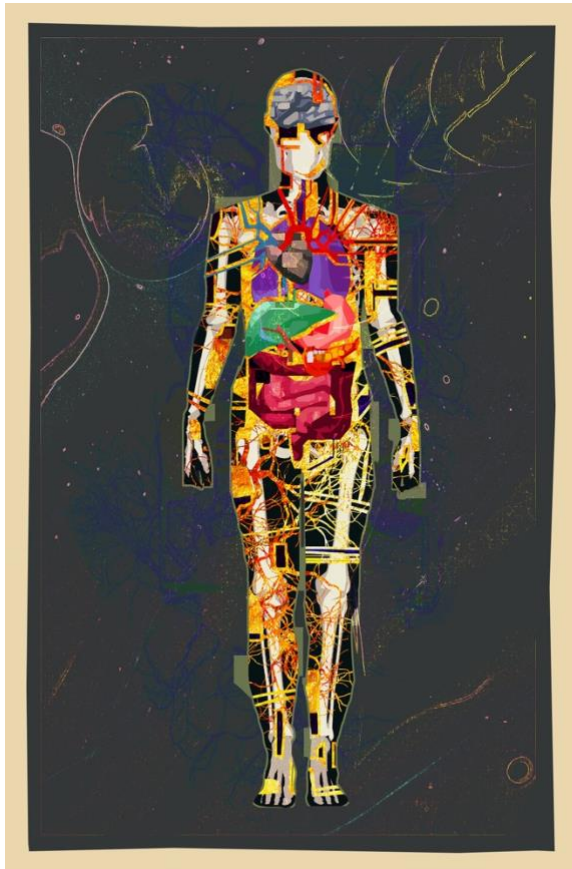


ANT 2464

Things Your Doctor Never Told You: Intro to Medical Anthropology



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I. Course Information

Fall 2021

Meeting Day/Time: T 4, R 4-5

Location: T CSE E121

R MCCC 0100

Instructor

Dr. Adrienne Strong – 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

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.

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.

Hamdy, S., C. Nye, & C. Brewer. 2017. *Lissa: A Story about Medical Promise, Friendship, and Revolution*. Toronto, ON: University of Toronto Press.

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.

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).

Format of the class

How the class will work: Team-Based Learning

We will be using the Team-Based Learning (TBL) approach in this course. TBL will facilitate your application of new knowledge within small collaborative teams and full classroom discussions. TBL requires you to be prepared for and attend all classes. Your participation will provide you with the opportunity to learn from your peers as well as work and negotiate within your team.

We live in an age of abundant information. We have nearly immediate access to information in a wide array of forms, from books and magazines to videos and podcasts. The traditional lecture is one very good way to deliver information, but it's got a lot of competition. What makes the classroom unique is that it brings students and instructors together where they can learn from each other. TBL capitalizes on this feature. In a TBL class, lectures are very limited and are used almost exclusively to clarify questions that arise rather than simply imparting information. In a TBL class, students work in small groups that

last the entire semester. Members of the team learn together and from each other, meaning that ***coming to class prepared is essential to your success and that of your team.***

Since the central role of the lecture is reduced in TBL, students need to learn the basics before they get to class. To give you an incentive to do that preparation, in each module there will be two Readiness Assessment Tests (RAT) based on readings and short videos that must be completed before the RAT. Each RAT is completed twice: first individually (the iRAT), then as a team (the tRAT). We will also have many team activities, usually requiring some preparation (generally by reading before class), that allow you to refine your understanding of material and improve your ability to use an anthropological lens.

What TBL is not:

- It is not normal group work – there will be **NO** group work required outside of the classroom.
- It will not be a drag on your grade—a tRAT score cannot reduce your grade relative to your iRAT score.
- It is not an excuse to slack off – Your participation will be evaluated by your peers and that will affect your grade.

Attendance

In the workplace, when someone is gone, the group has to pick up the slack, but the absent member still benefits from the group work. If the absent person has a good reason for being gone, explains the reason to the group, **and** does their best to make amends, most groups will gladly extend the benefit. If, however, members have doubts about the reason for the absence, feel like the member is trying to “freeload” or both, then the absence is likely to be a black mark that may not be forgotten when the peer evaluations come around. So, if you have to be absent, let your peers (and Dr. Strong) know in advance and make sure that you do your best to make up for it. Otherwise, you are at risk. If you miss class on a RAT day, you will **not** have the opportunity to make up this assessment unless it is a university excused absence.

Readiness Assurance Process (RAP)

The RAP is an integral piece of the TBL Strategy. This process allows you numerous opportunities to demonstrate that you understand the readings and course concepts, while receiving immediate feedback on your progress. The RAP takes place in a sequence containing the following components:

1) Readings

At the start of each module, you will complete readings outside of class. These readings contain some of the core concepts and ideas of that particular module. While these will not be the only reading for each unit, they will provide you with the foundation that we will build upon with the rest of the readings in each unit.

2) Individual Readiness Assessment Test (iRAT)

The first in-class activity for each module is the iRAT, which is based on the assigned readings. These are in the form of a short quiz featuring multiple-choice questions focused on the key concepts and ideas of the readings. They are designed both to assess your comprehension and to help maintain accountability for reading the assignments on time. You will take the iRAT on Canvas during class time so you will need to bring your laptop or a device with which to do this. Your iRAT scores will be anonymous.

3) Team Readiness Assessment Test (tRAT)

Right after finishing the iRAT you will take the same test as a team. You are allowed to discuss the questions as a team and decide on an answer for each question. You will complete the iRAT on Canvas as well, with one team member designated as the reporter who will fill it in in Canvas based on group consensus.

4) Appeals

After the tRATs are completed, students can appeal any question they missed on the team test. Students can submit any reasons they want for arguing that their answer should be considered correct instead of wrong. Appeals are only granted when your team is able to present an argument that demonstrates clear comprehension of the concepts. An appeal must be submitted in writing and should explain in one to two paragraphs why the team believes its answer to be correct. *Direct evidence from the reading must be used and cited.* Appeals are to be submitted via Canvas before the end of the class period. If the appeal is successful, the points will be added to the team score as well as for any individual that answered the same way as the team. Any team members who had the question correct initially will continue to receive credit on the question. ONLY the members of a team that appeal will be eligible for a change in score, meaning each team must complete and submit a separate appeal. If an appeal is unsuccessful (or your team does not submit an appeal) you will not receive points of the question, regardless of whether other teams successfully appeal the question.

Applications

Most of the class meetings will consist of team-based activities that will allow you to apply the material learned from the readings. Most of the application exercises will pose a question (sometimes based on a news article, a case, a film), and require that you make a decision as a team based on your discussion together. Your team will need to poll each member, listen to each member's ideas, and their explanation for why their idea should be supported, and then reach a team consensus. At the end of your deliberation, all of the teams will simultaneously show their decisions. Then we will discuss the question as a class. Over the semester we will do many smaller applications.

Create Applications

As we move through the semester, each student will create applications relevant to the readings. A select number of applications will be used in class. More information about the format of these assignments will be posted on Canvas and also given in class.

Participation

I will assess your participation throughout the semester. I recognize that some students may be more outspoken than others, so participation here is not limited to whether you raise your voice in larger class discussions or not. Your inputs and participation in your team's discussions, comments to others – and informal discussion with me, outside of the classroom also count. You are always welcome to visit me during my office hours, or to send me an email to set up a meeting.

Peer Evaluation

One of the most significant concerns with working in a group and receiving team grades is that some of the members of the team may work harder than others or “free-load” off those in the group willing to put in more effort. You will be given a chance to evaluate your team member peers during the course. There will be an evaluation at the mid-term point, used as feedback for individual team members and a second one at the end of the semester via the website TEAMMATES to which you will receive an

invitation when we near the middle of the semester. You will be evaluating each member on their participation in team activities. (Did they come to class regularly? Were they prepared for the day's activity? Did they contribute productively to the team? Respect others' ideas?) These evaluations are completely anonymous and give you a chance to reward or punish teammates based upon their team efforts. I will provide more information about this in class.

II. Coursework & Schedule

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. Your teammates and I will evaluate your class participation on the quality of your contributions (see above), 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. There will be online participation activities 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 in the reading for further discussion 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. 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	TBD
Peer Evaluation	There will be a midterm and final peer evaluation of your team members via the website TEAMMATES, which will send you further instructions at the time.	See above	TBD
iRATs	To be done at the start of each module, these will be short multiple-choice quizzes done in class via Canvas.	6 MC quizzes	TBD
tRATs	To be done in class via Canvas as a team immediately following the iRATs at the start of each module.	6 group MC quizzes	TBD

Applications	Throughout the semester you will be asked to create applications related to the day's assigned reading prior to class. You will then work with your groups to go through each other's applications and present them to the rest of the class. In the beginning of the semester, you will practice making applications with your group to get the hang of it. These should be formatted like the ones we do in class on a regular basis.		TBD
In-class midterm exam	Designed to test your comprehension of concepts and readings introduced in class. This is open book and open note.	Includes short-answer or fill-in-the-blank and at least one short essay	15
Learning through Teaching			
Proposal	Define the topic you are going to be teaching someone about. Be sure to define your audience (children, adults, etc.) and include a brief description of what format you would like to use. Do some preliminary library research to help you determine if the topic is too broad or too narrow. Please include a list of at least four potential references you will use for the final project with a brief (2-3 sentence) note about how the source supports teaching this topic to others. More details in Canvas assignment.	250-300 words defining topic, plus notes on each source	5
Final project	This can be in any format you want EXCEPT for a traditional research paper. Some options might include a picture book, a series of infographics, a podcast, short video, etc.	At least 4 sources required	20

Grades are based on three categories of evaluations

% Final Grade

1. Individual Performance

- a. 6 iRAT scores
- b. Midterm exam 20%
- c. Final project 25%
- d. Participation (including 2 journals)
- e. Attendance

2. Team Performance



- a. 6 tRAT scores
- b. Applications

3. Team Contribution




- a. Midterm peer evaluation
- b. Final peer evaluation

You will decide, as a class, how much each of the remaining categories above will contribute to your final grade. We will decide these proportions during the second class meeting.





2. Weekly Course Schedule



Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 1- Module 0	Topic	Introduction and Overview	
	Summary	<ul style="list-style-type: none"> • Expectations- mine and yours, introducing TBL • Thinking like an anthropologist • Introduction to anthropological perspectives. Social science methods- ethnography. Introduces history, key themes and methods in the social sciences as practiced by anthropologists. 	
Aug. 24 and 26	Readings/Works	<p> Tuesday Introductions, course policies and structure</p> <p> Thursday Lock, M. (1998). Menopause: lessons from anthropology. <i>Psychosomatic Medicine</i>, 60(4), 410-419.</p> <p>Trial iRAT, tRAT, and application</p>	
	Assignment	Reflection journal- what do health, illness, and healing mean to me? (500 words min.)	Due Monday Aug. 30th
		Online survey for group formation	Mon Aug. 30 th by midnight
Week 2- Module 1	Topic	History and Scope of Medical Anthropology	
	Summary	<ul style="list-style-type: none"> • Medical anthropology or anthropology of health? • Methods and approaches • Medical anthropology and its neighbors 	




Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		<ul style="list-style-type: none"> Close reading of texts; learning about key theories and methods in the social sciences 	
Aug. 31 and Sept. 2	Readings/Works	<p>📖 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.</p> <p>📖 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.</p> <p>iRAT, tRAT on textbook chapters 1 and 2 for module 1</p>	
	Assignment	iRAT, tRAT module 1	Thursday in class
Week 3- Module 1	Topic	Conceptions of Sickness and Health	
	Summary	<ul style="list-style-type: none"> Illness and disease, healing and curing Understanding suffering The role of the body in anthropology of health Identifying social institutions and structures; Examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world. 	
Sept. 7 and 9	Readings/Works	<p>📖 Tuesday Singer et al., Ch. 3 (p. 65–101)</p>	




Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		<p>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.</p> <p> Thursday</p> <p>All of <i>Lissa</i> including: Forward, Part I-III, Afterword, and Appendices I and II</p> <p>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.</p>	
	Assignment	Perusall	Tuesday
Week 4- Module 2	Topic	Disparities, Inequalities, Inequities	
	Summary	<ul style="list-style-type: none"> Defining terms: What's in a name? Racism, poverty, social justice, and health 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. 	
Sept. 14 and 16	Readings/Works	<p> Tuesday</p> <p>Singer et al., Ch. 4 (p. 102–130)</p> <p>iRAT, tRAT in class</p> <p> Thursday</p> <p>Gravlee, C. C. (2009). How race becomes biology: embodiment of social inequality. <i>American Journal of Physical Anthropology</i>, 139(1), 47–57.</p>	



Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		Singer, M., Valentin, F., Baer, H., & 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.	
	Assignment	iRAT, tRAT Module 2	Tuesday
		Perusall	Thursday
Week 5- Module 2	Topic	Health and the Environment	
	Summary	<ul style="list-style-type: none"> • Biocultural adaptation • Political ecology • Evolutionary medicine • Close reading- texts; evaluating data; applying social science methods. 	
Sept. 21 and 23	Readings/Works	<p>📖 Tuesday Singer et al., Ch. 5 (p. 131–158) 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 Nesse, R. M. & Williams, G. C. (1998). Evolution and the origins of disease. <i>Scientific American</i>, 279(5), 86-93. 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	Perusall	Tuesday
Week 6- Module 2	Topic	<i>Fresh Fruit, Broken Bodies</i>	
	Summary	<ul style="list-style-type: none"> • Migration, embodiment, and health • Naturalizing social suffering • The clinical gaze and pragmatic solidarity 	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		<ul style="list-style-type: none"> 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. 	
Sept. 28 and 30	Readings/Works	<p> Tuesday Holmes, Ch. 1–4 (p. 1–110)</p> <p> Thursday Holmes, Ch. 5–7 (p. 111–198)</p>	
	Assignment		
Week 7- Module 3	Topic	Healing Traditions	
	Summary	<ul style="list-style-type: none"> Varieties of ethnomedicine Biomedicine as a sociocultural system Examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world; identifying institutions and social structures. 	
Oct. 5 and 7	Readings/Works	<p> Tuesday Midterm Exam</p> <p> Thursday Singer et al., Ch. 6 (p. 159–181) 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>	
	Assignment	Midterm Exam	Tuesday



Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 8- Module 3	Topic	Patients and Healers in Context	
	Summary	<ul style="list-style-type: none"> • Plural medical systems • Complementary and alternative medicines • 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. 	
Oct. 12 and 14	Readings/Works	<p> Tuesday Singer et al., Ch. 7 (p. 182–211) iRAT, tRAT in class on Singer ch. 6 and 7</p> <p> Thursday Bates, D. G. (2000). Why not call modern medicine 'alternative'? <i>Perspectives in Biology and Medicine</i>, 43(4), 502-518. Additional reading TBD</p>	
	Assignment	iRAT, tRAT for Module 3 on Singer chapters 6 and 7	Tuesday
Week 9- Module 3	Topic	<i>The Spirit Catches You and You Fall Down</i>	
	Summary	<ul style="list-style-type: none"> • Cultural models of sickness and health • Compliance • Cultural and structural competency • 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. 	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		<ul style="list-style-type: none"> Identifying beliefs and biases. 	
Oct. 19 and 21	Readings/Works	<p> Tuesday Fadiman, Ch. 1–12 (p. 1–170) Trostle, J. A. (1988). Medical compliance as an ideology. <i>Social Science & Medicine</i>, 27(12), 1299- 1308.</p> <p> Thursday Fadiman, Ch.13–19 (p. 171–288) Kleinman, A., & Benson, P. (2006). Anthropology in the clinic: the problem of cultural competency and how to fix it. <i>PLoS Medicine</i>, 3(10), e294. Metzl, J. M., & Hansen, H. (2014). Structural competency: Theorizing a new medical engagement with stigma and inequality. <i>Social Science & Medicine</i>, 103, 126–133.</p>	
	Assignment	Midterm peer assessment via TEAMMATES	Tuesday
		Perusall	Thursday
Week 10- Module 4	Topic	Food, Body, and Culture	
	Summary	<ul style="list-style-type: none"> Food, meaning, and identity Political economy of food Fatness and thinness around the world 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. 	
Oct. 26 and 28	Readings/Works	<p> Tuesday Yates-Doerr, E. & M.A. Carney. (2016). Demedicalizing health: The kitchen as a site of care. <i>Medical Anthropology</i> 25(4): 305-321.</p>	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		<p>Brewis, A. A., & 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>iRAT, tRAT in class</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	iRAT, tRAT for Module 4	Tuesday
		Perusall	Thursday
Week 11- Module 4	Topic	Embodiment	
	Summary	<ul style="list-style-type: none"> • Embodiment across disciplines • The <i>body</i> in embodiment • Developmental origins of adult health • 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; 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> Thursday</p> <p>Krieger, N. & Davey Smith, G. (2004). "Bodies count," and body counts: social epidemiology and embodying inequality. <i>Epidemiologic Reviews</i>, 26, 92-103.</p>	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		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.	
	Assignment	Perusall	Tuesday
Week 12- Module 5	Topic	Biopolitics and Beyond	
	Summary	<ul style="list-style-type: none"> • Biopolitics and biotechnology • Anthropology and bioethics • 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. 	
Nov. 9 and 11	Readings/Works	 Tuesday Singer et al., Ch. 8 (p. 212–239) iRAT, tRAT in class  Thursday Holiday, no class	
	Assignment	iRAT, tRAT for Module 5	Tuesday
Week 13- Module 5	Topic	Biopolitics cont.	
	Summary	<ul style="list-style-type: none"> • Close reading- texts; identifying social institutions and structures; identify, describe, and explain the historical, cultural, economic, political, and/or social 	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		experiences and processes that characterize the contemporary world; communicating.	
Nov. 16 and 18	Readings/Works	<p>📖 Tuesday 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 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>	
	Assignment	Perusall	Thursday
Week 14- Module 6	Topic	Anthropology in Action: Toward a Healthier World	
	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. 23 Nov. 25- Thanksgiving	Readings/Works	<p>📖 Tuesday Singer et al., Ch. 9 (p. 240–250) Hahn, R. A, & Inhorn, M. C. (2009). “Introduction.” In <i>Anthropology and Public Health: Bridging Differences in Culture and Society</i>, 2nd edition. New York: Oxford University Press.</p> <p>Worthman, C., & Kohrt, B. (2005). Receding horizons of health: biocultural approaches to public health paradoxes. <i>Social Science & Medicine</i>, 61(4), 861–878.</p> <p>📖 Thursday Thanksgiving- No Class</p>	
	Assignment		

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 15- Module 6	Topic	Synthesis and Integration	
	Summary	Review and course wrap up	
Nov. 30 and Dec. 2	Readings/Works	 Tuesday 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, & M. Basilio (Eds.), <i>Reimagining global health: An introduction</i> (pp. 302–339). Berkeley: University of California Press. Examples of applied medical anthropology- see Canvas for any additional readings  Thursday Group presentations from work on Tuesday	
	Assignment	Reflection journal - how have my ideas about health, illness, and healing changed? (500 words min.)	Dec. 6 th by midnight
Week 16			
Dec. 7		Final projects due Final peer assessment due via TEAMMATES	Dec. 7 th , Tuesday, by midnight

III. Grading

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. Your teammates will be an important part of assessing your level of participation. I will schedule a meeting with you if the midterm peer evaluations indicate your groupmates do not feel you are contributing equally. You will use the participation criteria below to help judge each other’s contributions.
- **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 I've been notified prior to the due date and we have agreed on an alternative arrangement and/or it is an excused absence. If you know you will be missing class, it is important to let your teammates know so they can take that into account when evaluating your contributions to the team throughout the semester. Please also notify me directly if you will be out.

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.

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...)
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

	Social and Behavioral Sciences SLOs → Students will be able to...	This Course's SLOs → Students will be able to...	Assessment Student competencies will be assessed through...
Content	Identify, describe, and explain the history, underlying theory and methodologies used.	Identify, describe, and explain 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.
		Identify and critique 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.

	Social and Behavioral Sciences SLOs → Students will be able to...	This Course's SLOs → Students will be able to...	Assessment Student competencies will be assessed through...
		Evaluate cultural influences and assumptions in healing practices.	Class participation, in-class exams, final project, online social annotation of texts.
Critical Thinking	Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	Analyze and Evaluate 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.
Communication	Communicate knowledge, thoughts and reasoning clearly and effectively.	Develop 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.
Connection	N/A	Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond. Integrate 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

International 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...)
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 inequalities shaped by local history, values, and cultural practices.	...introducing students to divergent opinions and views on the same topics through course texts and films from all over the world.
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)

	International SLOs → Students will be able to...	Course SLOs → Students will be able to...	Assessment Student competencies will be assessed through...
Content	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.
Critical Thinking	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

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.