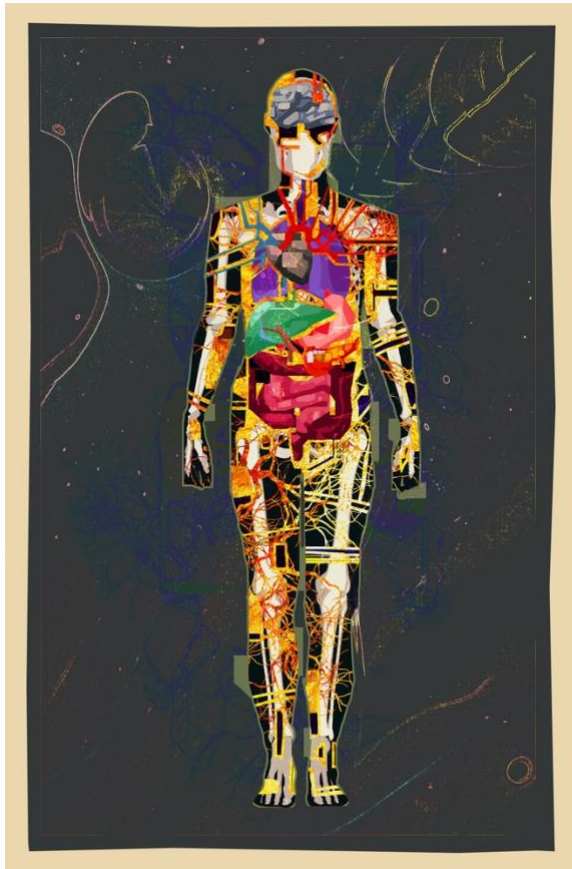


# ANT 2464 Honors

## Things Your Doctor Never Told You: Intro to Medical Anthropology



### I. Course Information

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#### Fall 2021

Meeting Day/Time: T7-8, R8

Location: T, R WEIL 0234

#### Instructor

Dr. Adrienne Strong – [adrienne.strong@ufl.edu](mailto:adrienne.strong@ufl.edu)

Office location: 441 Grinter Hall in the Center for African Studies

Office hours: Tuesday 12:30-1:30pm, 4:15-5pm

Thursday 1:30-2:30pm

Or by appointment

**Office hours will be on Zoom** for the regularly scheduled times, link in Canvas; in person appointments can be made via Calendly.com

Phone: (352) 392-4490

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### Course Description

What is medical anthropology? How do anthropologists investigate pain, illness, healing, and wellness in global contexts? How do cultural processes that seem to be local or global interact and shape aspects of our bodies, such as illness or efforts to find healing? What methods and theories do anthropologists use to explore these issues and how do these differ from and work with public health or medicine? This course places health and healing in a cross-cultural and evolutionary perspective. It explores three major themes. First, how our experience of sickness and health is shaped by cultural context. Second, how biology and culture intersect to shape global and local inequalities in health and well-being. And third, how healing practices and policies are embedded in political, economic, and historical context. We will discuss everything from diabetes to HIV, Ebola to childbirth, and witchcraft to biotechnology and COVID-19. Applying an anthropological perspective to these questions deepens our understanding of the human condition and prepares us to address practical matters of life and death in the US and around the world. This course will be particularly of interest to pre-health professions students because it will bring

to light new ways to think about healthcare, health and illness, interactions in healthcare settings, and broader social, cultural, state, and global forces influencing disease and wellbeing.

## **Course Objectives (Student Learning Outcomes)**

- Describe the scope of medical anthropology and give examples of exemplary research in the key theoretical and empirical areas.
- Analyze the biological and cultural factors that shape the social distribution of health.
- Evaluate cultural influences and assumptions in healing practices.
- Apply an anthropological perspective to public health problems in the U.S. and abroad.

## **Course Format**

The course will consist of lectures, class discussion, group activities, and online collaborative annotation of readings. The purpose of lectures will be to review the major conceptual points of each new topic and to integrate the material. You are expected to have completed any reading assignments prior to class, so that our class time can be more interactive. You should be prepared at any given time to offer a summary or to discuss and debate assigned readings. Prerecorded lectures are available online. You are expected to watch these lectures before our synchronous class meetings on Thursdays. Exams will include content from the lectures in addition to the readings and class discussion.

## **Required & Recommended Course Materials (to purchase/rent)**

There are four required books, listed here in the order we will read them:

Singer, M., H. Baer, D. Long, & A. Pavlotski. 2020. *Introducing Medical Anthropology: A Discipline in Action*. Lanham, MA: Rowman & Littlefield.

Holmes, S. 2013. *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. Berkeley: University of California Press.

Fadiman, A. 1997. *The Spirit Catches You and You Fall Down: A Hmong Child, her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus and Giroux.

Chapman, R. 2010. *Family Secrets: Risking Reproduction in Central Mozambique*. Nashville, TN: Vanderbilt University Press.

Plemons, E. 2017. *The Look of a Woman: Facial Feminization Surgery and the Aims of Trans-Medicine*. Durham, NC: Duke University Press.

The books are available locally at the UF Bookstore. Additional required readings will be made available electronically via the Canvas e-Learning platform ([elearning.ufl.edu](https://elearning.ufl.edu)).

## II. Coursework & Schedule



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### 1. List of Graded Work




Assignment	Description	Requirements	% Final Grade
Participation	I expect you to attend each class meeting and to take an active part in discussions and activities. Active participation requires that you read all assigned readings and prepare thoughtful questions and critical discussion points. I will evaluate your class participation on the quality of your contributions, not just on how often you speak in class. The purpose of evaluating your participation is to facilitate your grasp of the material by encouraging you to prepare for class and by promoting thoughtful analysis and discussion. Occasionally, there will be short in-class writing exercises (5-10 minutes), or online via Perusall, in which you will be asked to summarize or analyze assigned readings, suggest questions or topics for discussion, or to express your point of view on a topic discussed in class. These exercises are designed to sharpen your ability to summarize your thoughts, and they help me to assess your comprehension of the readings, lecture, and discussion. In-class writings will be graded on a pass/fail basis as part of your participation grade. The two reflection journals count in your participation grade and should follow the rubric for participation below. Each should be 500 words.	Described in rubric below	12
Essay exam 1	Designed to test your comprehension of concepts and readings introduced in class. Open book, open note.	Includes short-answer or fill-in-the-blank and at least one short essay	15
Essay exam 2	Designed to test your comprehension of concepts and readings introduced in class. Open book, open note.	Includes short-answer or fill-in-the-blank and at least one short essay	15
Research paper			
Proposal	Define topic of your paper. This proposal should frame your topic idea as a question and identify why it is important. Do some preliminary library research to	250-300 words defining topic	5

	help you determine if the topic is too broad or too narrow.		
Annotated bibliography	The references should clearly relate to your paper topic. Your annotations should briefly evaluate the content of the source and identify how, if at all, it will contribute to your research paper. Consult the guidelines for how to identify scholarly sources and how to make an annotated bibliography in the Guide to Library Research from Cornell University. We will go over this in class prior to the due date.	At least 10 sources	8
Rough draft	This draft should reflect your best effort to develop your thesis statement into a well-organized argument that is supported by your literature review.	Clear thesis statement, proper formatting and citations, full length	15
Final paper	Along with your paper, you should submit a revision memo that summarizes feedback you received from peers and describes the changes you made since the first draft. Your paper will be evaluated based on the quality of the literature review, the quality of analytic effort, the organization and writing style, and the quality of improvement in response to peer review. Further details and suggestions will be distributed in class.	10-12 pages, with at least 10 references to outside sources Revision memo also submitted, one-page max	20
<b>Peer review- included at each stage of paper assignments</b>	For each stage of the research paper, you will work in peer response groups to provide feedback on one another's developing research papers. You will provide written feedback on the submitted drafts of students in your group, using guidelines that will be distributed in class. You will be expected to read the papers carefully and to provide comments that are thoughtful, respectful, and constructive. Peer review is essential to the development of your final research paper. In addition to the direct benefit of getting feedback on your paper, you will also find that the process of reading and thinking critically about others' work will help you analyze and refine your own writing. Your grade for the peer review requirement will be based on your peers' evaluation of the quality of feedback you provide and on my evaluation of your written feedback.	Thorough and thoughtful constructive criticism after each assignment	10

## 2. Weekly Course Schedule





Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 1	Topic	<b>Introduction and Overview</b>	
	Summary	<ul style="list-style-type: none"> <li>• Expectations- mine and yours</li> <li>• Thinking like an anthropologist</li> <li>• Introduction to anthropological perspectives. Social science methods- ethnography. Introduces history, key themes and methods in the social sciences as practiced by anthropologists.</li> </ul>	
Aug. 24 and 26	Readings/Works	 Thursday Lock, M. (1998). Menopause: lessons from anthropology. <i>Psychosomatic Medicine</i> , 60(4), 410-419.	
	Assignment	Reflection journal- what do health, illness, and healing mean to me? (500 words min.)	Due Monday Aug. 30 <sup>th</sup>
Week 2	Topic	<b>History and Scope of Medical Anthropology</b>	
	Summary	<ul style="list-style-type: none"> <li>• Medical anthropology or anthropology of health?</li> <li>• Methods and approaches</li> <li>• Medical anthropology and its neighbors</li> <li>• Close reading of texts; learning about key theories and methods in the social sciences</li> </ul>	
Aug. 31 and Sept. 2	Readings/Works	 Tuesday Singer et al., Ch. 1 (p. 1–36) Inhorn, M., C. (2007). Medical anthropology at the intersections. <i>Medical Anthropology Quarterly</i> , 21(3), 249-255.	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		 Thursday Singer et al., Ch. 2 (p. 37–64) Holtz, T. H., Holmes, S., Stonington, S., & Eisenberg, L. (2006). Health is still social: contemporary examples in the age of the genome. <i>PLoS Medicine</i> , 3(10), e419.	
	Assignment		
Week 3	Topic	<b>Conceptions of Sickness and Health</b>	
	Summary	<ul style="list-style-type: none"> <li>• Illness and disease, healing and curing</li> <li>• Understanding suffering</li> <li>• The role of the body in anthropology of health</li> <li>• Identifying social institutions and structures; Examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world.</li> </ul>	
Sept. 7 and 9	Readings/Works	 Tuesday Singer et al., Ch. 3 (p. 65–101) Kleinman, A., Eisenberg, L., & Good, B. (1978). Culture, illness, and care: clinical lessons from anthropologic and cross-cultural research. <i>Annals of Internal Medicine</i> , 88, 251-258.  Thursday Lock, M. & Scheper-Hughes, N. (1996). A critical-interpretive approach in medical anthropology: rituals and routines of discipline and dissent. In C. F. Sargent & T. M. Johnson (Eds.), <i>Handbook of medical anthropology: contemporary theory and method</i> . (Revised ed., pp. 41-70). Westport, CT: Praeger Publishers.	
	Assignment	<b>Perusall</b>	Tuesday



Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 4	Topic	<b>Disparities, Inequalities, Inequities</b>	
	Summary	<ul style="list-style-type: none"> <li>Defining terms: What's in a name?</li> <li>Racism, poverty, social justice, and health</li> <li>Examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world; history, key themes and methods in the social sciences; identifying social institutions and structures.</li> </ul>	
Sept. 14 and 16	Readings/Works	<p> Tuesday Singer et al., Ch. 4 (p. 102–130) Singer, M., Valentin, F., Baer, H., &amp; Zhongke, J. (1992). Why does Juan Garcia have a drinking problem? The perspective of critical medical anthropology. <i>Medical Anthropology</i>, 14(1), 77- 108.</p> <p> Thursday Gravlee, C. C. (2009). How race becomes biology: embodiment of social inequality. <i>American Journal of Physical Anthropology</i>, 139(1), 47–57.</p>	
	Assignment	<b>Research proposal due</b>	Tuesday
		<b>Perusall</b>	Tuesday
Week 5	Topic	<b>Health and the Environment</b>	
	Summary	<ul style="list-style-type: none"> <li>Biocultural adaptation</li> <li>Political ecology</li> <li>Evolutionary medicine</li> <li>Close reading- texts; evaluating data; applying social science methods.</li> </ul>	
Sept. 21 and 23	Readings/Works	<p> Tuesday Singer et al., Ch. 5 (p. 131–158)</p>	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		<p>Leatherman, T. (2005). A space of vulnerability in poverty and health: political-ecology and biocultural analysis. <i>Ethos</i>, 33(1), 46-70.</p> <p>📖 Thursday</p> <p>Nesse, R. M. &amp; Williams, G. C. (1998). Evolution and the origins of disease. <i>Scientific American</i>, 279(5), 86-93.</p> <p>McDermott, R. (1998). Ethics, epidemiology and the thrifty gene: biological determinism as a health hazard. <i>Social Science and Medicine</i>, 47(9), 1189-1195.</p>	
	Assignment	<b>Perusall</b>	Tuesday
Week 6	Topic	<b><i>Fresh Fruit, Broken Bodies</i></b>	
	Summary	<ul style="list-style-type: none"> <li>• Migration, embodiment, and health</li> <li>• Naturalizing social suffering</li> <li>• The clinical gaze and pragmatic solidarity</li> <li>• Close reading- texts; identifying social institutions and structures; identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.</li> </ul>	
Sept. 28 and 30	Readings/Works	<p>📖 Tuesday</p> <p>Holmes, Ch. 1–4 (p. 1–110)</p> <p>📖 Thursday</p> <p>Holmes, Ch. 5–7 (p. 111–198)</p>	
	Assignment		
Week 7	Topic	<b>Healing Traditions</b>	
	Summary	<ul style="list-style-type: none"> <li>• Varieties of ethnomedicine</li> </ul>	



Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		<ul style="list-style-type: none"> <li>• Biomedicine as a sociocultural system</li> <li>• Examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world; identifying institutions and social structures.</li> </ul>	
Oct. 5 and 7	Readings/Works	<p> Tuesday</p> <p><b>EXAM 1</b></p> <p> Thursday</p> <p>Singer et al., Ch. 6 (p. 159–181)</p> <p>Moerman, D. E. &amp; Jonas, W. B. (2002). Deconstructing the placebo effect and finding the meaning response. <i>Annals of Internal Medicine</i>, 136(6), 471-476.</p>	
	Assignment	<b>Exam 1</b>	Tuesday
Week 8	Topic	<b>Patients and Healers in Context</b>	
	Summary	<ul style="list-style-type: none"> <li>• Plural medical systems</li> <li>• Complementary and alternative medicines</li> <li>• Close reading- texts; identifying social institutions and structures; identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.</li> </ul>	
Oct. 12 and 14	Readings/Works	<p> Tuesday</p> <p>Singer et al., Ch. 7 (p. 182–211)</p> <p>Bates, D. G. (2000). Why not call modern medicine 'alternative'? <i>Perspectives in Biology and Medicine</i>, 43(4), 502-518.</p> <p> Thursday</p> <p>TBD</p>	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Assignment	<b>Research paper annotated bibliography due</b>	Tuesday
Week 9	Topic	<b><i>The Spirit Catches You and You Fall Down</i></b>	
	Summary	<ul style="list-style-type: none"> <li>• Cultural models of sickness and health</li> <li>• Compliance</li> <li>• Cultural and structural competency</li> <li>• Close reading- texts; identifying social institutions and structures; identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.</li> <li>• Identifying beliefs and biases.</li> </ul>	
Oct. 19 and 21	Readings/Works	<p>📖 Tuesday</p> <p>Fadiman, Ch. 1–12 (p. 1–170)</p> <p>Trostle, J. A. (1988). Medical compliance as an ideology. <i>Social Science &amp; Medicine</i>, 27(12), 1299- 1308.</p> <p>📖 Thursday</p> <p>Fadiman, Ch.13–19 (p. 171–288)</p> <p>Kleinman, A., &amp; Benson, P. (2006). Anthropology in the clinic: the problem of cultural competency and how to fix it. <i>PLoS Medicine</i>, 3(10), e294.</p> <p>Metzl, J. M., &amp; Hansen, H. (2014). Structural competency: Theorizing a new medical engagement with stigma and inequality. <i>Social Science &amp; Medicine</i>, 103, 126–133.</p>	
	Assignment	<b>Perusall</b>	Thursday noon
Week 10	Topic	<b>Food, Body, and Culture</b>	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Summary	<ul style="list-style-type: none"> <li>Food, meaning, and identity</li> <li>Political economy of food</li> <li>Fatness and thinness around the world</li> <li>Close reading- texts; identifying social institutions and structures; identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.</li> </ul>	
Oct. 26 and 28	Readings/Works	<p> Tuesday</p> <p>Yates-Doerr, E. &amp; M.A. Carney. (2016). Demedicalizing health: The kitchen as a site of care. <i>Medical Anthropology</i> 25(4): 305-321.</p> <p>Brewis, A. A., &amp; Wutich, A. (2015). A world of suffering? Biocultural approaches to fat stigma in the global contexts of the obesity epidemic. <i>Annals of Anthropological Practice</i>, 38(2), 269–283.</p> <p> Thursday</p> <p>Sobo, E. J. (1997). The sweetness of fat: health, procreation, and sociability in rural Jamaica. <i>Food and Culture: A Reader</i>. (pp. 256-271). New York: Routledge.</p> <p>Anderson-Fye, E.P. (2004). A “coca-cola” shape: Cultural change, body image, and eating disorders in San Andrés, Belize. <i>Culture, Medicine, and Psychiatry</i> 28: 561-595.</p> <p>In class: Watch “The Food Deserts of Memphis”</p>	
	Assignment	<b>Perusall</b>	Tuesday
Week 11	Topic	<b>Embodiment</b>	
	Summary	<ul style="list-style-type: none"> <li>Embodiment across disciplines</li> <li>The <i>body</i> in embodiment</li> <li>Developmental origins of adult health</li> <li>Close reading- texts; identifying social institutions and structures; identify, describe, and explain the historical, cultural, economic, political, and/or social</li> </ul>	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		experiences and processes that characterize the contemporary world; applying social science perspectives and methods.	
Nov. 2 and 4	Readings/Works	<p>📖 Tuesday</p> <p>Oths, K. S. (1999). <i>Debilidad</i>: A biocultural assessment of an embodied Andean illness. <i>Medical Anthropological Quarterly</i>, 13(3), 286-315.</p> <p>Krieger, N. &amp; Davey Smith, G. (2004). "Bodies count," and body counts: social epidemiology and embodying inequality. <i>Epidemiologic Reviews</i>, 26, 92-103.</p> <p>(optional) Barker, D. J. P. (2004). The developmental origins of well-being. <i>Philosophical Transactions of the Royal Society of London. Series B: Biological Sciences</i>, 359, 1359-1366.</p> <p>📖 Thursday</p> <p>Plemons, <i>Look of a Woman</i> Intro through end of chapter 3</p>	
	Assignment	<b>Draft of research paper due</b>	Tuesday
		<b>Perusal due</b>	Tuesday
Week 12	Topic	<b>Biopolitics and Beyond</b>	
	Summary	<ul style="list-style-type: none"> <li>• Biopolitics and biotechnology</li> <li>• Anthropology and bioethics</li> <li>• Close reading- texts; identifying social institutions and structures; identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.</li> </ul>	
Nov. 9 and 11	Readings/Works	<p>📖 Tuesday</p> <p>Finish Plemons, <i>Look of a Woman</i>- chapter 4 through end of Conclusion</p> <p>📖 Thursday</p> <p>Singer et al., Ch. 8 (p. 212–239)</p>	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Assignment		
Week 13	Topic	<b>Biopolitics cont. and start <i>Family Secrets</i></b>	
	Summary	<ul style="list-style-type: none"> <li>Close reading- texts; identifying social institutions and structures; identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world; communicating.</li> </ul>	
Nov. 16 and 18	Readings/Works	<p>📖 Tuesday Martin, E. (1991). The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles. <i>Signs</i>, 16(3), 485–501.</p> <p>Valdez, N. (2018). The redistribution of reproductive responsibility: On the epigenetics of “environment” in prenatal interventions. <i>Medical Anthropology Quarterly</i>, 32(3), 425–442.</p> <p>📖 Thursday <i>Family Secrets</i>, first half, chapters 1-4</p>	
	Assignment		
Week 14	Topic	<b>Finish <i>Family Secrets</i></b>	
	Summary		
Nov. 23 Nov. 25- Thanksgiving	Readings/Works	<p>📖 Tuesday Finish <i>Family Secrets</i> chapters 5-8</p> <p>📖 Thursday <b>Thanksgiving, NO CLASS</b></p>	
	Assignment		

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 15	Topic	<b>Anthropology in Action: Toward a Healthier World</b>	
	Summary	We will apply everything we've been learning and discussing to address health problems with an anthropological approach and to answer the question: What can anthropology offer to help solve existing health problems globally?	
Nov. 30 and Dec. 2	Readings/Works	<p>📖 Tuesday</p> <p>Singer et al., Ch. 9 (p. 240–250)</p> <p>Hahn, R. A, &amp; Inhorn, M. C. (2009). "Introduction." In <i>Anthropology and Public Health: Bridging Differences in Culture and Society</i>, 2<sup>nd</sup> edition. New York: Oxford University Press.</p> <p>Worthman, C., &amp; Kohrt, B. (2005). Receding horizons of health: biocultural approaches to public health paradoxes. <i>Social Science &amp; Medicine</i>, 61(4), 861–878.</p> <p>📖 Thursday</p> <p><b>EXAM 2</b></p>	Tuesday by midnight
	Assignment	Reflection journal- how have my ideas about health, illness, and healing changed? (500 words min.)	Dec. 6 <sup>th</sup> by midnight
Week 16	Topic	<b>Wrap Up, Synthesis and Integration</b>	
	Summary		
Dec. 7	Readings/Works	<p>📖 Tuesday</p> <p>Farmer, P., Basilio, M., Kerry, V., Ballard, M., Becker, A., Bukhman, G., et al. (2013). Global health priorities for the early twenty-first century. In P. Farmer, J. Y. Kim, A. Kleinman, &amp; M. Basilio (Eds.), <i>Reimagining global health: An introduction</i> (pp. 302–339). Berkeley: University of California Press.</p> <p><b>Group work</b></p>	
	Assignment	<b>Final, revised paper due at the start of scheduled final exam period</b>	<b>Dec. 17<sup>th</sup> at 12:30pm</b>

## III. Grading

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View details about the [Grading section in the UF Quest Syllabus Builder](#)

### 3. Statement on Attendance and Participation

#### Attendance and Participation:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

- **Attendance:** will be taken daily and recorded in the Canvas gradebook. You are allowed four “personal days” for the semester, after which each absence that does not meet university criteria for “excused” will result in a two-point deduction from your final grade.
- **Participation:** Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric below. I will inform you of your participation grade to date when mid-term exams are returned and schedule a conference if you are earning below 70% of the possible points. The rubric below applies to both in class/in person and online participation.
- **NOTE:** If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see me as soon as possible to discuss alternative modes of participation so we can make sure you will be successful in the class.

#### Participation Grading Rubric:

	High Quality	Average	Needs Improvement
Informed: Shows evidence of having done the assigned work.			
Thoughtful: Shows evidence of having understood and considered issues raised.			
Considerate: Takes the perspective others into account.			

## 4. Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100% of possible points		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

Late assignments will be subject to a late penalty of 10% off per day late unless an excused absence. If you know you will be missing class, please let me know as soon as possible.



## V. General Education Objectives & SLOs

### 5. This Course's Objectives—Social & Behavioral Sciences + Course Objectives

Social and Behavioral Sciences Objectives →	This Course's Objectives → (This course will....)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences.	... introduce anthropological perspectives on the exploration and analysis of health, illness, and healing practices cross-culturally through discussion of historical, political economic, and cultural influences.	...reading and analyzing original academic works based on primary data, interacting with primary data, lectures, in-class activities, and class discussions.
Students will learn to identify, describe and explain social institutions, structures or processes.	...provide a solid background in classic and new works in medical anthropology on a variety of topics, complete with thorough discussions of what makes these texts anthropological in nature.	...presenting a diverse sample of texts written by anthropologists, pairing these with weekly social annotation reading guides and in-class guided analysis of the texts and activities around and discussions of what it means to take an anthropological approach to these topics.
These courses emphasize the effective application of accepted problem-solving techniques.	...apply an anthropological perspective to public health problems in the US and abroad.	...in-class activities, exams, online social annotation of texts, and in-class discussion of case-studies of medical anthropologists working outside academia.
Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior.	...evaluate cultural influences and assumptions in healing practices and medical decision making, including students' own familiar practices, and how these can lead to differential access to resources and, ultimately, well-being.	...reading and analyzing course texts, as well as using class activities, discussion, social annotation, and the reflection journal assignments to breakdown personal and cultural assumptions about health, illness, and healing.

<b>Social and Behavioral Sciences Objectives →</b>	<b>This Course's Objectives →</b> (This course will....)	<b>Objectives will be Accomplished By:</b> (This course will accomplish the objective in the box at left by...)
Students are expected to assess and analyze ethical perspectives in individual and societal decisions.	...introduce key medical anthropological perspectives on cultural biases and influences in healing preferences and practices to enable students to analyze locally important values and ethics in cross-cultural perspective.	...reading and analyzing course texts, reflection journal, final paper, online social annotation of texts.

## 6. This Course's Student Learning Outcomes (SLOs)— Social & Behavioral Sciences + Course SLOs

	<b>Social and Behavioral Sciences SLOs →</b> Students will be able to...	<b>This Course's SLOs →</b> Students will be able to...	<b>Assessment</b> Student competencies will be assessed through...
<b>Content</b>	<b>Identify, describe, and explain</b> the history, underlying theory and methodologies used.	<b>Identify, describe, and explain</b> how anthropology explores health, illness, and healing practices globally, as well as how the major empirical and theoretical perspectives of medical anthropology can be applied to practical matters of life and death globally.	Class participation, in-class exams, final paper project, online social annotation of texts.

	<b>Social and Behavioral Sciences SLOs → Students will be able to...</b>	<b>This Course's SLOs → Students will be able to...</b>	<b>Assessment Student competencies will be assessed through...</b>
		<b>Identify and critique</b> power imbalances, cultural biases, and racist, misogynist, and historical roots of global inequalities in access to various forms of health care and, ultimately, the differential production of well-being.	Class participation, in-class exams, initial and final journals, and final project.
		<b>Evaluate</b> cultural influences and assumptions in healing practices.	Class participation, in-class exams, final project, online social annotation of texts.
<b>Critical Thinking</b>	<b>Identify and analyze</b> key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	<b>Analyze</b> and <b>Evaluate</b> primary data and how it is used to form arguments particularly as related to the biological and cultural factors that shape the social distribution of health.	Class participation, online social annotation, in-class exams, peer review, in-class activities with primary data, and final paper project.
<b>Communication</b>	Communicate knowledge, thoughts and reasoning clearly and effectively.	<b>Develop</b> a well-organized analysis of a topic of their choice in medical anthropology and present it in a clear and persuasive written format supported by reliable, high-quality scholarly sources.	Final paper and in-class exams.

	<b>Social and Behavioral Sciences SLOs → Students will be able to...</b>	<b>This Course's SLOs → Students will be able to...</b>	<b>Assessment Student competencies will be assessed through...</b>
<b>Connection</b>	N/A	<b>Connect course content</b> with critical reflection on their intellectual, personal, and professional development at UF and beyond. <b>Integrate</b> new information from the course materials and discussions with their existing ideas to form more nuanced positions on the course topics and relate topics to their own lives and professional goals.	In-class discussions and activities, online social annotation, initial and final reflection journals.

## 7. International Objectives (for N co-designation) and SLOs

<b>International Objectives →</b>	<b>This Course's Objectives→ (This course will....)</b>	<b>Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)</b>
International courses promote the development of students' global and intercultural awareness.	...introduce students to health, healing, and illness issues across the world from an anthropological perspective.	...utilizing course texts about cultures and countries around the world.
Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world.	...use a focus on health, illness, and healing to explore differences and similarities in pressing health challenges and trends in cross-cultural perspective and to explore how people around the world have similar and divergent goals, values, access, and approaches to health and illness including local meanings of these topics, as well as	...introducing students to divergent opinions and views on the same topics through course texts and films from all over the world.

<b>International Objectives →</b>	<b>This Course's Objectives→ (This course will....)</b>	<b>Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)</b>
	inequalities shaped by local history, values, and cultural practices.	
Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.	...bring students into conversation with their own, perhaps previously unexamined, beliefs related to health, well-being, and accepted or appropriate forms of healthcare when ill.	...requiring students to reflect on course content in exams and the final paper project but also by directly requiring students to reflect on their own positions and biases through online social annotation responses to texts via Perusall.

### **International Student Learning Outcomes (for N co-designation)**

	<b>International SLOs → Students will be able to...</b>	<b>Course SLOs → Students will be able to...</b>	<b>Assessment Student competencies will be assessed through...</b>
<b>Content</b>	Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.	...engage with the course topic in global perspective to help inform their thinking about health, illness, and well-being more generally, as well as cross-cultural variability in practices and the development of inequalities.	In-class exams, final paper project, class participation, online social annotation of texts.
<b>Critical Thinking</b>	Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.	...propose ways in which health, illness, and global health inequalities offer a window onto globalization and global interdependence in the current era.	In-class exams, class participation, online social annotation of texts, final paper project, class participation.

## VI. Required Policies

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### 8. 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/>. 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.

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

### 10. 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/>) 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.

### 11. Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

### 12. 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/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

### 13. Recordings of Online Class Meetings

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited. **Please note: The recording will only be available via the class Canvas site for currently enrolled students.**

### 14. In-class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.