

ANT 4462

Culture & Medicine: An Intro to Biocultural Anthropology

COURSE INFORMATION:

INSTRUCTOR: Shreemoyee Sil (s.sil@ufl.edu)

Online Office Hours: Mondays: 10:00am-11:00am; Wednesdays: 10:00am-12:00pm

Zoom link: <https://ufl.zoom.us/j/8241409665>

COURSE TEACHING ASSISTANTS (TAs):

1. TA Name: Camille Baylis (gbaylis@ufl.edu)
2. TA Name: Bienvenu Mukungilwa (mukungilwa.b@ufl.edu)
3. TA Name: Sarah Staub (sarah.mevers@ufl.edu)

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

COURSE OBJECTIVES (STUDENT LEARNING OUTCOMES):

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 15 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.

GRADING POLICIES:

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 understandings of health, illness, and disease to establish a baseline to which you will return to at the end of the semester and see how your ideas might have changed or grown. While your instructor and TAs 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.

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 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 assignment 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.**

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**. **Your quizzes are due Sundays before midnight.**

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 there will be six infographic prompts which are 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 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.**

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 **90 minutes** on Canvas, open book and open note. The purpose of these exams is to test you on your knowledge and comprehension of course content, including textbook chapters, articles, and lectures. If you are staying up to date and completing all the coursework and assignments, you will do well on the exams.

GRADING CRITERIA:

Assignment	Points/Percentage
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 10 quizzes= 50 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)
Total Points	370 points

GRADING SCALE:

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

A	93– 100% of possible points		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.

GRADING POLICY: If you have a question regarding a grade you receive for an assignment or quiz, you must first discuss the grade with one of the TAs. If you still have concerns, you may email the instructor to request that your assignment be reviewed. This request must be made within 1 week of the grade posting.

WEEKLY COURSE SCHEDULE:

Week/ Module	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 1- Module 1 [Aug 24- Aug 26]	Topic	Introduction to Biocultural Anthropology	
	Summary	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.	
	Readings/ Works	<ul style="list-style-type: none"> • Lock, Margaret. (1998). Menopause: lessons from anthropology. <i>Psychosomatic Medicine</i>, 60(4), 410-419. • Wiley and Allen textbook, Chapter 1: Introduction: A Biocultural Approach to Medical Anthropology (pp. 1-13). 	
	Assignment	<ul style="list-style-type: none"> • Reflection Journal 1 • Perusal 1 	Both assignments due by August 28
Week 2- Module 2 [Aug 29- Sept 02]	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	<ul style="list-style-type: none"> • Wiley and Allen textbook, Chapter 2: Anthropological Perspectives on Health and Disease (pp. 14-39). • 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. 	
	Assignment	<ul style="list-style-type: none"> • Perusall 2 • Quiz 2 	Perusall 2: Sept 02 Quiz 2: Sept 04
Week 3- Module 3 [Sept 05- Sept 09] *Sept 05- Holiday (Labor Day)*	Topic	Healers and Healing	
	Summary	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.	

	Readings/ Works	<ul style="list-style-type: none"> • Wiley and Allen textbook, Chapter 3: Healers and Healing (pp. 40-78). • Nichols-Belo, A. 2018. "Witchdoctors" in white coats: Politics and healing knowledge in Tanzania. <i>Medical Anthropology</i> 37(8), 722-736. • 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. • Portraits of Shamans from Around the World https://edition.cnn.com/2016/12/06/world/cnnphotos-shaman-portraits/index.html 	
	Assignment	<ul style="list-style-type: none"> • Perusall 3 • Quiz 3 • Infographic 3 (option #1, must select two from first half of the course) 	Perusall 3: Sept 09 Quiz 3: Sept 11 Infographic 3: Sept 11
Week 4- Module 4 [Sept 12- Sept 16]	Topic	Diet and Nutrition	
	Summary	<p>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	<ul style="list-style-type: none"> • Wiley and Allen textbook, Chapter 4: Diet and Nutrition in Health and Disease (pp. 79-116). • West-Eberhard. 2019. Nutrition, the visceral immune system, and the evolutionary origins of pathogenic obesity www.pnas.org/cgi/doi/10.1073/pnas.1809046116 • Cordain et al. 2005. Origins and evolution of the Western diet: health implications for the 21st century. Am J Clin Nutr 81:341–54. • 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 	
	Assignment	<ul style="list-style-type: none"> • Perusall 4 • Quiz 4 • Infographic 4 (option #2) 	Perusall 4: Sept 16 Quiz 4: Sept 18 Infographic 4: Sept 18
Week 5- Module 5 [Sept 19- Sept 23]	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	<ul style="list-style-type: none"> • Wiley and Allen textbook, Chapter 5: Child Growth and Health (pp. 117-153). • 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 • 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. Berghen Books. 	
	Assignment	<ul style="list-style-type: none"> • Perusall 5 • Quiz 5 	Perusall 5: Sept 23 Quiz 5: Sept 25
Week 6- Module 6 [Sept 26- Sept 30]	Topic	Reproductive Health in Biocultural Context Part I	
	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	<ul style="list-style-type: none"> • 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 • Gottlieb, Alma. Ch. 14 Menstrual Taboos: Moving Beyond the Curse in <i>The Palgrave Handbook of Critical Menstruation Studies</i>, Bobel et al., eds. pp. 143-162 https://library.oapen.org/bitstream/handle/20.500.12657/41299/2020_Book_ThePalgraveHandbookOfCriticalM.pdf?sequence=1#page=183 • Gerrits, Trudie. 2016. Assisted reproductive technologies in Ghana: Transnational undertakings, local practices, and “more affordable” IVF. <i>Reproductive Biomedicine and Society Online</i> 2, 32-38. https://reader.elsevier.com/reader/sd/pii/S2405661816300077?token=C1BD2BAF00191D7F90FD973A910F07747792F01E59D50052A2B650B22B5AA437859A1EB108B6F688E7B52BFEB1B9CC1A&originRegion=eu-west-1&originCreation=20220710101540 	
	Assignment	<ul style="list-style-type: none"> • Perusall 6 • Quiz 6 • Infographic 6 (option #3, last option for first half of the course) 	<p>Perusall 6: Sept 30</p> <p>Quiz 6: Oct 02</p> <p>Infographic 6: Oct 02</p>
Week 7- Module 6 (contd.) [Oct 03- Oct 07]	Topic	Reproductive Health in Biocultural Context Part II	

Oct 07- Holiday (Homecoming)			
	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.	
	Readings/ Works	<ul style="list-style-type: none"> • Wiley and Allen textbook, Chapter 6: Reproductive Health in Biocultural Context (pp. 181-207). • 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. • How Men's Bodies Change When They Become Fathers, https://www.nytimes.com/2020/04/15/parenting/baby/fatherhood-mens-bodies.html • Fathers' cortisol and testosterone in the days around infants' births predict later paternal involvement https://www.sciencedirect.com/science/article/abs/pii/S0018506X18301703?via%3Dihub 	
	Assignment	<ul style="list-style-type: none"> • Perusall 7 • Quiz 7 	Perusall 7: Oct 07 Quiz 7: Oct 09
Week 8- Module 7 [Oct 10- Oct 14]	Topic	Aging	

	Summary	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.	
	Readings/ Works	<ul style="list-style-type: none"> • Wiley and Allen textbook, Chapter 7: Aging (pp. 206-239). • 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. • To Save on Rent, Some Dutch College Students are Living in Nursing Homes https://www.theatlantic.com/business/archive/2015/10/dutch-nursing-home-college-students/408976/. 	
	Assignment	<ul style="list-style-type: none"> • Perusall 8 • MIDTERM EXAM 	Perusall 8: Oct 14 Midterm Exam: Oct 16
Week 9- Module 8 [Oct 17- Oct 21]	Topic	Infectious Diseases: Pathogens, Hosts, and Evolutionary Interplay	
	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	<ul style="list-style-type: none"> • 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. <i>Evolution</i> 73-4: 636–647 doi:10.1111/evo.13692 • Pal, R.; Bhadada, S.J. 2020. COVID-19 and diabetes mellitus: 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 	
	Assignment	<ul style="list-style-type: none"> • Perusall 9 • Quiz 9 • Infographic 9 (option #1 for second half of the course) 	Perusall 9: Oct 21 Quiz 9: Oct 23 Infographic 9: Oct 23
Week 10- Module 9 [Oct 24- Oct 28]	Topic	Globalization, Poverty, and Infectious Disease	
	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 climate change and economic development projects contribute to the spread of disease.</p>	

	Readings/ Works	<ul style="list-style-type: none"> • Wiley and Allen textbook, Chapter 9: Globalization, Poverty, and Infectious Disease (pp. 281-320). • 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. • 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. 	
	Assignment	<ul style="list-style-type: none"> • Perusall 10 • Quiz 10 • Infographic 10 (option #2 for second half of the course) 	Perusall 10: Oct 28 Quiz 10: Oct 30 Infographic 10: Oct 30
Week 11- Module 10 [Oct 31- Nov 04]	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	<ul style="list-style-type: none"> • Wiley and Allen textbook, Chapter 10: Stress, Social Inequality, and Race and Ethnicity: Implications for Health Disparities (pp. 321-346). • Krainc, Talia & Agustin Fuentes. (2022). Genetic ancestry in precision medicine is reshaping the race debate. <i>PNAS</i>, 119 (4), 1-4. • Mulligan, Connie J. (2021). Systemic racism can get under our skin and into our genes. <i>AJPA</i>, 175 (2), 399-405. 	
	Assignment	<ul style="list-style-type: none"> • Perusall 11 • Quiz 11 	Perusall 11: Nov 04 Quiz 11: Nov 06
Week 12- Module 10 (contd.) [Nov 07- Nov 11] *Nov 11- Holiday (Veteran' s Day)*	Topic	Stress, Social Inequality, and Race and Ethnicity: Implications for Health Disparities Part II	
	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	<ul style="list-style-type: none"> • Wiley and Allen textbook, Chapter 10: Stress, Social Inequality, and Race and Ethnicity: Implications for Health Disparities (pp. 347-356). • Gravlee, Clarence C. (2009) How race becomes biology: embodiment of social inequality. <i>AJPA</i> 	

		<p>139(1):47-57. doi: 10.1002/ajpa.20983.</p> <ul style="list-style-type: none"> • 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 • Gravlee, Clarence. (2020, June 7). Racism, Not Genetics, Explains Why Black Americans are Dying of COVID-19. <i>Scientific American</i>. https://blogs.scientificamerican.com/voices/racism-not-genetics-explains-why-black-americans-are-dying-of-covid-19/ 	
	Assignment	<ul style="list-style-type: none"> • Perusall 12 • Quiz 12 • Infographic 12 (option #2) 	<p>Perusall 12: Nov 11</p> <p>Quiz 12: Nov 13</p> <p>Infographic 12: Nov 13</p>
Week 13- Module 11 [Nov 14- Nov 18]	Topic	Mental Health and Illness	
	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.	

	Readings/ Works	<ul style="list-style-type: none"> Wiley and Allen textbook, Chapter 11: Mental Health and Illness (pp. 357-399). 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. 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 	
	Assignment	<ul style="list-style-type: none"> Perusall 13 Quiz 13 Infographic 13 (3rd and final option for this half of the course) 	Perusall 13: Nov 18 Quiz 13: Nov 20 Infographic 13: Nov 20
Week 14- Module 12 [Nov 21- Nov 25] *Nov 23- Nov 26- Holiday (Thanksgi ving Break)*	Topic	The Relevance of Medical Anthropology Part I	
	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	<ul style="list-style-type: none"> • Wiley and Allen textbook, Epilogue: The Relevance of Medical Anthropology (pp. 400-406). • 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/ 	
	Assignment	No assignments this week due to Thanksgiving.	
Week 15- Module 12 (contd.) [Nov 28- Dec 02]	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	<ul style="list-style-type: none"> • 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. https://www.sciencedirect.com/science/article/pii/S0029646521000669?via%3Dihub • 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 <ul style="list-style-type: none"> 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. 	
	Assignment	<ul style="list-style-type: none"> Perusall 15 Quiz 15 	Perusall 15: Dec 02 Quiz 15: Dec 04
Week 16- Module 13 Course Wrap Up [Dec 05- Dec 07]	Topic	Course Wrap Up; Final Exam	
	Assignment	Reflection Journal 2 Final Exam	Both assignments are due by Dec 07, 11:59pm.

COURSE POLICIES:

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 on the day assigned unless otherwise specified.**

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

QUIZ POLICY: Quizzes for this course are administered in Canvas. The quizzes are open book/open note, but students must complete them on their own. Students are not allowed to work together on quizzes in this class. Quizzes are timed and must be completed within 20 minutes

unless students have accommodation for additional time. Please see the policy below for information on disputing a quiz grade.

ASSIGNMENT POLICY: Students are required to complete all assignments by the stated due dates. Assignments should be submitted within Canvas. 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 absence. When possible, students must provide the instructor with written documentation from an appropriate authority within 24 hours. Teaching Assistants (TAs) may not give permission for make-up work or assignment extensions. The instructor does not assign grades of “incomplete” except in unusual, extreme circumstances and students must provide documentation of such circumstances from an appropriate authority.

REQUIRED POLICIES:

STUDENTS REQUIRING ACCOMMODATION:

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

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/>.

LIBRARY RESOURCES:

The [UF Libraries](#) 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](#) and the [Anthropology Assignment Guide](#) 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](#) for help by email, chat, text, or phone.

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 several 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.

In Class Recording: 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.

COUNSELING AND WELLNESS CENTER:

Contact information for the Counseling and Wellness Center:

Website: <https://counseling.ufl.edu/>

Contact Number: 352-392-1575

University Police Department: 392-1111 or 9-1-1 for emergencies.

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>

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.

NETIQUETTE: COMMUNICATION COURTESY:

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