Culture & Medicine
ANT 4462, Spring 2014
Mondays: 10:40 – 12:35
Wednesdays: 10:40 – 11:30
McCarty A, Room 2196

Instructor: Meredith Marten
Email: mgmarten@ufl.edu
Office: Turlington B103 or TBA
Office Hours: Tuesdays, 1 – 3, and by appt.

Course Description
This course serves as an introduction to medical anthropology, the expansive subfield of anthropology that studies health, disease and healing and the social and cultural factors that interact and influence health. This course studies medical anthropology from a biocultural perspective, focusing on both the cultural and biological causes and consequences of health and disease. In addition, ethnographic research in critical medical anthropology and global health complete the core readings, examining inequalities in health and well-being, and the political, economic and social causes underlying them.

The Society for Medical Anthropology defines medical anthropology as:

...a subfield of anthropology that draws upon social, cultural, biological, and linguistic anthropology to better understand those factors which influence health and well being (broadly defined), the experience and distribution of illness, the prevention and treatment of sickness, healing processes, the social relations of therapy management, and the cultural importance and utilization of pluralistic medical systems. The discipline of medical anthropology draws upon many different theoretical approaches. It is as attentive to popular health culture as bioscientific epidemiology, and the social construction of knowledge and politics of science as scientific discovery and hypothesis testing. Medical anthropologists examine how the health of individuals, larger social formations, and the environment are affected by interrelationships between humans and other species; cultural norms and social institutions; micro and macro politics; and forces of globalization as each of these affects local worlds.

Society for Medical Anthropology, 2012

Course Objectives
By the end of this course, students should be able to: 1) describe the scope of medical anthropology and anthropology of global health, 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 critical 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.
**Required Texts**

Wiley, Andrea S. and John S. Allen  

Farmer, Paul, Jim Yong Kim, Arthur Kleinman, and Matthew Basilico  

Holmes, Seth M.  

**ASSIGNMENTS**

All assignments are announced well in advance, and cannot be made up for any reason unless in the most exceptional circumstances, such as illness or a family emergency. Students must provide a doctor’s note or note from the proper University authorities, and alert the instructor prior to missing an assignment’s due date. Additionally, University policy states that individual students may not be offered extra credit opportunities that are not offered to all students, so please do not ask for individual opportunities for bonus points.

1. **10 Short Reaction Papers** (10 pts each, 100 pts total; 25%)  
Each student will complete ten short reaction papers in response to a day’s readings. The reaction papers should include: 1) a short summary of the key points of the reading(s); 2) your thoughts and intelligent reflections on the reading(s); 3) and 5 – 10 questions related to those readings to pose to the class to encourage discussion. All reaction papers should be 1.5” spaced, 12 pt. font in Times New Roman, and 1 – 1.5 pages long. **Reaction papers should be posted to the Discussions thread in e-Learning by 5 pm the day before class** for other students to view and upload a copy to Assignments on e-Learning, and bring a hard copy to class the day we discuss those readings to turn in to me. If you turn in a reaction paper you are expected to actively participate in class discussions and present your questions. Your grade on each reaction paper will include points for class participation.

2. **Quizzes** (3 quizzes, 25 points each; Total = 75 points; 25%)  
There will be three take-home or on-line quizzes this semester, each worth 25 points. Quizzes will cover material from the first third, second third, and final third of the semester. The first quiz will be due by class time on **February 3**, the second by 5 pm on **Friday, February 29**, and the third quiz is due by class time on **April 3**.

3. **Posters and Presentations** (Proposal: 10 pts; Abstract: 10 pts; Annotated Bibliography: 10 pts; Poster & bibliography: 60 pts; Presentation: 10 pts; Total = 100 pts; 25%)  
Each student will complete independent research on one topic of particular interest related to culture and health/medicine, and present their research findings in a poster, given during one of the poster sessions in weeks 14 and 15. More information about appropriate topics, content, format and presentation will be discussed in class and posted on e-Learning later on in the semester. **There are five graded components to this**: 1) a poster proposal, outlining your topic, why it’s important, key questions and issues your topic will explore, due **Monday, February 17** in
hard copy and e-Learning; 2) an abstract (250 – 300 words) outlining the research topic in brief detail, due **Wednesday, March 12** in hard copy and e-Learning; 3) an annotated bibliography with at least ten carefully selected references from scholarly literature, also turned in in hard copy and via e-Learning (under Assignments) by class time on **Wednesday, March 12**; 4) the poster and accompanying final (not annotated) bibliography, each due in pdf format via e-learning (Assignments) on your presentation day and in hard copy; 5) your presentation, which will be graded based on professionalism, how well you know the material and engage fellow students in discussions. Students not presenting on a certain day will be expected to participate (and will earn participation points). Stay tuned for further information.

4. **Final Exam** (100 points; 25%)  
The final is comprehensive, and will cover material from the entire semester. It will include information from all lectures, class discussions, readings, videos and online materials. Final exam date will be announced in class and via e-Learning.

5. **Participation** (25 points; 6%)  
Students are encouraged to share their insights, questions, and perspectives with the class. As a seminar, such active participation is required in order for the class to be successful. Therefore, students will be graded on the significance of their in-class participation.

**Extra Credit** (10 points)  
Students are also encouraged to attend other health and anthropology-related lectures around campus, including the Center for African Studies Baraza lectures, the Health in Africa Working Group lecture series, the Anthropology Department Colloquium, and any of the others available at UF. You can earn up to 10 points extra credit for attending one of these lectures and submitting a 2 page, 1.5” spaced review of the major themes, what you found interesting, questions you have, etc. Please see me to make sure it’s a topic related enough to count for credit. Extra credit assignments must be turned in by the last day of class, **Wednesday, April 17**.

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<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Points</th>
<th>%</th>
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<tbody>
<tr>
<td>10 Reaction Papers</td>
<td>Variable (10x)</td>
<td>10 each, 100</td>
<td>25%</td>
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<tr>
<td>3 Take-home Quizzes</td>
<td>Feb. 3, Feb. 29 (by 5 pm), April 3</td>
<td>25 each, 75</td>
<td>19%</td>
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<tr>
<td>Poster &amp; Presentation</td>
<td>Proposal: February 17</td>
<td>100</td>
<td>25%</td>
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<td>Abstract &amp; Annotated Bibliography:</td>
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<td>Wed. Mar 12 <em>(hard copy &amp; online)</em></td>
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<td>Poster/Pres: Week 14, 15 <em>(hard copy &amp; online)</em></td>
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<tr>
<td>Final Exam</td>
<td>To be announced</td>
<td>100</td>
<td>25%</td>
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<tr>
<td>Participation</td>
<td>Throughout</td>
<td>25</td>
<td>6%</td>
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Grading Scale:

A = 93% or above  
A- = 90-92.99%  
B+ = 86-89.99%  
B = 83-85.99%  
B- = 80-82.99%  
C+ = 76-79.99%  
C = 73-75.99%  
C- = 70-72.99%  
D+ = 67-69.99%  
D = 63-66.99%  
D- = 60-62.99%  
E = 59.99% or below

I do not round grades. Please note that the University implemented minus grades beginning in Summer 2009. Under the new system, a grade of C- will not qualify for major, minor, Gen Ed, or College Basic Distribution credit. Please see the following for more information: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

COURSE GUIDELINES

E-Learning
Sakai will be used for posting announcements, readings and links to websites, uploading assignments, and updating grades. All students are required to familiarize themselves with Sakai and check Sakai weekly for class-related announcements. Online tutorials are available for students at https://lss.at.ufl.edu/sakai-training/index.shtml and are highly recommended.

Class Announcements
Important information and announcements will be made in class and distributed to students through their UF email and posted on Sakai. All students are expected to read and be aware of all emails and class announcements as they are given out. There are no allowances made for students who fail to stay abreast of class announcements for any reason, including absences, full email inboxes or forgetfulness.

Attendance, Make-Up Work, and Late Assignments
You are expected to be an active participant in this class and to participate in class. If there is any change in topic, reading or assignment, this will always be revised on the online syllabus and announced in class and on the e-Learning announcements.

In cases where the assignment is uploaded to e-learning, it is your responsibility to ensure that your paper has the proper extension (.pdf, .doc, or .docx ONLY) and can be opened by me. Papers with the wrong extension, that are corrupt, or those that otherwise don’t open will be counted late until you provide a working version. Be sure to confirm proper upload of your papers and I advise you to take screenshots of submission confirmation pages in case there are any problems, so that you do not lose points for improper or lack of upload. Assignments will be marked down 5% for each day that they are late.

Use of Electronics
Cell phones, iPods, MP3 players etc. are not be permitted during class time, and all students must turn off or silence their phones prior to class. A student caught talking on their phone or texting will be asked to leave class. Laptops are permitted for note taking purposes only.
University Academic Honesty Policy
Students will be responsible for the completion of their own academic work. Unless noted for specific assignments, all work should be completed individually, and evidence of cheating, collusion (working with someone not connected to the class or assignment), plagiarism (use of someone else’s published or unpublished words or design without acknowledgment), multiple submissions (submitting the same assignment multiple times to different classes), and/or other acts of academic dishonesty will result in a zero (0) for the assignment, and/or be handled by the Department’s and the University’s procedures for dealing with academic dishonesty. All students are expected to honor their commitment to the University’s Honor Code and the student conduct code. If you are unsure whether your activities are legitimate regarding paper writing and exam taking, please do not hesitate to ask me.

Accommodations for Disabilities:
Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Students who wish to find out if they are eligible for services can contact the Disability Resource Center at www.dso.ufl.edu/drc. Please make any requests by the second week of class.

University Counseling Services
The Counseling Center at the University of Florida has a variety of services that may be of use to students during the semester. This includes individual, group and couples counseling, as well as workshops for stress management and time management. For more information, students may visit http://www.counsel.ufl.edu for the University Counseling and Wellness Center, at 3190 Radio Road, 392-1575. Also, additional resources are available on-campus that may be of help:
1. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling
2. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling
3. Reading & Writing Center, Broward Hall, 392-0791, writing assistance, study skills, test preparation

COURSE SCHEDULE
All readings are required unless noted as ‘recommended’, and students are expected to read the assigned material prior to the class date designated on the syllabus.

Week 1: Introduction; What is Medical Anthropology?
Mon, Jan. 6: Introduction to Course, Course Expectations
Wed, Jan. 8: Wiley, Chs. 1-2

Week 2: Healers & Healing; Diet and Nutrition
Mon, Jan. 13: Wiley, Ch. 3; Moerman 2000
Wed, Jan. 15: Wiley, Ch. 4
**Week 3: Growth & Development**
- **Mon, Jan. 20:** No class – Happy MLK Day!
- **Wed, Jan. 22:** Wiley, Ch. 5

**Week 4: Reproductive Health & Ageing**
- **Mon, Jan. 27:** Wiley, Ch. 6; Inhorn 2003 (recommended)
- **Wed, Jan. 29:** Wiley, Ch. 7

**Week 5: Introduction, Foundations of Global Health**
- **Mon, Feb 3:** Farmer, Chs. 1 – 3
  - Quiz 1 due
- **Wed, Feb 5:** Farmer, Ch. 4; appendix – Declaration of Alma Ata (skim)

**Week 6: Infectious Diseases**
- **Mon, Feb 10:** Wiley, Ch. 8; Farmer, Ch. 5
  - Film: The Vaccine Wars
- **Wed, Feb 12:** Wiley, Ch. 9

**Week 7: Mental Health**
- **Mon, Feb 17:** Farmer, Ch. 8
  - Poster proposals due in class, on e-Learning
- **Wed, Feb 19:** Wiley, Ch. 11

**Week 8: Stress, Social Inequality, and Race & Ethnicity**
- **Mon, Feb 25:** Farmer, Ch. 9; Sapolsky 2005 (recommended)
- **Wed, Feb 27:** Wiley, Ch. 10; Gravlee 2009
  - Quiz 2 due by 5 pm Friday, Feb. 29

**Week 9: Happy Spring Break!**

**Week 10: Health Care Delivery**
- **Mon, Mar 10:** Farmer, Ch. 6
  - Film: PBS Rx for Survival, ‘Delivering the Goods’
- **Wed, Mar 12:** Farmer, Chs. 7, 10
  - Poster abstracts & annotated bibliographies due in class on Wednesday, Mar. 12

**Week 11: Fresh Fruit**
- **Mon, Mar 18:** Holmes, Chs. 1, 2
- **Wed, Mar 20:** No Class, SfAA Meetings, Albuquerque

**Week 12: Fresh Fruit**
- **Mon, Mar 25:** Holmes, Chs. 3, 4
- **Wed, Mar 27:** Holmes, Ch. 5
Week 13: Fresh Fruit; Global Health Priorities
Mon, Apr 1: Holmes, Chs. 6, 7, appendix
Film: The Other Side of Immigration
Wed, Apr 3: Farmer, Ch. 11
Quiz 3 due

Week 14: Global Health Priorities; Poster Presentations (posters and bibliographies due by class time on the day each student is scheduled to present, both electronically via e-learning and in hard copy)
Mon, Apr 7: Farmer, Ch. 12; Wiley, Epilogue; Poster presentations
Wed, Apr 9: Poster presentations

Week 15: Poster Presentations (posters and bibliographies due by class time on the day each student is scheduled to present, both electronically via e-learning and in hard copy)
Mon, Apr 15: Poster presentations
Wed, Apr 17: Poster presentations
Final day to turn in Extra Credit

Week 16: Final exam, date TBD

RESOURCES

All readings and websites (except books) are available on Sakai unless noted otherwise. Additional recommended readings may be added to the e-Learning Resources page over the course of the semester.

Gravlee, Clarence

Inhorn, Marcia

Sapolsky, Robert