

CULTURE AND MEDICINE

ANT4462

3 CREDIT HOURS

SUMMER A 2020

INSTRUCTOR: Sarah Zaleski (sarahmzaleski@ufl.edu)

ONLINE OFFICE HOURS: Mondays, 9:30am – 12:30pm

COURSE TEACHING ASSISTANTS (TA):

Shambhavi Bhushan: s.bhushan@ufl.edu

Matt Newton: mnewton@ufl.edu

Shreemoyee Sil: s.sil@ufl.edu

Online Office Hours: TBD

COURSE WEBSITE: <https://ufl.instructure.com/courses/398630>

COURSE COMMUNICATIONS: The best way to contact the instructor and TAs is through the messaging (“inbox”) tool in Canvas. If you email the instructor or TAs, please use your UF email address and include ANT 4462 in the subject line. Please allow 48 hours for a response (not including weekends or holidays).

The instructor will use Canvas Course Announcements to provide information about the course and the Canvas messaging (“inbox”) tool to contact students directly about their work, if needed. Students are responsible for regularly checking the Announcements. There are no allowances for students who fail to read the Announcements.

Students can also post questions relating to course structure to the “General Questions” discussion board on Canvas, if appropriate.

The instructor and TAs can also be contacted outside of scheduled office hours (and they will respond within 48 hours, not including weekends or holidays) or contacted to schedule a Zoom Conference (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.

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.

REQUIRED TEXT:

2016 Wiley, A. and J. Allen. *Medical Anthropology: A Biocultural Approach*. 3rd Edition. Oxford University Press, New York.

Additional readings available in Canvas.

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 the art and science of 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.
- 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.
- [The Anthropology Department at UF](#) also offers a wide variety of courses every semester. 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 also helps 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, the 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 a guide 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 Canvas 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.**

Requirements for class attendance and make-up work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/> (See make-up policy below.)

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, and quizzes must be completed on the first attempt. 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 within Canvas. 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 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. **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 documented illness or other university-approved absence if official documentation is provided to the

instructor. It is the student's responsibility to provide the instructor with the appropriate documentation and contact the instructor to devise a schedule for completing the missed work. Students unable to complete assignments due to documented, excused absences or extenuating circumstances should contact the course instructor no less than 48 hours before a planned absence (e.g. religious holiday) and no more than 48 hours after an unplanned absence (e.g. illness) when practical. When possible, students must provide the instructor with written documentation from an appropriate authority within 24 hours. If a student misses work assignments without making the appropriate arrangements with the instructor, they will be assigned a grade of E (0 points). 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. **Teaching Assistants (TAs) may not give permission for make-up work or assignment extensions. You must contact the course instructor to request make-up opportunities.**

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 they 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. An Introduce Yourself! Presentation (due Week 2) will count for 5 points of Extra Credit. The Final presentation has two components: 1) uploading your video to VoiceThread and 2) Contributing to discussions on three classmates' VoiceThread presentations.

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 (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 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.

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

UF RESOURCES:

ACCOMMODATIONS: 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.

HEALTH AND WELLNESS: If you are experiencing personal problems that are interfering with your studies, you are encouraged to take advantage of the available university resources:

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit <https://umatter.ufl.edu/> to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit <https://counseling.ufl.edu/> or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit <https://shcc.ufl.edu/>.
- *University Police Department*: Visit <https://police.ufl.edu/> or call 352-392-1111 (call 9-1-1 for emergencies).
- *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; <https://ufhealth.org/emergency-room-trauma-center>.

ACADEMIC RESOURCES:

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services career.ufl.edu/.

Library Support: cms.uflib.ufl.edu/ask various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring. teachingcenter.ufl.edu/

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio/

Student Complaints On-Campus: sccr.dso.ufl.edu/policies/student-honor-codestudent-conduct-code/

On-Line Students Complaints: [distance.ufl.edu/student-complaint-process/ /](http://distance.ufl.edu/student-complaint-process/)

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 Elearning, 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/studentcomplaints>.

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. Final grades will be calculated as a percentage of the total available points (400pts).

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

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

Syllabus/Introductory quiz: Comprehension of the syllabus and class policies as explained on the Canvas E-learning page is essential. The syllabus/introductory quiz must be completed by **Wednesday, May 13**. Students need to complete the syllabus/introductory quiz with at least a 90% to unlock access to the course modules. Students may retake the syllabus quiz as many times as necessary.

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. (You will have one opportunity to complete each module quiz – the information in the lecture is outdated.)

Discussion postings (10 points each x 6 discussions = 60 points)

There are 6 graded discussions this semester. Students will be divided into groups randomly assigned by the course instructor. Discussion questions are addressed on the group discussion boards. 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 5 activities = 50 points)

This semester, there are 5 short answer or video activities. 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 Canvas E-learning. All Video activities and Short answer assignments are due by the **Sunday after the week of that module**.

Research Project (160 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 Discussions. Guidelines for the different stages of the project will be provided in Canvas E-learning.

1) Research question is due **Sunday, May 17 at 11:59pm**. (10 points) Additional details are provided on Canvas E-learning.

2) Project proposal outlining the topic of the research project is **due Sunday, May 31 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 Canvas 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 Canvas E-learning. Due **Sunday, June 7 at 11:59pm** (50 points). Additional details are provided in Canvas E-learning.

5) Final VoiceThread presentation is due **Friday, June 12 at 11:59pm** (60 points). The final presentation should delve into your research question more deeply and be based on scholarly literature. You will include two discussion questions that you pose at the end of your presentation to facilitate discussion in your group. Additional details are provided in Canvas E-learning.

6) Discussion comments are due **Wednesday June 17 at 11:59pm** (15 points). You will respond to discussion questions posed by at least 3 of your small group members to contribute to discussions of their research.

GRADING SUMMARY AND POLICIES:

Assignment	Points or percentage
Quizzes	10 points each x 13 quizzes = 130 points
Discussion posts	10 points each x 6 discussions = 60 points
Video Activities AND Short answer	10 points each x 5 = 50 points
Research project	160 points
Total points	400 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 catalog.ufl.edu/UGRD/academic-regulations/grades-gradingpolicies/.

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.

<i>Date</i>	<i>Topic / Modules</i>	<i>Assignments Due</i>
<p>Week 1 (May 11 -15)</p>	<p>Module: Start Here</p> <p>Module 1: Introduction to Medical Anthropology</p> <p>Module 2: Health and Disease</p> <p>Module 3: Healers and Healing</p>	<p>Syllabus Quiz due May 13th</p> <p>All Module 1, 2 and 3 assignments due Sunday May 17th at 11:59pm.</p> <p>*Initial discussion board posts are due on Fridays at 11:59pm, and responses are due on Sundays at 11:59pm.</p> <p>*Research Question Activity due May 17th at 11:59 pm.</p> <p><i>Drop/Add period is May 11th and 12th (Discussion Groups will be assigned following the end of drop/add)</i></p>
<p>Week 2 (May 18-22)</p>	<p>Module 4: Diet & Nutrition</p> <p>Module 5: Growth & Development</p>	<p>All Module 4 and 5 assignments due Sunday May 24th at 11:59 pm.</p> <p>*Initial discussion board posts are due on Fridays at 11:59pm, and responses are due on Sundays at 11:59pm.</p> <p>*Introduce Yourself! VoiceThread Extra Credit (5 points) due Wednesday May 20th</p>

<p>Week 3 (May 25-29)</p> <p>*May 25th Holiday</p>	<p>Module 6: Reproductive Health</p> <p>Module 7: Aging and Senescence</p>	<p>All Module 6 and 7 assignments due Sunday May 31st at 11:59pm.</p> <p>*Initial discussion board posts are due on Fridays at 11:59pm, and responses are due on Sundays at 11:59pm.</p> <p>* Project research proposal due May 31st at 11:59pm</p>
<p>Week 4 (June 1-5)</p>	<p>Module 8: Environmental Health</p> <p>Module 9: Ecosyndemics and Infectious disease</p>	<p>All Module 8 and 9 assignments due Sunday June 7th at 11:59 pm.</p> <p>*Initial discussion board posts are due on Fridays at 11:59pm, and responses are due on Sundays at 11:59pm.</p> <p>*Abstract & annotated bibliography due June 7th at 11:59 pm.</p>
<p>Week 5 (June 8-12)</p>	<p>Module 10: Globalization and Poverty</p> <p>Module 11: Social Inequality and Health</p>	<p>All Module 10 and 11 assignments due June 14th at 11:59 pm.</p> <p>*Initial discussion board posts are due on Fridays at 11:59pm, and responses are due on Sundays at 11:59pm.</p> <p>*Project VoiceThread submission due <u>Friday June 12th</u></p>

<p>Week 6 (June 15-19)</p>	<p>Module 12: Mental Health Module 13: Applying Medical Anthropology</p>	<p>All Module 12 and 13 assignments due June 19th at 11:59pm.</p> <p>**For the final week: Initial discussion board posts due Wednesday June 17 at 11:59pm, responses due Friday June 19 at 11:59pm.</p> <p>*Project Discussion Comments due Wednesday June 17</p> <p>* Last day of Summer A classes June 19. All work MUST be in by this time.</p>
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