

CULTURE AND MEDICINE

ANT4462

SECTIONS: 4039 (UF Online Program), 4036 (Web)

3 CREDIT HOURS

SUMMER B 2017

INSTRUCTOR: David Dillon: davidtdillon@ufl.edu

OFFICE HOURS: Thursdays 12-2 pm and by appointment (please make appointments by email).

OFFICE: B329 Turlington Hall

PHONE: (352) 392-2253

The instructor will be available in Grinter 425 (4th floor in Center for African Studies) and online during scheduled office hours. Locations for appointments outside of normal office hours will be scheduled individually.

COURSE TA OR COORDINATOR:

Aja Cacan: ajacacan@ufl.edu

Office hours: TBA on Canvas

Jordan Traff: jtraff@ufl.edu

Office hours: TBA on Canvas

Stephanie Boothby: sboothby@ufl.edu

Office hours: TBA on Canvas

All TAs are available in B329 Turlington Hall (in the basement) and online during office hours. Locations for appointments outside of normal office hours will be scheduled individually.

COURSE WEBSITE: <https://ufl.instructure.com/courses/339887>

COURSE COMMUNICATIONS: The instructor and TAs can all be reached by email. Please use your UF email address and allow 24 hours for a response. The TAs will use email to

make general class announcements or to contact students directly about their work. Students are responsible for checking their official UF email regularly to be aware of communication from their instructors. There are no allowances for students who fail to read their email announcements or whose inboxes are full at the time an announcement is sent.

REQUIRED TEXT:

2012 Wiley, A. and J. Allen. *Medical Anthropology: A Biocultural Approach*. Oxford University Press, New York.

Additional readings available in Canvas.

COURSE DESCRIPTION: This course offers a broad examination of health and disease in a cross-cultural context. As part of this course, we explore the relationship of anthropology to the art and science of medicine through cross-cultural comparisons and specific ethnographic examples. Given the time constraints of this class, we are not able to examine everything related to medical anthropology. Instead we use literature, film, and discussion to examine the cultural construction and organization of diverse health systems, world economic development/political economy of health, and the role of the anthropologist in transformations of contemporary Western health systems.

PREREQUISITE KNOWLEDGE AND SKILLS: There are no specific prerequisites or skills for this course. The following resources may be helpful to students who wish to gain more information about Anthropology before/while taking this course:

Books:

- R. Lavenda & E. Schultz. *Anthropology*. Oxford University Press.
- Podolefsky, P. Brown, and S. Lacy. *Applying Anthropology: An Introductory Reader*. McGraw Hill.

Websites:

- [Living Anthropologically](#): This website/blog is a supplement to the Lavenda and Schultz book and provides links to additional resources and up-to-date information.
- [American Anthropological Association](#): Official website for the American Anthropological Association.
- [The Anthropology Department at UF](#) also offers a wide variety of courses every semester. For additional information on course offerings:

PURPOSE OF COURSE: This course is designed to help students develop a better appreciation for the complex relationship between culture, human biology, and health; and how it varies over space and time. The course will help students understand:

1. Different concepts of health and illness across cultures,
2. How social and environmental factors influence health outcomes
3. How culture and biology interact to shape individual and population-level health outcomes.

This course also helps students develop a better appreciation for the ways that they themselves conceive of health and the different factors that influence their own health beliefs and healthcare decisions.

COURSE GOALS AND/OR OBJECTIVES: By the end of the course, the students should be able to:

1. Describe the scope of medical anthropology and give examples of the key theoretical and empirical areas
2. Analyze the biocultural factors that shape the distribution of health
3. Evaluate cultural influences and assumptions about healing practices
4. Apply an anthropological perspective to public health problems both in the U.S. and internationally.

This course is also designed to develop the student's learning skills, including:

1. Analytical thinking and research abilities (including information acquisition and critical reading and writing skills)
2. Holistic learning skills and the ability to integrate ideas from many different perspectives.

TEACHING PHILOSOPHY: Anthropology makes an important contribution to understanding and appreciating human diversity. People do not have to be an academic to be an anthropologist. Many anthropologists are involved in applied work across a range of disciplines. Therefore, our goal when teaching Anthropology is for students to understand the relevance of anthropology to their lives and the contribution that anthropology can make to other disciplines and practices.

We follow a constructivist learning approach, which means that we believe learning is an active process of creating meaning from different experiences. In other words, students learn best by trying to make sense of something on their own with instructors available as a guide to help them along the way. This means that we have a responsibility to help facilitate student learning and engagement. Our approach to teaching is to act as a facilitator and co-creator of information, rather than lecturers. We understand that students learn in many different ways and our role is to help students identify: 1) how they learn best, 2) how to use that capacity to find new information,

and 3) how to effectively and efficiently evaluate, translate, and use the information that they find. Our teaching approach reflects these goals--we favor a more interactive, hands-on approach to teaching and asking questions that encourage students to synthesize and engage with the material.

This type of learning requires active participation from both the teacher and the student. So, we expect that students will take the necessary time to prepare for class in advance and actively participate in classroom activities. Being an active participant in this course means doing the necessary readings, watching lectures, completing assignments and engaging in respectful discussions with classmates.

INSTRUCTIONAL METHODS: This is an entirely online course. The course material is divided into 13 modules that include lectures, readings, discussions, and assignments. These activities are designed to help students engage with the material and facilitate learning and interaction with their peers in the class. There is no set order to complete the material within a module however; students must pass each module quiz to continue to the next module.

COURSE POLICIES:

ATTENDANCE POLICY: Although this is an online course, students are expected to review all material posted on the course E-Learning site (i.e., lectures, articles, videos, etc.), as scheduled, and to read their textbook in the order posted. Students are also expected to complete all quizzes, individual assignments, and discussion posts on schedule. Assignments are due by 11:59 pm on the day assigned unless otherwise specified.

Students unable to complete assignments due to documented, excused absences or extenuating circumstances must contact the course instructor no less than 48 hours before a planned absence (e.g., university event, religious holiday) and no more than 48 hours after an unplanned absence (e.g., illness). Make-up opportunities will be offered for absences for which documentation is provided. Requirements for make-up quizzes, assignments, and other work in this course are consistent with university policies that can be found in the [online catalog](#).

QUIZ/EXAM POLICY: Quizzes for this course are administered in Canvas. The quizzes are open book/open note, but students must complete them on their own. Students are not allowed to collude on quizzes in this class. Quizzes must be completed within 20 minutes unless students have an accommodation for additional time. Students will have

multiple attempts to retake each quiz and must score 9/10 on the quiz in order to move on to the next module.

Please see the regarding policy below for information on disputing a quiz grade.

ASSIGNMENT POLICY: Students are required to complete all assignments by the stated due dates. Assignments should be submitted within Canvas. Specific instructions are provided for each assignment in Canvas. The due dates for assignments can be found in the course schedule at the end of this syllabus and in the course calendar in Canvas. Late assignments will lose one half-letter grade for each day past the deadline (including weekends).

MAKE-UP POLICY: Make-up quizzes/assignments are only available in the case of incapacitating illness or other university-approved absence. When possible, students must provide the instructor with written documentation from an appropriate authority within 24 hours. Teaching Assistants (TAs) may not give permission for make-up work or assignment extensions. The instructor does not assign grades of “incomplete” except in the most unusual, extreme circumstances (i.e. alien abduction). Students must provide documentation of such circumstances from an appropriate authority.

REGRADING POLICY: If students dispute the grade they receive for an assignment or quiz, they may request to have it re-graded by the instructor. First, students must discuss the grade with your TA so they understand the initial rationale for the grade. If the student still wishes to dispute the grade, they may email the instructor to request that their assignment be re-graded. If they request re-grading, the second grade will stand, regardless of whether it is higher or lower than the original grade. Students may request re-grading up to one week after an assignment/quiz has been returned; we will not consider regarding requests after this time. The final presentation is not eligible for re-grading.

COURSE TECHNOLOGY:

Quizlet: [Quizlet](#) is a free online study tool that students may use for a variety of interactive study activities including flashcards, matching activities, and other learning games. Flash cards are available in each module.

VoiceThread: VoiceThread is a cloud based web application that allows users to post media such as a document, slide show, video, or photo collection that can be commented on by a community and then converted into a flash-based animation. Comments can be made by microphone, webcam, text, audio file or telephone.

VoiceThread will be used for two of the exercises in this class: the conceptual diagram and the final presentation. There are two components to each of these assignments: 1) uploading your video to VoiceThread and 2) Commenting on the VoiceThread videos from your group members.

Students can access VoiceThread in eLearning by clicking on Modules>VoiceThread.

UF POLICIES:

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES: Students requesting accommodation for disabilities must first register with the [Dean of Students Office](#). The Dean of Students Office (DSO) will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. The student must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the [UF Student Honor Code](#). *Please be aware--all written assignments are submitted to TurnItIn. Students caught plagiarizing on any assignment in this class will be reported to the Dean of Students and receive a zero for the assignment.*

NETIQUETTE: COMMUNICATION COURTESY: All members of the class are expected to follow rules of common courtesy (outlined in the [Netiquette Guide for Online Courses](#)) in all email messages, threaded discussions and chats.

UNIVERSITY OF FLORIDA COUNSELING SERVICES:

Resources are available on-campus for students that feel like they are struggling in their personal or academic life.

- University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling
- Student Mental Health, Student Health Care Center, 392-1171, personal counseling
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling
- Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

COURSE EVALUATIONS: Student feedback is greatly appreciated and taken seriously. Course evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester. Students will be notified via email when the online evaluation page is open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

GETTING HELP:

For issues with technical difficulties for E-learning in Canvas, please contact the UF Computing Help Desk at:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <https://request.it.ufl.edu>

** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. Students MUST e-mail your instructor within 24 hours of the technical difficulty if they wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should students have any complaints with their experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

GRADING POLICIES:

We will assess our performance in this class through discussion posts, module activities, module quizzes, and a final research project.

Quizzes (10 points ea./ 10% of final grade)

There are 12 module quizzes and a syllabus quiz in this course.

Syllabus quiz: Comprehension of the syllabus and class policies is essential. The syllabus quiz must be completed by June 28th. Students need to complete the syllabus quiz with at least a 90% to unlock access to the course modules. Students may retake the syllabus quiz as many times as necessary.

Module quizzes: Each module has a quiz that must be completed sequentially to access the next set of modules. Quiz questions are based on lectures and readings. Quizzes consist of 10 multiple-choice questions. Module quizzes must be completed by the end of each week. Students must score a 90% or above to move on to the next module. Students will have multiple attempts to successfully complete each quiz. Quizlet flashcards have been created for each module to help students study for the quizzes.

Short Answers (5 points ea./ 10% of final grade)

Short answer responses must be completed each week. Short answers should be between 250-300 words.

Discussion posting (10 points ea./ 30% of final grade)

Each module includes a discussion question. Discussion questions are addressed in the class discussion board. Students must post an answer to the discussion question and comment on two other posts to receive full credit for discussion. Guidelines and rubrics for this assignment will be provided in Canvas.

Video activities (10 points ea./ 20% of final grade)

There are ten video activities in this course. To complete video activities students must watch the assigned video and complete the three associated short answer questions. Guidelines and rubrics for this assignment will be provided in Canvas.

Research Project (175 points/30% of final grade)

Students are required to complete a research project on a topic relating to medical anthropology. The research project is cumulative. Several assignments will be used to assess the progress of research throughout the semester, culminating in a final presentation on VoiceThread. Guidelines and rubrics for the different stages of the project will be provided in Canvas.

1) *Project proposal* outlining the topic of the research project is due July 9th. (25 points) This proposal should describe the topic, including why the topic is important, and should identify some of the key questions or issues the student's projects will explore. Additional details will be provided in Canvas.

2) *Concept diagram and feedback* on VoiceThread due July 12th. (40 points for concept diagram/ 10 points for feedback)

Additional details will be provided in Canvas.

3) *250-word abstract and annotated bibliography*: Includes 10 carefully selected references from scholarly literature. Due July 19th (50 points). Additional details will be provided in Canvas.

4) *Final presentations and feedback* on VoiceThread due August 2nd. (40 points for final presentation and 10 points for feedback)

Additional details will be provided in Canvas.

Assignment	Points or percentage
Quizzes	10 points ea/ 10% of final grade
Short Answers	5 points ea/10% of final grade
Discussions	10 points ea/ 30% of final grade
Video Activities	10 points ea/ 20% of final grade
Research Project	175 points/ 30% of final grade

GRADING SCALE:

Letter grades are assigned based on the following scale:

A 93% or above	C 73-76.99%
A- 90-92.99%	C- 70-72.99%
B+ 87-89.99%	D+ 67-69.99%
B 83-86.99%	D 63-66.99%
B- 80-82.99%	D- 60-62.99%
C+ 77-79.99%	F below 60%

Current grade status is available under the “Grades” section of the e-learning site. For more information, see the [undergraduate catalog for grading policies](#).

COURSE SCHEDULE:

Week	Dates	Modules & Topics	Assignments
1	June 26-30	1. Introduction 2. Health & Disease 3. Healing Systems	Syllabus quiz due June 28th All other quizzes, module activities, & discussion posts for modules 1-3 due July 2nd <i>Drop/Add Summer B, June 26 and 27th</i> <i>Withdrawal with no fee Summer B, June 27th</i>
2	July 3-7	4. Human Nutrition 5. Growth & Development	Project proposal due July 5th All quizzes, module activities, & discussion posts for modules 4-5 due July 9th <i>Withdrawal with 25% refund Summer B, July 5th</i>
3	July 10-14	6. Reproductive Health 7. Aging/Senescence	Concept model due July 12th. All quizzes, module activities, discussion posts for modules 6-7, and due July 16th.
4	July 17-21	8. Environmental Health 9. Infectious Disease	Abstract/bibliography due July 19th All quizzes, module activities, & discussion posts for modules 8-9 due July 23rd

5	July 24-28	10. Globalization & Poverty 11. Social Inequality	All quizzes, module activities, & discussion posts for modules 10-11 due July 30th <i>Final Drop/Withdrawal deadline Summer B, July 28th</i>
6	July 31-Aug 4	12. Mental Health 13. Applied Anthropology	Poster presentation and feedback due Aug 2 All other quizzes, module activities, and discussion posts for modules 10-11 due August 4th <i>Last day Summer B classes, August 4th</i>

Disclaimer: This syllabus represents our current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.