ANTH 175: EVOLUTIONARY MEDICINE (v. 9/27/2022)

Fall Quarter 2022 (CRN: 11005); 4 Credit Hours
Mondays & Wednesdays 2:00-3:20 pm in GSH 123

Satisfies an SC Core Ed Requirement & a Global Health Minor NS Elective Requirement

Professor: Dr. Josh Snodgrass (website: http://www.pinniped.net/snodgrass.html)
Office Hours: Mondays 12-1 pm in Pacific 12, Wednesdays 12-1 pm by Zoom, & by appointment
E-mail: jjosh@uoregon.edu

Graduate Student Teaching Assistants (aka, GEs): Tanner Anderson, e-mail: tander10@uoregon.edu
Samantha Queeno, e-mail: squeeno@uoregon.edu
Sara Cotton, e-mail: scotton@uoregon.edu

Course Description: Application of evolutionary thinking to the study of human health and disease

Format: We are now teaching this as a flipped lecture class (Recorded lectures available online with live in-person class that includes discussion, lecture highlights, Q&A, and review for quizzes) with live, in-person labs

Canvas: A Canvas site will be used extensively, it being the main source for course materials, information, readings, lab materials, and announcements. Make sure that you check your Canvas-linked e-mail daily.

Accommodations: The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Readings: No books are assigned. Instead, we use assorted articles and book chapters (on Canvas; see below) but all of these are not required—instead, they are strongly encouraged.

Course Content: This course provides an introduction to evolutionary (or Darwinian) medicine, a relatively new field that recognizes that evolutionary processes and human evolutionary history shape health among contemporary human populations. The field of evolutionary medicine emphasizes ultimate explanations, such as how natural selection and other evolutionary forces shape our susceptibility to disease; this perspective complements that of biomedicine, which generally focuses on identifying the immediate mechanisms that give rise to diseases and malfunctions. The evolutionary medicine approach has provided insights into why diseases occur at all and additionally has produced valuable insights on treatment strategies. This course will examine a variety of diseases using an evolutionary perspective, including infectious diseases, mental disorders and cancers, and focus attention on the role of diet and psychosocial stress in the development and progression of cardiovascular disease, obesity, and diabetes.

Expanded Course Description: This is a core education science satisfying course that is designed to be a comprehensive introduction to evolutionary, or Darwinian, medicine. In brief, evolutionary medicine is the application of evolutionary thinking, including evolutionary processes and human evolutionary history, to understanding health and disease among contemporary human populations. This course uses a scientific approach, drawing on the methods, theories, and bodies of knowledge from various scientific disciplines, including evolutionary biology, genetics, neuroscience, physiology, nutritional sciences, and medicine.
This course has four main sections:

Section 1 introduces students to the scientific method and evolutionary theory, and builds the foundation for understanding the evolutionary medicine approach. Particular attention is directed towards the adaptation concept and life history theory. This section of the course also provides an introduction to human evolutionary history, concentrating on key events in hominin evolution (e.g., bipedalism and brain evolution), and to modern human biological variation.

Section 2 focuses on the basic principles of evolutionary medicine, and emphasizes differences between proximate and ultimate explanations. This section of the course also provides a basic introduction to epidemiology (the study of patterns of human disease and their causes) and a brief discussion of contemporary global health issues.

Section 3 uses the evolutionary medicine approach to examine infectious diseases. This section of the course provides an introduction to human defenses to infectious organisms, and describes major cultural transitions in human history that altered exposure to infectious disease. This section also focuses on emerging infectious diseases.

Section 4 applies the evolutionary medicine approach to chronic diseases, with an emphasis of cardiovascular diseases, obesity, and diabetes. This section of the course also highlights the biocultural framework to examine the role of diet and psychosocial stress in the development and progression of chronic conditions.

Core Education: Science: This is a core education science satisfying course that introduces students to the foundations of several scientific disciplines (in particular, biological anthropology, biomedicine, and epidemiology/public health), and provides an introduction to the fundamental process of scientific reasoning.

Core education is the cornerstone of a liberal arts and sciences education. General education allows students to explore in disciplines that they may never have had the opportunity to explore and to make connections among ostensibly disparate ideas and intellectual traditions. A liberal arts and sciences education prepares students to understand major societal challenges, to think critically and flexibly about solutions, to consider complex ethical issues, and to provide leadership on a variety of global issues.

In this time of movement away from a liberal arts and science education in favor of technical training for what are deemed to be economically valuable professions, UO education embraces a foundation that incorporates and integrates natural sciences, social sciences, and the humanities. This type of education is more important now than ever. This deep and flexible knowledge serves as a Swiss Army Knife—with a variety of mental tools—that helps students navigate their future, and prepares them for an ever-shifting job market.

Learning Objectives: After successful completion of this course, students will have an understanding of the following key issues:

→ The scientific method as a way of knowing and how it serves as a way to ensure accountability for factual claims
→ The basic principles of evolutionary biology and human genetics
→ Major trends in hominin evolution and how humans have adapted biologically to their environments
→ The basic concepts and terminology used in epidemiology and public health
→ The distinction between proximate and ultimate explanations for human biology and disease
→ The general pattern of health change throughout human prehistory and history, and across populations
→ How the biocultural approach to health can provide a window onto such issues as obesity, cardiovascular disease, birth complications, HIV/AIDS, autoimmune diseases, and allergy
→ The explanatory framework that the environmental mismatch approach uses to explain chronic disease, infectious conditions, and mental disorders in contemporary human populations
→ How evolutionary approaches to health and disease can inform public health policy decisions
Expectations and Grade Breakdown: Viewing of recorded lectures, attending the live class (as often as possible), and participation in lab sections (as often as possible) are extremely important for your success in the course. Course readings are very helpful as a supplement to lectures, in completing lab assignments, and participating in lab activities. Your course grade will reflect performance on 4 quizzes, 3 lab write-ups, and a multi-part Public Health White Paper project.

Quizzes...........................................40%
  Quiz 1 (Online, covers weeks 1-3; Must be taken 10/13 - 10/16), 10%
  Quiz 2 (Online; covers weeks 4-5; Must be taken 10/27 - 10/30), 10%
  Quiz 3 (Online; covers weeks 6-7; Must be taken 11/10 - 11/13), 10%
  Quiz 4 (Online; covers weeks 8-9; Must be taken 11/24 - 11/27), 10%

Lab Worksheets.............................15%
  Week 2 Lab (Evolutionary & Biocultural Approaches; Due 10/16), 5%
  Week 3 Lab (Anthropometry & Biomarkers; Due 10/23), 5%
  Week 6 Lab (Food Production & Paleopathology; Due 11/13), 5%

Public Health White Paper..........45%
  Scaffolding Assignment 1 (Topic & group division of labor; Due 10/23), 5%
  Scaffolding Assignment 2 (Why this condition & this intervention; Due 11/6), 5%
  Scaffolding Assignment 3 (Evolutionary and/or biocultural component; Due 11/20), 5%
  Group Presentation (In lab section; Week 10), 10%
  Final Briefing Document (Due 12/8), 20%

Quizzes: Quizzes are based on lectures, readings and labs, and will be multiple choice on Canvas. Each quiz will have 30 MC questions. Quizzes must be taken at the scheduled time or there is likely to be a penalty. If you will not be able to take a quiz, you must notify us in advance by e-mail.

Lab Sheets: Sections will consist of lab exercises and discussion and are designed with two purposes: 1) introduce new material—both through lab activities and discussion—that complements what we cover in lecture; and 2) review key concepts from the lecture and readings—and this is a time to ask questions. Attendance is expected but not counted towards your grade. During the term, each student will complete three SHORT (1-2 page) lab worksheets based on the exercises and questions from lab activities. All lab sections will be run by GEs Tanner, Samantha, and Sara.

Public Health Policy White Paper: During the term, each student will participate in a group activity of 3 students and will write a 3-page (single-spaced; plus 1-page references) Public Health Policy White paper on one of the following ten topics: 1) Alzheimer’s Disease; 2) Opioid Addiction; 3) Drug-Resistant Infections (e.g., MRSA); 4) Ebola; 5) Influenza; 6) Autism; 7) Diabetes; 8) Autoimmune Diseases; 9) Depression; or, 10) Cancers.

The goal of this assignment is to focus attention on an important current public health issue in the US, providing a statement of the problem (e.g., prevalence, developmental profile, populations impacted, etc.) and consideration of the utility of evolutionary and biocultural perspectives. The White Paper then provides a public health recommendation, with a justification for the intervention and a consideration of the pros and cons of the recommendation.

This is an iterative writing assignment with three scaffolding assignments due during the term (with feedback provided by Sara, Tanner, and Samantha) and the final document submitted during Finals Week (12/8). Also, your team will present this White Paper to your lab during Week 10.

Scaffolding Assignment 1 focuses on your group and your process—who is on your team, what health issue you will focus on, how you plan to divide up the work, and how you will communicate effectively and deal with any disagreements.
Scaffolding Assignment 2 addresses the particular health topic on which you will focus, and discusses why you chose that condition as your focus and then also details your plans for your intervention.

Scaffolding Assignment 3 has your group discuss how an evolutionary and/or biocultural perspective informs your understanding of the condition and the intervention.

The Group Presentation is a 5-minute presentation during the Week 10 lab. You are evaluated on how well you make the case for your topic, how well you justify your intervention, the quality of the presentation, and how well your group works together.

Finally, the Final Briefing Document is due during finals week and is the polished document stating the problem, discussing the evolutionary and biocultural insights, and detailing the public health recommendation. It is evaluated on the content but also the quality of the writing.

Attendance: Class attendance (lab and lecture/flipped class) is not recorded and does not count towards your grade in the class. It is expected that for most students, regularly attending class and lab are essential for success in the course. If you miss a class or a lab, we provide opportunities to make them up in the form of meetings during office hours; these can be done in-person or on zoom.

Late Work/Make-Ups: All assignments should be completed on time and quizzes taken during the required window. Work can generally be turned in late; however, as a rule there is a 10% deduction for each day the assignment or quiz is late.

How Grades are Assigned: Grades will be assigned as follows: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F < 60% (with minus and plus grades assigned at appropriate cutoffs, generally following these cutoffs: A- = 90.0-92.99; A = 93.0-96.99; A+ = 97%+, etc.; However, deviations from this do occasionally happen).

The grading system used in this course is as follows:
A – Outstanding performance relative to that required to meet course requirements; demonstrates a mastery of course content at the highest level.
B – Performance that is significantly above that required to meet course requirements; demonstrates a mastery of course content at a high level.
C – Performance that meets the course requirements in every respect; demonstrates an adequate understanding of course content.
D – Performance that is at the minimal level necessary to pass the course but does not fully meet the course requirements; demonstrates a marginal understanding of course content.
F – Performance in the course, for whatever reason, is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of the course content.
I – Incomplete; Only assigned under the following conditions: https://provost.uoregon.edu/grades-incompletes-policy

Academic Misconduct: The UO Student Conduct Code (https://dos.uoregon.edu/conduct) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g., quotations, paraphrases, ideas). If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act.

Reporting Requirements: I am an Assisting Employee under UO’s Prohibited Discrimination and Retaliation Policy. As an Assisting Employee, I will direct students who disclose prohibited discrimination and harassment, including sexual harassment or violence, to resources that can help and will only report the information shared to the university administration if the student requests that the information be reported (unless
someone is in imminent risk of serious harm or a minor). I am a mandatory reporter of child abuse. Students experiencing sex or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit https://safe.uoregon.edu/ for help.

Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. Additional resources are available at https://investigations.uoregon.edu/how-get-support.

**Inclement Weather:** It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Canvas and by email. Updates on inclement weather and closure are also communicated in other ways described here: https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather/inclement-weather-immediate-updates.

**Academic Disruption due to Campus Emergency:** In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas. In the event that the instructor of this course has to quarantine, this course may be taught online during that time.
## CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Suggested Readings</th>
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| 1    | 9/26  | No class: Rosh Hashanah holiday | 1) Shubin 2009  
2) Nesse 2016  
3) Gibbons 2021 |
|      | 9/28  | Lecture 1 (Live in-person): Course Overview and Requirements | **Week 1 Lab: Intro; Scientific Method; Basic & Applied Science** |
|      |       | Lecture 2 (Recorded): Anthropology, Science, & Evolution: GenEd & Liberal Arts; Anthropology; Science; Earliest Evolutionary Studies | 1) Zakaria 2015  
2) Wiewel 2020 |
|      | 10/3  | Lecture 3 (Recorded): Basics of Evolutionary Medicine, Part 1: The History of the Field & Its Key Players; Proximate vs. Ultimate Explanations; Starting to talk about COVID | 1) Zuk 2007 (Ch1) |
|      | 10/5  | **Week 2 Lab: Evolutionary & Biocultural Approaches** *(Lab write-up due the following week)* | **Lab reading**  
1) Gravlee 2020 |
|      |       | *Practice quiz on wks 1-2 (10/6 - 10/9; Does not count toward your grade)* | |
| 2    | 10/10 | Lecture 4 (Recorded): Basics of Evolutionary Medicine, Part 2: Evolutionary Explanations of Disease; Anthropological & Epidemiological Approaches | 1) Wiley & Allen 2013  
2) Schneider 2017 (Ch4) |
|      |       | **Week 3 Lab: Anthropometry (Body size, proportions, and composition) & biomarkers/disease markers** *(Lab write-up due the following week)* | **Quiz 1: Real Quiz on everything wks 1-3  
(Runs on Canvas from 10/13 - 10/16)** |

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1) Shubin 2009  
2) Nesse 2016  
3) Gibbons 2021  
1) Firestein 2012  
2) Bering 2012  
1) Firestein 2012  
2) Bering 2012  
1) Zakaria 2015  
2) Wiewel 2020  
1) Zuk 2007 (Ch1)  
1) Gravlee 2020  
1) Wiley & Allen 2013  
2) Schneider 2017 (Ch4)  
1) Leonard et al. 2009
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<tr>
<td>4</td>
<td>10/17</td>
<td><strong>Lecture 6 (Live in-person): Public Health Interventions:</strong> Introduction to the Public Health White Paper assignment; Crafting an effective public health intervention; Causes of the causes; The US PH system</td>
<td>1) MN Department of Health 2019 2) Carr 2022 3) Yong 2021</td>
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<td>10/19</td>
<td><strong>Lecture 7 (Recorded): Evolutionary Biology, Part 1:</strong> Natural Selection &amp; Adaptation; How Evolution Works; Biological Basis of Life</td>
<td>1) Jurmain et al. 2011 (Ch3)</td>
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<td><strong>10/19 Class run by GEs (Dr. Snodgrass in Seattle doing a program review at the University of Washington)</strong></td>
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<td><strong>Week 4 Lab:</strong> Public health policy &amp; evolutionary approaches; Public Health Messaging (Birth complications &amp; Addressing COVID) (&amp; Dedicated group work time)</td>
<td>Lab readings/video 1) Ball &amp; Russell 2014 2) Lewis 2020 3) Shafer 2020</td>
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<td><strong>Public Health White Paper Scaffolding assignment 1 (Topic &amp; Team/Division of labor), Due 10/23</strong></td>
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<td>5</td>
<td>10/24</td>
<td><strong>Lecture 8 (Recorded): Evolutionary Biology, Part 2:</strong> Modern Synthesis; Adaptation; Evolution and Development</td>
<td>1) Stanford et al. 2008 (Ch5) 2) Gluckman &amp; Hanson 2006 (Ch2)</td>
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<td>10/26</td>
<td><strong>Lecture 9 (Recorded): Evolutionary Biology, Part 3:</strong> Human Evolutionary History; The Fossil Evidence for Human Evolution</td>
<td>1) Gluckman et al. 2016 (Ch6)</td>
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<td><strong>Week 5 Lab:</strong> Video: Ghost in Your Genes (Video questions do NOT get turned in—use as study guide)</td>
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<td><strong>Quiz 2: Real Quiz on everything wks 4-5 (Runs on Canvas from 10/27 - 10/30)</strong></td>
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<td>6</td>
<td>10/31</td>
<td><strong>Lecture 10 (Recorded): Evolutionary Biology, Part 4:</strong> Modern Human Origins; Contemporary Human Adaptation and Adaptability</td>
<td>1) Jurmain et al. 2011 (Ch12)</td>
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<td><strong>Week 6 Lab:</strong> Food Production; Skeletal Health &amp; Paleopathology <strong>(Lab write-up due the following week)</strong></td>
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<td><strong>Public Health White Paper Scaffolding Assignment 2 (Why this condition &amp; your intervention), Due 11/6</strong></td>
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| 7    | 11/7     | **Lecture 12 (Recorded): Global Health, Part 2: The Big Picture of Global Health: Trends & Historical Patterns; Epi Transitions; Inequality; Video Segment: Trends in Life Expectancy** | 1) Schneider 2017 (Prologue)  
  2) Schneider 2017 (Ch1 + bits of Ch4 & Ch5) |
|      | 11/9     | **Lecture 13 (Recorded): Global Health, Part 3: Global Health Changes in the Past Century: Social Determinants of Health; Climate Change & Health** | 1) Sapolsky 2018  
  2) Kivland & Sosin 2018 |
|      |          | **Week 7 Lab: No in-person labs this week because of the Veterans Day Holiday; Instead watch Rx for Survival video on your own time (Video questions do NOT get turned in—use as study guide)** |  
  **Quiz 3: Real Quiz on everything wks 6-7 (Runs on Canvas from 11/10 - 11/13)***  |
|      |          | **Quiz 3: Real Quiz on everything wks 6-7 (Runs on Canvas from 11/10 - 11/13)*** |  
  **Quiz 3: Real Quiz on everything wks 6-7 (Runs on Canvas from 11/10 - 11/13)***  |
| 8    | 11/14    | **Lecture 14 (Recorded): Global Health, Part 4: An Evolutionary Perspective on Allergy & Autoimmune Disease: Changing Worlds & the Price of Victory over Infectious/Parasitic Disease; Dysregulated Immune Systems and Microbiomes** | 1) Zuk 2007 (Ch2)  
  2) Stearns & Medzhitov 2016 (Ch8—pp. 233-237)  
  3) O'Connor 2022 |
|      | 11/16    | **Lecture 15 (Recorded): Emerging & Reemerging Infectious Diseases: Ebola, TB, HIV/AIDS** | 1) Zuk 2007 (Ch10)  
  2) Mandavilli 2021 |
|      |          | **Week 8 Lab: Dedicated work time on the White Paper; The landscape of interventions & Incorporating the evolutionary and biocultural component** |  
  **Public Health White Paper Scaffolding Assignment 3 (Evolutionary and/or biocultural component), Due 11/20**  |
|      |          | **Public Health White Paper Scaffolding Assignment 3 (Evolutionary and/or biocultural component), Due 11/20** |  
  **Public Health White Paper Scaffolding Assignment 3 (Evolutionary and/or biocultural component), Due 11/20**  |
| 9    | 11/21    | **Lecture 16 (Recorded): An Evolutionary Perspective on Sexually Transmitted Infections (STIs)** | 1) Zuk 2007 (Ch5) |
|      |          | **No Lab this Week—Thanksgiving** |  
  **Quiz 4: Real Quiz on everything wks 8-9 (Runs on Canvas from 11/24 - 11/27)***  |
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<td>10</td>
<td>11/28</td>
<td><strong>Lecture 18 (Recorded): Evolution of the Human Diet, Part 2:</strong> Obesity, Diabetes, and Cardiovascular Disease; Mismatch; Should We Be Eating a Paleodiet and What Does That Even Mean?</td>
<td>1) Stearns &amp; Medzhitov 2016</td>
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<td><strong>Lecture 19 (Recorded): Putting it all Together:</strong> How to Live a Long, Healthy and Meaningful Life</td>
<td>2) Jabr 2013</td>
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<td>11/30</td>
<td><strong>Week 10 Lab:</strong> Group Presentations on White Paper</td>
<td>No new readings</td>
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<td>11 (Finals Week)</td>
<td>12/8</td>
<td><strong>Public Health White Paper/Final Briefing Document Due Thursday, December 8 by 8:00 pm (turn in one copy per group)</strong></td>
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ANTH 175: EVOLUTIONARY MEDICINE  
Fall Quarter 2022  

**Week 1**  
**For Wednesday’s Class (9/28)**  
**Recommended Readings**  

**Required Lab Readings for Week 1**  
- Bering J. 2012. How are they hanging? This is why they are. In: Why is the Penis Shaped Like That?...And other Reflections on Being Human. Scientific American/FSG, pp. 3-10.  

**Week 2**  
**For Monday’s Class (10/3)**  
**Required Video**  
- Lecture 2 Video  

**Recommended Readings**  

**For Wednesday’s Class (10/5)**  
**Required Video**  
- Lecture 3 Video  

**Recommended Reading**  

**Required Lab Reading for Week 2**  

**Week 3**  
**For Monday’s Class (10/10)**  
**Required Video**  
- Lecture 4 Video  

**Recommended Readings**  
- Schneider MJ. 2017. Epidemiology: The basic science of public health (Chapter 4). In: *Introduction to Public Health* (5th edition). Burlington, MA: Jones and Bartlett Learning. pp. 3-14. (Also read short sections from Chapters 4 & 5 included with this chapter PDF)
For Wednesday’s Class (10/12)

Required Video
- Lecture 5 Video

Recommended Reading

Week 4

For Monday’s Class (10/17)

Recommended Reading

For Wednesday’s Class (10/19)

Required Video
- Lecture 7 Video

Recommended Reading

Required Lab Reading for Week 4
- Video: Autumn Schafer IntroDUCKtion video: Health Promotion https://www.youtube.com/watch?v=XgDgSXIFLiI&list=PL9mmMea1Vv2IsH2Ss7E8UU5Wr74gY_XsP&index=25&t=128s

Week 5

For Monday’s Class (10/24)

Required Video
- Lecture 8 Video

Recommended Readings

For Wednesday’s Class (10/26)

Required Video
- Lecture 9 Video
**Recommended Reading**


**Week 6**

**For Monday’s Class (10/31)**

*Required Video*

- Lecture 10 Video

*Recommended Reading*


**For Wednesday’s Class (11/2)**

*Required Video*

- Lecture 11 Video

*Recommended Reading*


**Week 7**

**For Monday’s Class (11/7)**

*Required Video*

- Lecture 12 Video

*Recommended Reading*


- Schneider MJ. 2017. Public health: Science, politics, and prevention (Chapter 1). In: *Introduction to Public Health (5th edition)*. Burlington, MA: Jones and Bartlett Learning. pp. 3-14. (Also read short sections from Chapters 4 & 5 included with this chapter PDF)

**For Wednesday’s Class (11/9)**

*Required Video*

- Lecture 13 Video

*Recommended Reading*

- Sapolsky RM. 2018. The health-wealth gap: The growing gulf between rich and poor inflicts biological damage on bodies and brains. *Scientific American*.


**Week 8**

**For Monday’s Class (11/14)**

*Required Video*

- Lecture 14 Video

*Recommended Reading*


For Wednesday’s Class (11/16)
Required Video
Lecture 15 Video
Recommended Reading

Week 9
For Monday’s Class (11/21)
Required Video
• Lecture 16 Video
Recommended Reading

For Wednesday’s Class (11/23)
Required Video
• Lecture 17 Video
Recommended Reading

Week 10
For Monday’s Class (11/28)
Required Video
• Lecture 18 Video
Recommended Reading
• Jabr F. 2013. How to really eat like a hunter-gatherer: Why the Paleo Diet is half-baked. Scientific American.

For Wednesday’s Class (11/30)
Required Video
• Lecture 19 Video
Recommended Reading
• No new readings