CULTURE AND MEDICINE

ANT4462

3 CREDIT HOURS

FALL 2019

INSTRUCTOR: Connie J Mulligan (cmulligan@ufl.edu)

ONLINE OFFICE HOURS: Scheduled by e-mail request through Zoom Conferences (on E-learning course website)

COURSE TEACHING ASSISTANT (TA):

Ed Haning: cruiser6113@ufl.edu

Online office hours: Scheduled by e-mail request through Zoom Conferences (on E-learning course website)

COURSE WEBSITE: https://ufl.instructure.com/courses/376219

COURSE COMMUNICATIONS: The instructor and TA can all be reached by email and through the messaging ("inbox") tool in E-learning. Please use your UF email address and allow 24 hours for a response (not including weekends or holidays). The instructor and TA 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 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:

2012 Wiley, A. and J. Allen. Medical Anthropology: A Biocultural Approach. 3rd Edition. Oxford University Press, New York.

Additional readings available on the E-learning course website (see Module 8).

COURSE DESCRIPTION: This course offers a broad examination of health and disease in a cross-cultural context. As part of this course, we explore the relationship of anthropology to medicine through cross-cultural comparisons and specific ethnographic examples. Given the time constraints of this class, we are not able to examine everything related to medical anthropology. Instead we use literature, film, and discussion to examine the cultural construction and organization of diverse health systems, world economic development/political

economy of health, and the role of the anthropologist in transformations of contemporary Western health systems.

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:

Books:
- R. Lavenda & E. Schultz. Anthropology. Oxford University Press.
- A. Podolefsky, P. Brown, and S. Lacy. Applying Anthropology: An Introductory Reader. McGraw Hill.

Websites:
- Living Anthropologically: This website/blog is a supplement to the Lavenda and Schultz book and 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.

PURPOSE OF COURSE: This course is designed to help students develop a better appreciation for the complex relationship between culture, human biology, and health, and how it varies over space and time. The course will help students 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 students develop a better appreciation for the ways that they themselves conceive of health and the different factors that influence their own health beliefs and healthcare decisions.

COURSE GOALS AND/OR OBJECTIVES: By the end of the course, students 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 internationally

This course is also designed to develop the student's learning skills, including:

1. Analytical thinking and research abilities (including information acquisition and critical reading and writing skills)
2. Holistic learning skills and the ability to integrate ideas from many different perspectives

TEACHING PHILOSOPHY: Anthropology makes an important contribution to understanding and appreciating human diversity. People do not have to be an academic to be an anthropologist. Many anthropologists are involved in applied work across a range of disciplines. Therefore, our goal when teaching anthropology is for students to understand the relevance of anthropology to their lives and the contribution that anthropology can make to other disciplines and practices.

We follow a constructivist learning approach, which means that we believe learning is an active process of creating meaning from different experiences. In other words, students learn best by trying to make sense of something on their own with instructors available as guides to help them along the way. This means that we have a responsibility to help facilitate student learning and engagement. Our approach to teaching is to act as a facilitator and co-creator of information, rather than lecturers. We understand that students learn in many different ways and our role is to help students identify: 1) how they learn best, 2) how to use that capacity to find new information, and 3) how to effectively and efficiently evaluate, translate, and use the information that they find. Our teaching approach reflects these goals--we favor a more interactive, hands-on approach to teaching and asking questions that encourage students to synthesize and engage with the material.

Being an active participant in this course means doing the necessary readings, watching lectures, completing assignments and engaging in respectful online discussions with classmates.

INSTRUCTIONAL METHODS: This is an entirely online course. The course material is divided into 13 modules that include lectures, readings, videos, discussions, and assignments. These activities are designed to help students engage with the material and facilitate learning and interaction with their peers in the class. There is no set order to complete the material within a module, however students must pass each module quiz to continue to the next module.

COURSE POLICIES:

ATTENDANCE POLICY: Although this is an online course, students are expected to review all material posted on the course E-Learning 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, individual assignments, and discussion posts 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 E-learning. The quizzes are open book/open note, but students must complete them on their own. Students are not allowed to collude on quizzes in this class. Quizzes are timed and must be completed within 20 minutes unless students have an accommodation for additional time. Students will have two attempts to take each quiz and must complete the quiz in order to move on to the next module.

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 E-learning. Written assignments should be .doc or .docx format. Specific instructions are provided for each assignment in E-learning. The due dates for assignments can be found in the course schedule at the end of this syllabus and in the course calendar in E-learning (**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.

GRADING POLICY: Grades are earned, not negotiated. If students have a question regarding a grade they receive for an assignment or quiz, students must first discuss the grade with their TA. If the student still has concerns, they may email the instructor to request that their assignment be reviewed. This request must be made within 2 weeks of the grade posting.

COURSE TECHNOLOGY:

Quizlet: Quizlet is a free online study tool that students may use for a variety of interactive study activities including flashcards, matching activities, and other learning games. Flash cards are available in each module.

VoiceThread: VoiceThread is a cloud-based web application that allows users to post media such as a document, slide show, video, or photo collection that can be commented on by a community and then converted into a flash-based animation. Comments can be made by microphone, webcam, text, audio file or telephone.

VoiceThread will be used for three of the exercises in this class: the conceptual diagram and the final presentation. There are two components to each of these assignments: 1) uploading your video to VoiceThread and 2) Commenting on the VoiceThread videos from your group members. There is also a non-graded VoiceThread exercise in Week 1 in the VoiceThread module to ensure there are no issues using VoiceThread – this exercise must be completed in order to move on to the next modules.

Students can access VoiceThread in eLearning by clicking on Modules>VoiceThread.

UF POLICIES:

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES: 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.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code. **Please be aware--all written assignments are submitted to Turnitin. Students caught plagiarizing on any assignment in this class will be reported to the Dean of Students and receive a zero for the assignment.**

ACADEMIC HONESTY: As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this

commitment may result in disciplinary action up to and including expulsion from the University."

The latest student honor code and student conduct code can be found at https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

The following presentation from the University of Florida Writing Center has essential information concerning plagiarism and properly citing sources. Be sure to note that the University of Florida does consider self-plagiarism to be plagiarism. http://mediasite.video.ufl.edu/mediasite/Viewer/?peid=adaa44500eaf460a84f238e6b9a558f9. All students enrolled in this course are expected to view this presentation and refer back to it as questions arise. Your instructor and TAs are also an excellent resource and any questions you have should be raised before submitting an assignment.

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.

UNIVERSITY OF FLORIDA COUNSELING SERVICES:

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 Resource Center, Reitz Union, 392-1601, 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.shtml

COURSE EVALUATIONS: 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/."

GETTING HELP:

If you're having trouble using E-learning, first check out the E-learning Basics at https://elearning.ufl.edu/e-learning-basics/. For issues with technical difficulties with E-learning, please contact the UF Computing Help Desk at:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- https://request.it.ufl.edu

** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them, and a screenshot of the problem if possible. The ticket number will document the time and date of the problem. Students MUST e-mail your instructor within 24 hours of the technical difficulty if they wish to request a make-up.

Other resources are available at http://www.distance.ufl.edu/getting-help for:

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

If you have an unresolved administrative issue while enrolled in a distance learning program, please contact us at distance@dce.ufl.edu or visit http://www.distance.ufl.edu/student-complaints.

GRADING POLICIES:

We will assess student performance in this class through discussion posts, module activities, module quizzes, and a final research project.

Quizzes (5 points each x 13 quizzes = 65 points)

There are 12 module quizzes and a syllabus quiz in this course.

Syllabus quiz: Comprehension of the syllabus and class policies is essential. The syllabus quiz must be completed by **Sunday, August 25**. Students need to complete the syllabus quiz with at least a 90% to unlock access to the course modules. Students may take the syllabus quiz two times.

Module quizzes: Each module has a quiz that must be completed sequentially to access the next set of modules. Quiz questions are based on lectures and readings. Quizzes consist of 10 multiple-choice questions. Module quizzes must be completed by the end of each week in order to move on to the next module. Students will have two attempts to complete each quiz. Quizlet flashcards have been created for each module to help students study for the quizzes.

Discussion posting (10 points each x 12 discussions = 120 points))

Twelve of the modules include a discussion question. Discussion questions are addressed on the class discussion board. Students must post an answer to the discussion question **(due by Friday of the week assigned)** and respond to two other student posts **(due by Sunday of week assigned)** to receive full credit for discussion. The initial response should go beyond students' personal experiences and must contain at least one citation of a journal article, book chapter, or online source. Responses should not just indicate agreement with the original post and should go beyond students' personal experiences; at least one response should include a citation of a journal article, book chapter, or online source. Guidelines and rubrics for this assignment will be provided in E-learning.

Short answer AND Video activities (10 points each x 10 activities = 100 points)

Most weeks, there will be a short answer or video activity (in Week 2, there is both a short answer and a video activity). The short answer activity consists of answering questions from the readings. The video activities consist of watching the assigned video and answering the associated questions. Guidelines and rubrics for this assignment will be provided in E-learning.

Research Project (250 points)

Students are required to complete a research project on a topic relating to medical anthropology. The research project is cumulative. Several assignments will be used to assess the progress of research throughout the semester, culminating in a final presentation on VoiceThread. Guidelines and rubrics for the different stages of the project will be provided in E-learning.

1) Research Question is due **Sunday, Sept 15 at 11:59pm**. (10 points) Additional details will be provided on E-learning.

2) Project proposal outlining the topic of the research project is **due Sunday, Oct 6 at 11:59pm**. (25 points) This proposal should describe the topic, including why the topic is important, and should identify some of the key questions or issues the student's projects will explore. Additional details will be provided in E-learning.

3) Concept diagram on VoiceThread due **Friday, Oct 11 at 11:59pm** and feedback/response on VoiceThread due **Sunday, Oct 13 at 11:59pm**. (40 points for concept diagram and 10 points for feedback). Additional details will be provided in E-learning.

4) 250-word abstract and annotated bibliography: Includes 10 carefully selected references from scholarly literature, with summaries/annotations for each as detailed in the rubric provided on E-learning. Due **Sunday, Oct 27** (40 points). Additional details will be provided in E-learning.

5) Final presentations due **Friday, Nov 22 at 11:59pm** and feedback/response on VoiceThread due **Sunday, Nov 24 at 11:59pm**. (40 points for final presentation and 10 points for feedback)

6) Final paper due **Wednesday, Dec 4 at 11:59pm**. (75 points) Additional details will be provided in E-learning.

GRADING CRITERIA:

Assignment	Points or percentage
Quizzes	5 points each x 13 quizzes = 65 points
Discussion posts	10 points each x 12 discussions = 120 points
Short answer OR Video Activities	10 points each x 10 = 100 points
Research Project	250 points
Total points	535 points

GRADING SCALE:

Letter grades are assigned based on the following scale:

A 93% or above	C 73-76.99%
A- 90-92.99%	C- 70-72.99%
B+ 87-89.99%	D+ 67-69.99%
B 83-86.99%	D 63-66.99%
B- 80-82.99%	D- 60-62.99%
C+ 77-79.99%	F below 60%

Current grade status is available under the "Grades" section of the e-learning site. For more information, see the [undergraduate catalog for grading policies](#).

COURSE SCHEDULE:

This syllabus represents our current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

 (W&A: Wiley and Allen; additional articles available on E-learning)

Date	Module topic	Reading/Assignments
Week 1 (Aug 20-23)	Module: Start Here Module: VoiceThread	***Syllabus Quiz due Sunday, Aug 25** ***VoiceThread Introduce Yourself! is due Sunday, Aug 25** Drop/Add period is Aug 20-26 (Groups will be assigned following the end of drop/add)
Week 2 (Aug 26-30)	Module 1: Introduction: A Biocultural Approach to Medical Anthropology	W&A: Ch. 1 All Module 1 assignments due Friday, Aug 30
Week 3 (Sept 3-6)	Module 2: Anthropological Perspectives on Health and Diseases	No class on Monday Sept 2 W&A: Ch. 2

		All Module 2 assignments due Friday, Sept 6 ***Initial discussion board posts are due on Fridays at 11:59pm and responses are due on Sundays at 11:59pm, for this week and all following weeks.**
Week 4 (Sept 9-13)	Module 3: Healers and Healing	W&A: Ch. 3 All Module 3 assignments due Friday, Sept 13 ***Research Question Activity due Sunday, Sept 15**
Week 5 (Sept 16-10)	Module 4: Diet & Nutrition in Health and Disease	W&A: Ch. 4 All Module 4 assignments due Friday, Sept 20
Week 6 (Sept 23-27)	Module 5: Child Growth & Development	W&A: Ch. 5 All Module 5 assignments due Friday, Sept 20
Week 7 (Sept 30-Oct 3)	Module 6: Reproductive Health in Biocultural Context	No class on Friday Oct 4 W&A: Ch 6 *** Project proposal due Sunday, Oct 6**
Week 8 (Oct 7-11)	Module 7: Aging	W&A: Ch. 7 *** Concept Diagram due Friday, Oct 11** *** Responses to Concept Diagram due Sunday, Oct 13**
Week 9 (Oct 14-18)	Module 8: Environmental Health	***Reading assignments in E-learning All Module 8 assignments due Friday, Oct 18

Week 10 (Oct 21-25)	Module 9: Infectious disease: Pathogens, Hosts, and Evolutionary Interplay	W&A: Ch. 8 ***Abstract & annotated bibliography due Sunday, Oct 27**
Week 11 (Oct 28-Nov 1)	Module 10: Globalization, Poverty, and Infectious Disease	W&A: Ch. 9 All Module 10 assignments due Friday, Nov 1
Week 12 (Nov 4-8)	Module 11: Social Inequality, Race and Ethnicity: Implications for Health Disparities	W&A: Ch. 10 All Module 11 assignments due Friday, Nov 8
Week 13 (Nov 12-15)	Module 12: Mental Health and Illness	No class on Monday Nov 11 W&A: 11 All Module 12 assignments due Friday, Nov 15
Week 14 (Nov 18-22)	Module 13: The Relevance of Medical Anthropology	W&A: Epilogue *** Project submission due Friday, Nov 22** *** Feedback due Sunday, Nov 24**
Week 15 (Nov 25-29)	Thanksgiving break	No class Nov 27-29
Week 16 (Dec 2-4)	Complete Research Projects	*** Final paper due Wednesday, Dec 4**