details about this process, including the review forms to be used, will be distributed later in the semester. Due dates for various parts of the research proposal and review assignments are listed above and throughout the course schedule.



Instructor Expectations:

1. I expect you to attend every class session. While attendance is not mandatory, the course components are highly interrelated; missing a class will detract from the learning potential of subsequent sessions.
2. I expect you to be in the classroom and prepared to begin work at the scheduled starting time for each session.
3. I expect you to **TURN OFF YOUR CELL PHONE** and other means of electronic communication while in class. Texting, Facebooking, surfing the Web, and other means of electronic communication are not allowed during class. While laptops, iPads, and similar devices may be used for note taking, if I believe they are being used inappropriately, I reserve the right to ban their use in class.
4. I expect you to actively participate in the discussions. See “Discussion Participation” below.
5. I expect you to submit papers using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The Writing Laboratory is available to anyone who may need assistance. Grammar and other style elements comprise a significant portion of each graded assignment, as detailed in the provided grading rubrics.

Academic Integrity

I take the University Code of Conduct very seriously, and suggest you do likewise. You must always submit work that represents your original words or ideas. If any words or ideas used in a class assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable sources. <http://www.uky.edu/StudentAffairs/Code/part2.htm>

I will, if necessary, pursue appropriate disciplinary action against any students committing plagiarism or other forms of cheating. The minimum penalty for these academic offenses is an "E" in the course, with suspension and dismissal possible.

The concept of take home exams raises potential questions of plagiarism or outside assistance in completing the test. The short answer is “Don’t risk it.” I am very likely to notice an exam or proposal showing signs of being written by someone other than the student. At any rate, both proposals and exams are specific to each student, so cheating is unlikely to benefit anyone.

While each student is expected to complete their own research proposal, it is entirely acceptable (and recommended) for students to discuss these proposals with each other, sharing ideas and critiques that can improve the proposal. In fact, we will spend class time discussing each student’s proposal, providing a structured opportunity to give your colleagues feedback on their proposals-in-progress.

### Discussion Participation

A good class discussion, in my opinion, is one of the best ways to stimulate creative thinking about course readings. The interplay of ideas among participating students helps make the readings come into focus. Good discussions don't just happen, however. We can all get the most out of this class if some basic ground rules are followed by everyone.

Effective participation in class discussion requires reading all assigned material prior to the class session. I am less concerned about the quantity than the quality of class discussion – it's what you say, not how much you talk. Good preparation for class discussion would be to write down 2 or 3 interesting discussion points from the readings and spend some time thinking **before** class about what issues/questions /disagreements/etc. you'd like to raise.

### Accommodations for Special Needs

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, submit to me a Letter of Accommodation from the Disability Resource Center ([www.uky.edu/TLC/grants/uk\\_ed/services/drc.html](http://www.uky.edu/TLC/grants/uk_ed/services/drc.html)). If you have not already done so, please register with the Disability Resource Center for coordination of campus disability services available to students with disabilities.

### A note on deadlines

Deadlines are noted in the course schedule below. It is your responsibility to make certain I have all assignments to me on the due date, which may or may not coincide with a class meeting. **In keeping with the idea of practicing proposal writing, the deadlines for the research proposal are absolute, and late submissions will not be accepted.** If you submit a grant proposal to a funding agency, anything turned in late will not be accepted. The same policy, with modifications for University policy allowing excused absences, <http://www.uky.edu/StudentAffairs/Code/part2.htm> will be followed in this course. Because printers and computers seem to like to act up at inopportune times, leave yourself extra leeway. Print out drafts of your proposal as it nears completion, to make certain you have something to turn in if you suffer a technology breakdown.

Exam deadlines will also be strictly enforced. Any exams turned in after the time and date they are due will be automatically penalized by 10% of the possible score (20 points) for each day or part thereof they are due.

In the event of serious illness or the death of an immediate family member, students are expected to contact the instructor as soon as possible. With the proper written verification of such circumstances, deadlines for the various assignments will be adjusted at the instructor's discretion, based on consultation with the student.

### Religious Observances

It is the student's responsibility to identify potential conflicts in the schedule with any religious observations. Students must notify the course instructor at least two weeks prior to such an absence and propose how to make up the missed academic work. If a religious holiday coincides with a due date for an out-of-class assignment, students are required to turn the assignment in before (rather than after) the due date.

## Course Schedule

### **JANUARY 17          INTRO TO PUBLIC HEALTH & ANTHRO**

Hahn, Robert A., and Marcia C. Inhorn

2009 Introduction. In *Anthropology and Public Health: Bridging Differences in Culture and Society*. R.A. Hahn and M.C. Inhorn, eds. Pp. 1-31. New York: Oxford University Press.

\*Goodman, Robert M.

2001 Evaluation of Community-Based Health Programs: An Alternate Perspective. *In Integrating Behavioral and Social Sciences with Public Health*. N. Schneiderman, M.A. Speers, J.M. Silva, H. Tomes, and J.H. Gentry, eds. Pp. 293-304. Washington, DC: American Psychological Association.

### **JANUARY 24          ANTHROPOLOGICAL METHODS**

\*Bernard, H. Russell

1998 Introduction: On Method and Methods in Anthropology. *In Handbook of Methods in Cultural Anthropology*. H.R. Bernard, ed. Pp. 9-36. Walnut Creek, CA: Alta Mira Press.

\*DeWalt, Kathleen M., Billie R. DeWalt, and Coral B. Wayland

1998 Participant Observation. *In Handbook of Methods in Cultural Anthropology*. H.R. Bernard, ed. Pp. 259-299. Walnut Creek, CA: Alta Mira Press.

\*Fetterman, David M.

1998 Ethnography. *In Handbook of Applied Social Research Methods*. L. Bickman and D.J. Rog, eds. Pp. 473-504. Thousand Oaks, CA: Sage Publications.

\*Johnson, Allen, and Ross Sackett

1998 Direct Systematic Observation of Behavior. *In Handbook of Methods in Cultural Anthropology*. H.R. Bernard, ed. Pp. 301-331. Walnut Creek, CA: Alta Mira Press.

**JANUARY 31            METHODS (CONT.) AND CULTURAL RELATIVISM**

\*Trotter, Robert T. II, and Jean J Schensul

1998    *Methods in Applied Anthropology. In Handbook of Methods in Cultural Anthropology.* H.R. Bernard, ed. Pp. 691-735. Walnut Creek, CA: Alta Mira Press.

Cashman, Suzanne B., et al.

2008    *The Power and the Promise: Working With Communities to Analyze Data, Interpret Findings, and Get to Outcomes.* *American Journal of Public Health* 98(8):1407.

Gruenbaum, Ellen

2009    *Honorable Mutilation? Changing Responses to Female Genital Cutting in Sudan. In Anthropology and Public Health: Bridging Differences in Culture and Society.* R.A. Hahn and M.C. Inhorn, eds. Pp. 397-421. New York: Oxford University Press.

Merli, Claudia

2010    *Male and female genital cutting among Southern Thailand's Muslims: rituals, biomedical practice and local discourses.* *Culture, Health & Sexuality* 12(7):725-738.

Kennedy, A. M., C. J. Brown, and D. A. Gust

2005    *Vaccine beliefs of parents who oppose compulsory vaccination.* *Public Health Reports* 120(3):252-258.

**Research Proposal Abstract Due 5pm, Friday, February 10**

**FEBRUARY 7            INFECTIONS AND INEQUALITIES**

Farmer, Paul

1999    *Infections and Inequalities: The Modern Plagues.* Berkeley: University of California Press. Chapters 1-5.

**FEBRUARY 14        INFECTIONS AND INEQUALITIES (CONT.)**

Farmer, Paul

1999    *Infections and Inequalities: The Modern Plagues.* Berkeley: University of California Press. "Miracles and Misery" and Chapters 6 -10

**FEBRUARY 21        INCORPORATING LAY PERSPECTIVES IN PUBLIC HEALTH**

Note: We will be led in this session by Medical Anthropologist Nancy Schoenberg of the UK Department of Behavioral Science.

- Drew, E. M., and N. E. Schoenberg  
2011 Deconstructing Fatalism: Ethnographic Perspectives on Women's Decision Making about Cancer Prevention and Treatment. *Medical Anthropology Quarterly* 25(2):164-182.
- Schoenberg, N. E., C. H. Amey, and R. T. Coward  
1998 Stories of meaning: Lay perspectives on the origin and management of noninsulin dependent diabetes mellitus among older women in the United States. *Social Science & Medicine* 47(12):2113-2125.
- Schoenberg, N. E., et al.  
2005 Situating stress: Lessons from lay discourses on diabetes. *Medical Anthropology Quarterly* 19(2):171-193.
- Straus, L., et al.  
2011 Inherent illnesses and attacks: an ethnographic study of interpretations of childhood Acute Respiratory Infections (ARIs) in Manhica, southern Mozambique. *BMC Public Health* 11(556):(13 July 2011).

### **Exam 1 questions due by 5pm Wednesday, February 22 via Blackboard**

#### **FEBRUARY 28                      HIV/AIDS** **Exam 1 questions returned**

- Padilla, Mark B.  
2009 The Limits of "Heterosexual AIDS": Ethnographic Research on Tourism and Male Sexual Labor in the Dominican Republic. In *Anthropology and Public Health: Bridging Differences in Culture and Society*. R.A. Hahn and M.C. Inhorn, eds. Pp. 142-164. New York: Oxford University Press.
- Carlson, Robert G.  
2000 Shooting Galleries, Dope Houses, and Injection Doctors: Examining the Social Ecology of HIV Risk Behaviors Among Drug Injectors in Dayton, Ohio. *Human Organization* 59(3):325-333.
- Gwahirisa, P., and L. Manderson  
2009 Food Insecurity and HIV/AIDS in Low-income Households in Urban Zimbabwe. *Human Organization* 68(1):103-112.
- Singer, Merrill, et al.

2005 Lessons from the Field: From Research to Application in the Fight Against AIDS among Injection Drug Users in Three New England Cities. *Human Organization* 64(2):179-191.

Hejoaka, F.

2009 Care and secrecy: being a mother of children living with HIV in Burkina Faso. *Social Science & Medicine* 69(6):869-76.

## **Exam 1 Due 5pm Friday, March 2 via Blackboard**

### **MARCH 6 MALARIA**

Kamat, Vinay R.

2009 The Anthropology of Childhood Malaria in Tanzania. In *Anthropology and Public Health: Bridging Differences in Culture and Society*. R.A. Hahn and M.C. Inhorn, eds. Pp. 35-64. New York: Oxford University Press.

Minja, Happiness and Brigit Obrist

2005 Integrating Local and Biomedical Knowledge and Communication: Experiences from KINET Project in Southern Tanzania. *Human Organization* 64(2):157-165.

Ribera, J. M., and S. Hausmann-Muela

2011 The Straw That Breaks the Camel's Back Redirecting Health-Seeking Behavior Studies on Malaria and Vulnerability. *Medical Anthropology Quarterly* 25(1):103-121.

Dunn, C. E., A. Le Mare, and C. Makungu

2011 Malaria risk behaviours, socio-cultural practices and rural livelihoods in southern Tanzania: implications for bednet usage. *Social Science & Medicine* 72(3):408-17.

Stratton, LEEANNE, et al.

2008 The persistent problem of malaria: Addressing the fundamental causes of a global killer. *Social Science & Medicine* 67(5):854-862.

## **Research proposal outline due Friday, March 9 at 5pm via Blackboard**

### **MARCH 13 UK SPRING BREAK**

### **MARCH 20 WATER AND SANITATION**

Stein, Eric A.

2009 "Sanitary Makeshifts" and the Perpetuation of Health Stratification in Indonesia. *In Anthropology and Public Health: Bridging Differences in Culture and Society*. R.A. Hahn and M.C. Inhorn, eds. Pp. 541-565. New York: Oxford University Press.

Hadley, C., and A. Wutich

2009 Experience-based Measures of Food and Water Security: Biocultural Approaches to Grounded Measures of Insecurity. *Human Organization* 68(4):451-460.

\*McCauley, Ann P., Sheila West, and Matthew Lynch

1992 Household decisions among the Gogo people of Tanzania: Determining the roles of men, women and the community in implementing a trachoma prevention program. *Social Science & Medicine* 34(7):817-824.

Manderson, Lenore, and Yixin Huang

2005 Water, Vectorborne Disease, and Gender: Schistosomiasis in Rural China. *In Globalization, water, and health: resource management in times of scarcity*. L. Whiteford and S. Whiteford, eds. Pp. 67-84. Santa Fe, NM: School of American Research Press.

Singh, Nandita, Gunnar Jacks, and Prosun Bhattacharya

2005 Women and community water supply programmes: An analysis from a socio-cultural perspective. *Natural Resources Forum* 29(3):213-223.

**MARCH 27                    NO CLASS – SOCIETY FOR APPLIED ANTHROPOLOGY  
MEETINGS IN BALTIMORE, MD**

**APRIL 3                    MATERNAL AND CHILD HEALTH: FERTILITY AND FAMILY  
PLANNING**

Inhorn, Marcia C.

2009 Male Infertility and Consanguinity in Lebanon: The Power of Ethnographic Epidemiology. *In Anthropology and Public Health: Bridging Differences in Culture and Society*. R.A. Hahn and M.C. Inhorn, eds. Pp. 165-195. New York: Oxford University Press.

Hollos, M., et al.

2009 The problem of infertility in high fertility populations: meanings, consequences and coping mechanisms in two Nigerian communities. *Social Science & Medicine* 68(11):2061-8.

Siqueira, A. D., et al.

2007 Embodied decisions: Reversible and irreversible contraceptive methods among rural women in the Brazilian Amazon. *Human Organization* 66(2):185-195.

Tober, D. M., M. H. Taghdisi, and M. Jalali

2006 "Fewer children, better life" or "As many as god wants"? Family planning among low-income Iranian and Afghan refugee families in Isfahan, Iran. *Medical Anthropology Quarterly* 20(1):50-71.

**April 4 Final Draft of Proposal due by 5pm via Blackboard**

**APRIL 10 STUDY SECTION**

**APRIL 17 STUDY SECTION**

**APRIL 24 MATERNAL AND CHILD HEALTH: CHILDBIRTH AND CHILD HEALTH**

Berry, Nicole S.

2009 Making Pregnancy Safer for Women around the World: The Example of Safe Motherhood and Maternal Death in Guatemala. In *Anthropology and Public Health: Bridging Differences in Culture and Society*. R.A. Hahn and M.C. Inhorn, eds. Pp. 422-446. New York: Oxford University Press.

Pelto, G. H.

2008 Taking care of children: Applying anthropology in maternal and child nutrition and health. *Human Organization* 67(3):237-243.

Schmidt, W. P., et al.

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**Exam 2 Questions Due by Wednesday, April 25 at 5pm via Blackboard**

**Exam 2 Due by Wednesday, May 2 at 5pm via Blackboard**