

ANT 4462 Culture & Medicine Syllabus

General Course Info

Course: ANT4462: Culture & Medicine: An Intro to Biocultural Anthropology

Semester/year: Fall 2024

Credit hours: 3.0

Location: Fully Online – All class work will be completed asynchronously through Canvas.

Instructional Team Info

Instructor: Madison E Hyman

Instructor's email: madisonehyman@ufl.edu

Online Office Hours: By appointment.

Zoom link: <https://ufl.zoom.us/my/madisonehyman>

[Links to an external site.](#)

Course Teaching Assistants (TA)

TA Name: Antony G. Gathiru, gathiru.antony@ufl.edu

Online Office Hours: By appointment.

TA Name: Yuqi Zhuang, yuqi.zhuang@ufl.edu

Online Office Hours: By appointment.

Course Communications

The instructor and TA can all be reached by email and through the messaging (“inbox”) tool in Canvas. Please use your UF email address and allow 24 hours for a response (not including weekends or holidays).

The instructor and TAs will use email to make general class announcements or to contact students directly about their work. Regular course information will be sent as “announcements” on the course website. Students are responsible for checking their official UF email and the Canvas page 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

2021 Wiley, A., and J. Allen. *Medical Anthropology: A Biocultural Approach*. 4th Edition. Oxford University Press, New York.

Additional readings available on Canvas.

Course Description

This course provides an introduction to biocultural medical anthropology, a specific approach to medical anthropology that includes attention to human-environment interactions, evolutionary processes and their effects on present day health and illness, and the influences of political economic and sociocultural forces. A biocultural perspective on health considers the social, ecological, and biological health issues and how they interact within and across populations. Throughout the course, we apply this perspective to pressing health issues ranging from mental health to aging, pandemics to the influence of racism on health. We cover foundational concepts and terms from medical anthropology, making this course suitable for anyone with an interest in these topics. We will also explore how a medical anthropological approach to studying health, illness, and disease differs from a biomedical approach to the same and how medical anthropologists can work together with other fields to improve health for all.

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:

- [Living Anthropologically:](#)
- [Links to an external site.](#)

- This website/blog provides links to additional resources and up-to-date information.
- [American Anthropological Association:](#)
- [Links to an external site.](#)
- Official website for the American Anthropological Association.
- [Anthropology Department at UF](#)
- [Links to an external site.](#)
- offers a wide variety of courses every semester. See this site for additional information on course offerings.

Purpose of Course

This course is designed to help you develop a better appreciation for the complex relationship between culture, human biology, the environment, and health, and how it varies over space and time. The course will help you 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 will also help you develop a better appreciation for the ways that you yourself conceive of health and the different factors that influence your own health beliefs and healthcare decisions.

Course Goals and/or Objectives

By the end of the course, you 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 globally

This course is also designed to develop your learning skills, including:

1. Analytical thinking and critical reading skills
2. Holistic learning skills and the ability to integrate ideas from many different perspectives

Instructional Methods

This is an entirely online course. The course material is divided into 16 weeks (13 modules) that include lectures, readings, videos, 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 Weekly Schedule

Week/ Module	Activity	Topic/Assignment (Question/Subject)	Assigne d Work Due
Week 1 – Orientatio n and Module 1	Topic	Orientation and Introduction to Biocultural Anthropology	
	[Aug 22-Aug 23]	<p>Summary</p> <p>To start off this course, begin by reviewing the course syllabus. Take some time to get to know your instructor and guest lecturers. Make sure to take the Orientation Quiz and introduce yourselves for a successful start to this course.</p> <p>This week you will learn about anthropology and its four subfields. Then you will explore the discipline of medical anthropology and a biocultural approach to studying health, illness, disease, and well-being.</p>	

	Readings/ Works	<p>Lock, Margaret. (1998). Menopause: lessons from anthropology. <i>Psychosomatic Medicine</i>, 60(4), 410-419.</p> <p>Wiley and Allen textbook, Chapter 1: Introduction: A Biocultural Approach to Medical Anthropology (pp. 1-13).</p>	
	Assignment	<p>Quiz 1 (Course Orientation Quiz)</p> <p>Introduce Yourself Discussion</p> <p>Reflection Journal 1</p> <p>Perusall 1</p>	<p>Quiz 1: Sunday Sept 1</p> <p>Introduce Yourself (Discussion): September 1</p> <p>Reflection Journal 1: Sept 1 (Sunday)</p> <p>Perusall 1: Sept 1 (Sunday)</p>

Week 2 – Module 2 [Aug 26 -Aug 30]	Topic	Anthropological Perspectives on Health and Disease	
	Summary	This week you will explore the concept of health and the challenge of defining it as a universal concept. Then you will distinguish among disease, illness, and sickness, and learn about the concepts of adaptation and medicalization.	
	Readings/ Works	<p>Wiley and Allen textbook, Chapter 2: Anthropological Perspectives on Health and Disease (pp. 14-39).</p> <p>Kleinman, Eisenberg, and Good. 1978. Culture, illness, and care: Clinical lessons from anthropologic and cross-cultural research. <i>Annals of Internal Medicine</i> 88, 251-258.</p>	
	Assignment	<p>Perusall 2</p> <p>Quiz 2</p>	<p>Perusall 2: Aug 30 (Friday)</p> <p>Quiz 2: Sept 1 (Sunday)</p>

<p>Week 3 – Module 3</p>	<p>Topic</p>	<p>Healers and Healing</p>	
<p>[Sept 03-Sept 06]*</p>	<p>Summary</p>	<p>This week you will explore different ethnomedical systems to identify the differences between biomedicine and alternative and complementary medicine. You will learn about the differences between placebo/nocebo and explain the relationship between culture and healing systems.</p>	
<p>*Sept 02 - Holiday (Labor Day)</p>	<p>Readings/ Works</p>	<p>Wiley and Allen textbook, Chapter 3: Healers and Healing (pp. 40-78).</p> <p>Nichols-Belo, A. 2018. “Witchdoctors” in white coats: Politics and healing knowledge in Tanzania. <i>Medical Anthropology</i> 37(8), 722-736.</p> <p>Moerman, D. E. & Jonas, W. B. (2002). Deconstructing the placebo effect and finding the meaning response. <i>Annals of Internal Medicine</i>, 136(6), 471-476.</p> <p>Portraits of Shamans from Around the World https://edition.cnn.com/2016/12/06/world/cnnphotos-shaman-portraits/index.html</p> <p>Links to an external site.</p>	

	Assignment	Perusall 3 Quiz 3 Infographic 3 (option #1, must select two from the first half of the course)	Perusall 3: Sept 06 (Friday) Quiz 3: Sept 08 (Sunday) Infographic 3: Sept 08 (Sunday)
Week 4 – Module 4	Topic	Diet and Nutrition	
[Sept 09-Sept 13]	Summary	This week you will take a biocultural approach to human nutrition to identify why an evolutionary perspective is important for understanding contemporary diseases. You will look at the links between nutrition, diet transitions, and human health.	

	<p>Readings/ Works</p>	<p>Wiley and Allen textbook, Chapter 4: Diet and Nutrition in Health and Disease (pp. 79-116).</p> <p>West-Eberhard. 2019. Nutrition, the visceral immune system, and the evolutionary origins of pathogenic obesity www.pnas.org/cgi/doi/10.1073/pnas.1809046116</p> <p>Links to an external site.</p> <p>Cordain et al. 2005. Origins and evolution of the Western diet: health implications for the 21st century. Am J Clin Nutr 81:341–54.</p> <p>Carmody et al. 2016. Genetic Evidence of Human Adaptation to a Cooked Diet. Genome Biol. Evol. 8(4):1091–1103. doi:10.1093/gbe/evw059</p>	
	<p>Assignment</p>	<p>Perusall 4</p> <p>Quiz 4</p> <p>Infographic 4 (option #2)</p>	<p>Perusall 4: Sept 09 (Friday)</p> <p>Quiz 4: Sept 13 (Sunday)</p> <p>Infographic 4: Sept</p>

			13 (Sunday)
Week 5 – Module 5 [Sept 16-Sept 20]	Topic	Child Growth and Health	
	Summary	This week you will explore the biological and environmental conditions that shape human growth and health from gestation through adolescence.	
	Readings/ Works	<p>Wiley and Allen textbook, Chapter 5: Child Growth and Health (pp. 117-153).</p> <p>Gluckman PD, Hanson MA, Low FM. (2019). Evolutionary and developmental mismatches are consequences of adaptive developmental plasticity in humans and have implications for later disease risk. <i>Philosophical Transactions B</i> 374, 1-8. http://dx.doi.org/10.1098/rstb.2018.0109</p> <p>Sellen, D.W. 2009. Chapter 6 Family structure and child growth in sub-Saharan Africa: Assessing “hidden risk” in <i>Health, Risk, and Adversity</i> pp.150-172. C. Panter-Brick & A. Fuentes, eds. Berghan Books.</p>	

	Assignment	Perusall 5 Quiz 5	Perusall 5: Sept 20 (Friday) Quiz 5: Sept 22 (Sunday)
Week 6 – Module 6	Topic	Reproductive Health in Biocultural Context Part I	
[Sept 23-Sept 27]	Summary	These next two weeks provide an introductory overview of reproductive health from an anthropological and biocultural lens. This week you will learn about the biocultural elements of menstruation, fertility, and infertility globally with consideration of both biological processes and social meanings of these processes. You will also identify and reflect on main issues surrounding the topic of female genital cutting.	

Readings/
Works

Wiley and Allen textbook, Chapter 6: Reproductive Health in Biocultural Context (pp. 154-181).

To Breed or Not to Breed?

<https://www.nytimes.com/2021/11/20/style/breed-children-climate-change.html>

[Links to an external site.](#)

[Gottlieb, Alma. Ch. 14 Menstrual Taboos: Moving Beyond the Curse in *The Palgrave Handbook of Critical Menstruation Studies*, Bobel et al., eds. pp. 143-162](#)

[Links to an external site.](#)

[Gerrits, Trudie. 2016. Assisted reproductive technologies in Ghana: Transnational undertakings, local practices, and “more affordable” IVF. *Reproductive Biomedicine and Society Online* 2, 32-38.](#)

[Links to an external site.](#)

	Assignment	Perusall 6 Quiz 6 Infographic 6 (option #3, last option for first half of the course)	Perusall 6: Sept 27 (Friday) Quiz 6: Sept 29 (Sunday) Infographic 6: Sept 29 (Sunday)
Week 7 – Module 6 (contd.) [Sept 30-Oct 04]	Topic	Reproductive Health in Biocultural Context Part II	
	Summary	This week you will learn about pregnancy, birth, and parenting from a biocultural perspective. You will explore the biocultural perspective on fetal programming as it affects health status later in life and understand the effects of the medicalization of birth on the work and role of local midwives.	

<p>Readings/ Works</p>	<p>Wiley and Allen textbook, Chapter 6: Reproductive Health in Biocultural Context (pp. 181-207).</p> <p>Kuzawa, C. (2005) Fetal Origins of Developmental Plasticity: Are Fetal Cues Reliable Predictors of Future Nutritional Environments? <i>American Journal of Human Biology</i>, 17:5-21.</p> <p>How Men's Bodies Change When They Become Fathers</p> <p>Links to an external site.</p> <p>Fathers' cortisol and testosterone in the days around infants' births predict later paternal involvement</p> <p>Links to an external site.</p>	
<p>Assignment</p>	<p>Perusall 7</p> <p>Quiz 7</p>	<p>Perusall 7: Oct 04 (Friday)</p> <p>Quiz 7: Oct 06 (Sunday)</p>

<p>Week 8 - Module 7</p>	<p>Topic</p>	<p>Aging</p>	
<p>[Oct 07- Oct 11]</p>	<p>Summary</p>	<p>This week you will explore how biology and culture shapes the way we think about aging and the elderly. You will also learn about the cultural and environmental factors that are important in extending longevity and achieving successful aging and prep for your midterm by review concepts and material from Module 1 to Module 7.</p>	
	<p>Readings/ Works</p>	<p>Wiley and Allen textbook, Chapter 7: Aging (pp. 206-239).</p> <p>Lamb S. Permanent personhood or meaningful decline? Toward a critical anthropology of successful aging. J Aging Stud. 2014 Apr;29:41-52. doi: 10.1016/j.jaging.2013.12.006. Epub 2014 Jan 31. PMID: 24655672.</p> <p>To Save on Rent, Some Dutch College Students are Living in Nursing Homes</p> <p>Links to an external site.</p>	

	Assignment	Perusall 8 MIDTERM EXAM	Perusall 8: Oct 11 (Friday) Midterm Exam: Oct 13 (Sunday)
Week 9 – Module 8	Topic	Infectious Diseases: Pathogens, Hosts, and Evolutionary Interplay	
[Oct 14-Oct 17]* *Oct 18-19 Holiday (Homecoming)	Summary	This week you will study the biocultural relationship between pathogens, humans, and infectious diseases. You will explain how and why pathogens change over time and how infectious diseases such as malaria have affected human biological evolution.	
	Readings/ Works	Wiley and Allen textbook, Chapter 8: Infectious Diseases: Pathogens, Hosts, and Evolutionary Interplay (pp. 240-280). Acevedo et al. 2019 Virulence-driven trade-offs in disease transmission: A meta-analysis. Evolution 73-4: 636–647 doi:10.1111/evo.13692	

		<p>Pal, R.; Bhadada, S.J. 2020. COVID-19 and diabetes mellietus: An unholy interaction of two pandemics. <i>Diabetes & Metabolic Syndrome: Clinical Research & Reviews</i>, 14: 513-517. https://doi.org/10.1016/j.dsx.2020.04.049</p>	
	Assignment	<p>Perusall 9</p> <p>Quiz 9</p>	<p>Perusall 9: Oct 20 (Sunday, pushed back due to Homecoming)</p> <p>Quiz 9: Oct 20 (Sunday)</p>
Week 10 – Module 9	Topic	Globalization, Poverty, and Infectious Disease	
[Oct 21-Oct 25]	Summary	<p>This week focuses on how infectious diseases "emerge" or "resurge" in populations because of changes in ecological, social, political, and economic forces. You will learn about how historical factors, such as colonialism, have influenced the global distribution of infectious diseases and see how</p>	

	<p>climate change and economic development projects contribute to the spread of disease.</p>	
Readings/ Works	<p>Wiley and Allen textbook, Chapter 9: Globalization, Poverty, and Infectious Disease (pp. 281-320).</p> <p>Thompson, R. N., Thompson, C. P., Pelerman, O., Gupta, S., & Obolski, U. (2019). Increased frequency of travel in the presence of cross-immunity may act to decrease the chance of a global pandemic. <i>Philosophical Transactions of the Royal Society B</i>, 374(1775), 20180274.</p> <p>Wu, X., Lu, Y., Zhou, S., Chen, L., & Xu, B. (2016). Impact of climate change on human infectious diseases: Empirical evidence and human adaptation. <i>Environment international</i>, 86, 14-23.</p>	
Assignment	<p>Perusall 10</p> <p>Quiz 10</p> <p>Infographic 10 (option #1 for second half of the course)</p>	<p>Perusall 10: Oct 25 (Friday)</p> <p>Quiz 10: Oct 27 (Sunday)</p> <p>Infographic 10: Oct</p>

			27 (Sunday)
Week 11 - Module 10 [Oct 28-Nov 01]	Topic	Stress, Social Inequality, and Race and Ethnicity: Implications for Health Disparities Part I	
	Summary	These next two weeks provide an introductory overview of the relationship between stress, social inequality, race and ethnicity from an anthropological and biocultural lens. This week you will learn about the biology of the stress response and consider the ways stress and racism worsens health.	
	Readings/ Works	<p>Wiley and Allen textbook, Chapter 10: Stress, Social Inequality, and Race and Ethnicity: Implications for Health Disparities (pp. 321-346).</p> <p>Krainc, Talia & Agustin Fuentes. (2022). Genetic ancestry in precision medicine is reshaping the race debate. <i>PNAS</i>, 119 (4), 1-4.</p> <p>Mulligan, Connie J. (2021). Systemic racism can get under our skin and into our genes. <i>AJPA</i>, 175 (2), 399-405.</p>	

	Assignment	Perusall 11 Quiz 11	Perusall 11: Nov 01 (Friday) Quiz 11: Nov 03 (Sunday)
Week 12 – Module 10 (contd.)	Topic	Stress, Social Inequality, and Race and Ethnicity: Implications for Health Disparities Part II	
[Nov 04- Nov 08]	Summary	In this week you will explore and understand what roles race, ethnicity, and racism play in perpetuating health disparities in the U.S. You will learn that while race is not biological, race can become biology through stress and the embodiment of social inequalities.	

	Readings/ Works	<p>Wiley and Allen textbook, Chapter 10: Stress, Social Inequality, and Race and Ethnicity: Implications for Health Disparities (pp. 347-356).</p> <p>Gravlee, Clarence C. (2009) How race becomes biology: embodiment of social inequality. <i>AJPA</i> 139(1):47-57. doi: 10.1002/ajpa.20983.</p> <p>Slaughter-Acey, J.C., Talley, L.M., Stevenson, H.C. et al. (2018) Personal versus group experiences of racism and risk of delivering a small-for-gestational age infant in African-American women: A life course perspective. <i>Journal of Urban Health</i> (2018): 1-12. https://doi.org/10.1007/s11524-018-0291-1</p> <p>Links to an external site.</p> <p>Gravlee, Clarence. (2020, June 7). Racism, Not Genetics, Explains Why Black Americans are Dying of COVID-19. <i>Scientific American</i>.</p> <p>Links to an external site.</p>	
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	Assignment	Perusall 12 Quiz 12 Infographic 12 (option #2 for second half of the course)	Perusall 12: Nov 08 (Friday) Quiz 12: Nov 10 (Sunday) Infographic 12: Nov 10 (Sunday)
Week 13 – Module 11	Topic	Mental Health and Illness	
[Nov 12-Nov 15]* *Nov 11 - Holiday (Veteran’s Day, Observed)	Summary	This week explores how a biocultural model of mental health differs from the medical model of mental health and illness. You will learn about emic and etic perspectives in the cross-cultural study of mental illness and Identify examples of different culture bound syndromes.	

	<p>Readings/ Works</p>	<p>Wiley and Allen textbook, Chapter 11: Mental Health and Illness (pp. 357-399).</p> <p>Blease, C. R. (2015). Too many 'friends,' too few 'likes'? Evolutionary psychology and 'Facebook depression'. <i>Review of General Psychology</i>, 19(1), 1-13.</p> <p>Andrews et al. 2015. Is serotonin an upper or a downer? The evolution of the serotonergic system and its role in depression and the antidepressant response. http://dx.doi.org/10.1016/j.neubiorev.2015.01.018</p> <p>Links to an external site.</p>	
	<p>Assignment</p>	<p>Perusall 13</p> <p>Quiz 13</p> <p>Infographic 13 (3rd and final option for this half of the course)</p>	<p>Perusall 13: Nov 17 (Sunday, pushed back due to Veteran's Day)</p>

			<p>Quiz 13: Nov 17 (Sunday)</p> <p>Infographic 13: Nov 17 (Sunday)</p>
Week 14 – Module 12	Topic	The Relevance of Medical Anthropology Part I	
[Nov 18- Nov 22]	Summary	Over these last two weeks you will explore the relevance of medical anthropology to other disciplines and reflect on how this class has impacted the way you think about health and illness.	
	Readings/ Works	<p>Wiley and Allen textbook, Epilogue: The Relevance of Medical Anthropology (pp. 400-406).</p> <p>Ji, R. & Y. Cheng. 2021. Thinking global health from the perspective of anthropology. <i>Global Health Research and Policy</i> 6,47. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8636067/</p> <p>Links to an external site.</p>	

	Assignment	Perusall 15 Quiz 15	Perusall 15: Nov 22 (Friday) Quiz 15: Nov 24 (Sunday)
Week 15 – Module 12 (contd.) [Nov 25-Nov 29]* *Nov 25-Nov 29 - Holiday (Thanksgiving Break)	Topic	The Relevance of Medical Anthropology Part II	
	Summary	In this last week of class, you will continue to explore the relevance of medical anthropology and provide examples for how a biocultural approach/perspective might help solve complex issues in our contemporary world.	

	Readings/ Works	<p>Newsome, F.A., C.C. Gravlee, & M.I. Cardel. 2021. Systemic and environmental contributors to obesity inequities in marginalized racial and ethnic groups. <i>Nursing Clinics of North America</i> 56(4), 619-634.</p> <p>Links to an external site.</p> <p>Fix, G.M. 2014. Anthropologist and government employee: A description of career paths to becoming an applied anthropologist with the U.S. Department of Veteran Affairs. <i>Annals of Anthropological Practice</i> 37(2), 20-39. https://doi.org/10.1111/napa.12035</p> <p>Links to an external site.</p> <p>Henderson, H., Wilson, J.W., & McCoy, B. 2021. Applied medical anthropology and structurally informed emergency care in the evolving context of COVID-19. <i>Human Organization</i> 80(4), 263-271.</p>	
	Assignment	No assignments this week due to Thanksgiving.	No assignments due.
Week 16 – Module 13	Topic	Course Wrap Up; Final Exam	

Course Wrap Up [Dec 02-Dec 04]	Assignment	Reflection Journal 2 Final Exam	Both assignments are due by Dec 04, 11:59 pm (ET)
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We will assess student performance in class through reflection journals, Perusall activities, quizzes, infographic assignments, and midterm and final exams:

Reflection Journals

In this course, you will have **two reflection journals**, one in the first week of class and one at the end of the course. The purpose of these journals is to have a space where you can reflect on your current understanding of health, illness, and disease to establish a baseline to which you will return at the end of the semester and see how much your ideas might have changed or grown. While your instructor and TA(s) will read your journals and provide comments, these are ultimately for you to be able to see and reflect on how the course knowledge has impacted your experiences and ideas. They will be graded for completeness.

Reflection journals (2) account for 15% of the final grade.

Perusall Activities

Each week you will have a Perusall activity based on one of the assigned readings. The goal of these assignments is to improve your reading and critical thinking skills while allowing you to engage in a more in-depth analysis of an important scholarly journal article. Working in groups assigned at the beginning of the course, you will collaboratively read, annotate, and discuss each assigned article using the Perusall platform. You will also be able to interact with your peers to break down key concepts and arguments in the text. These exercises are designed to sharpen your ability to summarize your thoughts, and they also help the instructors assess your comprehension of the course material by giving you another venue to share your ideas and connect the readings to course concepts.

Perusall is automatically graded. To receive full credit, you should **strive for 8 to 10 contributions**, including a combination of your own comments or questions and responses to your group members. The highest quality contributions are those that involve thoughtful responses or more in-depth questions, beyond merely asking for a definition or commenting “that’s interesting.” For your first Perusall activity in week 1, everyone will receive full credit if completed and you will receive feedback on your contributions so you know what you might need to do to improve for full credit in the following weeks.

Your Perusall assignments are due Fridays before midnight unless there is a holiday, in which case they will be due Sunday.

Perusall activities (14) account for 15% of the final grade.

Quizzes

Each week you will have a quiz based on the module content. Quizzes will be a mixture of multiple choice, true/false, and short answer questions. They will test you on your knowledge and understanding of the assigned material– including lectures, textbook chapters, and journal articles. To be successful on the quizzes you should prepare to take them *after* you have read and completed all the assignment module work for the week.

They will be timed for 20 minutes. All quizzes are due Sundays before midnight.

Quizzes (13) account for 15% of the final grade.

Infographic Assignments

In this course, you will have the opportunity to make **four** infographics based on important course themes, content, and questions. The purpose of these infographic assignments is to give you a space to think about and convey course information in a visually engaging way, and develop the ability to concisely and clearly communicate new and complex ideas. Remember that teaching or presenting on a subject in a clear and concise manner shows a mastery of knowledge, so your infographics will be an opportunity for you to visually teach your instructors and class about what you have learned and show your higher-level understanding and application of course content.

Throughout the course, six infographic prompts will be already scheduled and noted on the syllabus. You will be required to complete four, two during the first half of the semester and two in the second half of the semester. Take a look and familiarize yourself with the infographic due dates and topics so you can select the ones that are most interesting to you and work with your schedule. Remember that the infographic prompts

are designed to challenge you to critically engage with course material that may be difficult, so make sure you have enough time to really think about the ideas and questions you want to portray in your infographic visuals and text. You will be graded on the accuracy and quality of the information, the clarity of the presentation in the infographic, and creativity in your presentation of the information (TIP: students usually find [Canva Links to an external site.](#)

to be a helpful site for this). You will submit the assignment as a pdf file.

All infographic assignments are due on Sundays before midnight, and additional information and prompts will be posted in Canvas.

Infographic assignments (4) account for 15% of the final grade.

Midterm and Final Exams

Your midterm and final exams will be a mixture of short answer and essay questions. **You will complete four of the six short answer prompts and two of the three longer essay prompts.** Your exams will be **timed for 120 minutes** on Canvas, open book, and open note. These exams test you on your knowledge and comprehension of course content, including textbook chapters, articles, and lectures. If you are staying up to date and complete all the coursework and assignments, you will do well on the exams.

The midterm exam is worth 15% of the final grade. The final exam is worth 25% of the final grade.

Grading Criteria

Assignment	Points/Percentage
Total Points	385 points
Reflection Journals	10 points each X 2 reflection journals= 20 points (15% of total)

Perusall Activities	10 points each X 14 Perusall activities= 140 points (15% of total)
Quizzes	5 points each X 13 quizzes= 65 points (15% of total)
Infographic	15 points each X 4 infographics= 60 points (15% of total)
Midterm Exam	50 points X 1 Midterm exam= 50 points (15% of total)
Final Exam	50 points X 1 Final exam= 50 points (25% of total)

Grading Scale

Letter Grade	Points	Letter Grade	Points
A	93- 100%	C	73 - 76%
A-	90 - 92%	C-	70 - 72%
B+	87 - 89%	D+	67 - 69%

B	83 – 86%	D	63 – 66%
B-	80 – 82%	D-	60 – 62%
C+	77 – 79%	E	<60

Late assignments will be subject to a late penalty of 10% off per day unless I've been notified prior to the due date, and we have agreed on an alternative arrangement and/or it is an excused absence. Please also notify me directly if you will be out.

For information on how UF assigns grade points, visit:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

[Links to an external site.](#)

Grading Questions

If you have a question regarding a grade you receive for an assignment or quiz, please email the person (TA or myself) that graded the assignment. If you still have concerns, you may email the instructor to request that your assignment or quiz be reviewed. This request must be made within 1 week of the grade posting.

Disclaimer

This syllabus represents the instructor's 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.

Attendance Policy

Although this is an online course, students are expected to review all material posted on the course Canvas 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 and individual assignments on schedule. **Assignments are due by 11:59 pm (ET – Eastern Time Zone, local to Gainesville, FL) 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](#)

[Links to an external site.](#)

Assignment Policy

Students are required to complete all assignments by the stated due dates. Assignments should be submitted within Canvas. Written assignments should be .doc or .docx format. 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 (**all assignments are due by 11:59 pm on the day assigned unless otherwise specified**). Late assignments will not be accepted unless prior arrangements have been made for extenuating circumstances, or in the event of a documented illness or emergency.

Make-Up Policy

Make-up quizzes/assignments are only available in the case of incapacitating illness or other university-approved absences. 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 unusual, extreme

circumstances and students must provide documentation of such circumstances from an appropriate authority.

Netiquette and Communication Courtesy

All members of the class are expected to follow rules of common courtesy (outlined in the [Netiquette Guide for Online Courses](#)

[Links to an external site.](#)

) in all email messages, threaded discussions, and chats.

AI-Generated Text and Academic Integrity

AI technologies can be helpful tools to aid in successful learning. Offering voice assistance, grammar correction, translations, and enabling new forms of interaction, we recognize the benefits of AI in learning. However, the use of AI-generated text for assignments and exam essay submissions is prohibited in this course and is considered cheating. As members of the academic community here at UF, it is critical to hold ourselves to the highest standards of honesty and integrity. Moreover, it is absolutely necessary that you do your own work in this class in order to meet the course goals and objectives.

UF Honor Pledge: *“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”* See more about the university’s honesty polity and honor pledge below.

University Policies

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>

[Links to an external site.](#)

. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>

[Links to an external site.](#)

. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>

[Links to an external site.](#)

. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

[Links to an external site.](#)

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University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>)

[Links to an external site.](#)

) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>

[Links to an external site.](#)

, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/>

[Links to an external site.](#)

or in 2215 Turlington Hall for one-on-one consultations and workshops.

Student Resources

Library Resources:

The [UF Libraries](#)

[Links to an external site.](#)

provide access to numerous resources and services that will help you succeed in this course. Access thousands of online databases, books, and articles or visit one of the branch locations for additional resources, services, and study spaces. Further, as this class requires students to complete a bibliography, research paper, or project, both the [Anthropology Library Guide](#)

[Links to an external site.](#)

and the [Anthropology Assignment Guide](#)

[Links to an external site.](#)

may be of assistance. You can also contact the Anthropology Librarian directly for help with developing your research topic/question, searching for sources, and evaluating information. And you can also [Ask a Librarian](#)

[Links to an external site.](#)

for help by email, chat, text, or phone.

Counseling and Wellness Center:

Contact information for the Counseling and Wellness Center: <https://counseling.ufl.edu/>

[Links to an external site.](#)

, or call 352-392-1575. For emergencies, call the University Police Department: 392-1111 or 9-1-1.

On-campus services are available for students having personal problems or lacking clear career and academic goals. They include:

1. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling
2. Student Mental Health, Student Health Care Center, 392-1171, personal counseling
3. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual assault counseling
4. Career Connections Center, Reitz Union, career development assistance and counseling
5. Additionally, student web-based resources on sexual harassment are available at <http://www.ufsa.ufl.edu/students/sh/sexualharassment.html>
6. [Links to an external site.](#)
- 7.

The Writing Studio:

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/>

[Links to an external site.](#)

or in 2215 Turlington Hall for one-on-one consultations and workshops.

Getting Help:

If you're having trouble using E-learning, first check out the E-learning Basics at <https://elearning.ufl.edu/e-learning-basics/>

[Links to an external site.](#)

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

- learning-support@ufl.edu
- (352) 392-HELP

** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them, and a screenshot of the problem if possible. 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>

[Links to an external site.](#)

for:

- Online computing help desk – E-learning support services
- Online library help desk
- Disability resource center
- Counseling and Wellness Center
- Dean of Students Office
- Student complaints

If you have an unresolved administrative issue while enrolled in a distance learning program, please contact us at distance@dce.ufl.edu or visit <https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint>

[Links to an external site.](#)