

CULTURE AND MEDICINE

ANT4462

3 CREDIT HOURS

SPRING 2020

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

ONLINE OFFICE HOURS: Tuesdays, 11am – noon. Office hours are held online through Zoom – you don't have to have specific questions to attend Zoom office hours, just come to talk! Zoom conferences can also be scheduled by e-mail request through Zoom Conferences (on E-learning course website). For Tuesday office hours, use the following link

<https://ufl.zoom.us/j/8419751493>.

COURSE TEACHING ASSISTANTS (TA):

David Dillon: davidtdillon@ufl.edu

Online office hours: Thursdays, 2-5pm (Inbox on E-learning website), open office hours - Thursdays, 2-3pm, <https://ufl.zoom.us/meeting/118268257>

Edward Quinn: edwardquinn@ufl.edu

Online office hours: Tuesdays, 2-4pm & Thursdays, 2-3pm (Inbox on E-learning website), open office hours - Tuesdays, 2-3pm, <https://uflphi.zoom.us/j/447648642>

Shreemoyee Sil: s.sil@ufl.edu

Online office hours: Tuesdays, 12-3pm (Inbox on E-learning website), open office hours, – Tuesdays, 12:30-1:30pm, <https://ufl.zoom.us/j/972023713>

The instructor and TAs can also be contacted outside of scheduled office hours (and they will respond within 24 hours, not including weekends) or contacted to schedule a Zoom Conferences (on E-learning course website).

***The instructor and TAs will leave feedback on your assignments so be sure to check the feedback view when you check your grades.

COURSE COMMUNICATIONS: The preferred way on contacting the instructor and TAs is through the “Inbox” messaging tool in E-learning. Allow 24 hours for a response (not including weekends or holidays). Remember to always use your UF email address for all UF business. The instructor and TAs will use emails to make general class announcements or to contact students

directly about their work. Regular course information will be sent as emails through “Announcements” on the course website - emails sent through Announcements are available to all students on the course website and emails sent to individual students through the Inbox are kept private. 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:

2017 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 WEBSITE: <https://ufl.instructure.com/courses/386157>

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. 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:

Additional books:

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

Useful 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. 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. 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.

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 an 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 and videos, 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 in order 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 and quizzes must be completed on the first try. 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 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 through E-learning. VoiceThread assignments are submitted through VoiceThread and through Assignments. 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. The TA may not give permission for make-up work or assignment extensions. If students are having health, family, or personal problems that are interfering with their ability to complete assignments, contact the instructor so that accommodations can be worked out. 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. **For all late assignments, there will be a 10% reduction in grade per day.**

COURSE TECHNOLOGY:

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.

Students should access VoiceThread in E-learning by clicking on Modules>VoiceThread>VoiceThread link. Students should set up a VoiceThread account through the course webpage (**if you sent up an account outside of the course webpage, it will not be free and your assignments will not be visible to the course TA and instructor**). All VoiceThread assignments will be created in VoiceThread, but must be submitted through Assignments (submit the link that is generated in VoiceThread) so the TA can see and grade your assignment.

VoiceThread will be used for three of the exercises in this class. In Week 1 there is an Introduce Yourself! presentation to introduce yourself to the class and ensure there are no issues with VoiceThread – this exercise must be completed in order to move on to the next modules. Then

there is the Final presentation with two components: 1) uploading your video to VoiceThread and 2) Commenting on two classmates' VoiceThread presentations.

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](#). In particular, the University of Florida considers self-plagiarism (e.g. submitting a paper that has been/is being submitted to another course) to be plagiarism and will be treated like any other instance of plagiarism. **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 will receive a zero for the assignment.**

ACADEMIC HONESTY: 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 (sccr.dso.ufl.edu/process/student-conduct-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.

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 TA 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. *U Matter, We Care:* If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.
2. *Counseling and Wellness Center:* Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.
3. *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/.
4. *University Police Department:* Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).
5. *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.
6. *University Counseling Center:* 301 Peabody Hall, 392-1575, personal and career counseling
7. *Career Resource Center:* Reitz Union, 392-1601, career development assistance and counseling
8. 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 E-learning 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 CRITERIA:

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

Introduce Yourself! (5 points)

In Week 1, you will create a short VoiceThread presentation to introduce yourself to the class and to ensure there are no issues with VoiceThread, which is used in the Final presentation.

Quizzes (10 points each x 13 quizzes = 130 points)

There are 12 module quizzes and a syllabus/introductory quiz in this course (you will have one opportunity to complete each quiz – the information in the lecture is outdated).

Syllabus/Introductory quiz: Comprehension of the syllabus and class policies as explained on the E-learning page is essential. The syllabus/introductory quiz must be completed by **Sunday, Jan 12**. Students need to complete the syllabus/introductory quiz in order to unlock access to the course modules.

Module quizzes: Each module has a quiz that must be completed to access the next module. All quizzes must be completed by the **Sunday, 11:59pm** after the week of that module. Quiz questions are based on lectures, readings, and videos. 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.

Discussion postings (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 after the week of that module**) to receive full credit for discussion. The initial post should go beyond students' personal experiences and **must contain at least one citation of a journal article, book chapter, or online source, including an in-text citation (see www.youtube.com/watch?v=R5igNRmKLug if you are uncertain what an in-text citation is)**. 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, including an in-text citation, of a journal article, book chapter, or online source**. Guidelines and rubrics for this assignment will be provided in E-learning.

Video activities AND short answer assignments (10 points each x 9 activities = 90 points)

Most weeks, there will be a short answer or video activity (in Week 2, there is both a video activity and a short answer assignment). The video activities consist of watching the assigned video and answering the associated questions. The short answer activity consists of answering questions from the readings. Guidelines for these assignments will be provided in E-learning. All Video activities and Short answer assignments are due by the **Sunday after the week of that module**.

Research Project (220 points)

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

1) Research question is due **Sunday, Feb 2 at 11:59pm**. (10 points) Additional details are provided on E-learning.

2) Project proposal outlining the topic of the research project is **due Sunday, Feb 23 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 are provided in E-learning.

3) 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, Mar 22 at 11:59pm** (50 points). Additional details are provided in E-learning.

4) Final VoiceThread presentations is due **Friday, Apr 10 at 11:59pm** and responses on two classmates' VoiceThread presentations are due **Sunday, Apr 12 at 11:59pm**. (50 points for final presentation and 10 points for responses). Presentations should be 10 minutes long and you should use PowerPoint for visual aids. Additional details are provided in E-learning.

5) Final paper is due **Wednesday, Apr 22 at 11:59pm** (75 points). The final paper should delve into your research question more deeply and be based on scholarly literature. The paper should be five double-spaced pages, not including references. Additional details are provided in E-learning.

GRADING SUMMARY AND POLICIES:

Assignment	Points or percentage
Introduce Yourself! VoiceThread	5 points
Quizzes	10 points each x 13 quizzes = 130 points
Discussion posts	10 points each x 12 discussions = 120 points
Video Activities AND Short answer	10 points each x 9 = 90 points
Research project	220 points
Total points	565 points

GRADING SCALE:

Letter grades are assigned based on the following scale:

100 - 93% = A
92.99 - 90% = A-
89.99 - 87% = B+
86.99 - 83% = B
82.99 - 80% = B-
79.99 - 77% = C+
76.99 - 73% = C
72.99 - 70% = C-
69.99 - 67% = D+
66.99 - 63% = D
62.99 - 60% = D-
Less than 60% = F

Current grade status is available under the “Grades” section of the e-learning site. For more information, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> .

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 (Jan 6-10)	Module: Start Here Module: VoiceThread	*Syllabus Quiz due Sunday, Jan 12 *VoiceThread Introduce Yourself! is due Sunday, Jan 12 Drop/Add period is Jan 6-10
Week 2 (Jan 13-17)	Module 1: Introduction: A Biocultural Approach to Medical Anthropology	W&A: Ch. 1 Module 1 quiz, Short answer assignment, and Video activity due Sunday, Jan 19
Week 3 (Jan 21-24)	Module 2: Anthropological Perspectives on Health and Diseases	No class on Monday Jan 20 W&A: Ch. 2 Module 2 quiz and Video activity due Sunday, Jan 26 Discussion posts due Friday, Jan 24 and Sunday, Jan 26 *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 (Jan 27-31)	Module 3: Healers and Healing	W&A: Ch. 3 Module 3 quiz and Short answer assignment due Sunday, Feb 2 Discussion posts due Friday, Jan 31 and Sunday, Feb 2 *Research Question due Sunday, Feb 2

Week 5 (Feb 3-7)	Module 4: Diet & Nutrition in Health and Disease	W&A: Ch. 4 Module 4 quiz and Video activity due Sunday, Feb 9 Discussion posts due Friday, Feb 7 and Sunday, Feb 9
Week 6 (Feb 10-14)	Module 5: Child Growth & Development	W&A: Ch. 5 Module 5 quiz and Video activity due Sunday, Feb 16 Discussion posts due Friday, Feb 14 and Sunday, Feb 16
Week 7 (Feb 17-21)	Module 6: Reproductive Health in Biocultural Context	W&A: Ch 6 Module 6 quiz due Sunday, Feb 23 Discussion posts due Friday, Feb 21 and Sunday, Feb 23 * Project proposal due Sunday, Feb 23
Week 8 (Feb 24-28)	Module 7: Aging	W&A: Ch. 7 Module 7 quiz due Sunday, Mar 1 Discussion posts due Friday, Feb 28 and Sunday, Mar 1
Spring break Mar 2-6		No class and no assignments due
Week 9 (Mar 9-13)	Module 8: Environmental Health	***Reading assignments in E-learning Module 8 quiz, Video activity due Sunday, Mar 15 Discussion posts due Friday, Mar 13 and Sunday, Mar 15

Week 10 (Mar 16-20)	Module 9: Infectious disease: Pathogens, Hosts, and Evolutionary Interplay	W&A: Ch. 8 Module 9 quiz due Sunday, Mar 22 Discussion posts due Friday, Mar 20 and Sunday, Mar 22 * Abstract & annotated bibliography due Sunday, Mar 22
Week 11 (Mar 23-27)	Module 10: Globalization, Poverty, and Infectious Disease	W&A: Ch. 9 Module 10 quiz and Video activity due Sunday, Mar 29 Discussion posts due Friday, Mar 27 and Sunday, Mar 29
Week 12 (Mar 30 – Apr 3)	Module 11: Stress, Social Inequality, Race and Ethnicity: Implications for Health Disparities	W&A: Ch. 10 Module 11 quiz, Video activity due Sunday, Apr 5 Discussion posts due Friday, Apr 3 and Sunday, Apr 5
Week 13 (Apr 6-10)	Module 12: Mental Health and Illness	W&A: Ch. 11 Module 12 quiz due Sunday, Apr 12 Discussion posts due Friday, Apr 10 and Sunday, Apr 12 * Final VoiceThread presentation due Friday, Apr 10 * Feedback due Sunday, Apr 12
Week 14 (Apr 13-17)	Module 13: The Relevance of Medical Anthropology	W&A: Epilogue Discussion posts due Friday, Apr 17 and Sunday, Apr 19
Week 15	Complete Research Projects	* Final paper due Wednesday, Apr 22

(Apr 20-22)		
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