**COURSE SYLLABUS**

**MEDICAL ANTHROPOLOGY**

**ANT 3462 - U01. Spring 2021 (16335)**

**Tuesdays and Thursdays 2:00 to 3:15. Remote Synchronous Online**

**Florida International University**

**Version of January 10, 2021**

**COURSE DESCRIPTION**

Medical anthropology is concerned with human life and wellness. Course stresses the importance of social and cultural factors in governing the type and frequency of disease in a population, the way people explain and treat disease, the way people adapt to changing environments, and the manner in which persons respond and relate to the delivery of modern medicine. Cross-cultural comparisons of health and health care systems around the world highlights Native American health, healing, and the global pandemic of obesity, diabetes and the corona virus.

**COURSE OBJECTIVES: What you should be able to do on completion of this course.** 1. Explain the importance of "culture" in governing the type and frequency of disease in a population.

 2. Analyze the social and cultural basis for current health issues and disparities. 3. Identify the unique health beliefs and practices of ethnic communities. 4. Describe the responsibilities of health professionals to provide health services in a culturally appropriate manner.

 5. Articulate how anthropologists contribute to health research, interventions and education.

 6. Appraise various medical anthropology careers.

**INSTRUCTOR**

 **Dennis Wiedman**, Ph.D., Professor of Anthropology.

 Department of Global and Sociocultural Studies

• **Email:** Canvas Inbox Messaging. Always communicate using Canvas messages. • **Phone:** (305) 348-2262. Web page: https://gss.fiu.edu/people/faculty/dennis-wiedman/ • **Office:** SIPA 327 (MMC). (During the Corona Epidemic Professor will not be in office.) • **Office Hour Appointments:** Canvas inbox message for time and date.

**Teaching Assistant:** GSS Graduate Student. Communicate using Canvas messages.

**REQUIRED BOOKS AND JOURNAL ARTICLES:**

You may purchase your textbook online or in person at the FIU Bookstore or online of your choice.

Erickson, Pamela

 2008 Ethnomedicine. Long Grove, Ill: Waveland Press. SBN: 9781577665212

McElroy, Ann, and Patricia K. Townsend

 2014 Medical Anthropology in Ecological Perspective.

 Sixth Edition. Boulder, Colo.: Westview Press.

 ISBN: 9780813348872. Also available as an electronic ebook.

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**Required Journal Articles*:*** Selected peer-reviewed medical anthropology journal articles noted in the course schedule below are available free of charge through the FIU Library electronic journals. When you click on the provided links you should go to the FIU electronic library sign in page, then to the article. You can read them on-line, or download a pdf to your computer. If you are asked to pay, then you have not signed in properly.

Alternatively, go to the main library page at: https://library.fiu.edu/

Use "Login for Access" on the main task bar.

Then copy and paste the provided web address into the search line.

**Course Format and Teaching Methodology**

Welcome to this synchronous remote course which meets twice a week using Canvas learning system and Zoom conferencing. In prior semesters we met twice a week face-to-face in a classroom, now with the corona virus epidemic we will meet twice a week at the scheduled time using zoom from within Canvas. **Throughout this syllabus, “in-class” means Zoom class meeting.** To succeed in an Internet course, you will need to self-regulate your out-of-class time so that you can keep up with both the in- and out-of-class assignments and preparation. Each week required learning materials and assignments must be completed prior to class and by the deadline. Paying attention to how the in-class and out-of-class materials are connected isimportant.

Course content is based on textbook, journal article readings, Professor presentations, PowerPoint presentations, discussion forums, web content, videos, and FlU electronic library sources. Weekly modules take you through the specific learning objectives, discussion forums and in- class dialogs enabling you to critically evaluate and communicate the information. Groups of students work

together to produce a Powerpoint Presentation focused on one of the major weekly topics and “required” journal article. Dialog with one another on selecting additional articles, developing individual essays and developing the group presentation. Your Individual Essay based on an additional journal article promotes critical inquiry and an understanding of how anthropology can be used to solve human health problems. Weekly exercises evaluate your overall comprehension and preparation for the class meeting.

**EXPECTATIONS FOR THIS COURSE**

As a student in this course, you are expected to:

1. Attend class, complete in-class and out-of-class exercises.

2. Introduce yourself in the Canvas discussions during Week 1 to proceed in course. 3. Take the Syllabus Quiz earning 100% to proceed in course

4. Agree to the Ethics Statement to proceed in course.

5. Read and understand the required books and journal articles.

6. Become a specialist on a weekly course topic and related required Journal Article. 7. Produce an Essay on a selected additional Journal Article on your topic.

8. Effectively collaborate and learn with assigned group members.

9. Develop and present with your group members a PowerPoint on how anthropologists contribute to health research, intervention, and education related to the required Journal Article.

10. Follow the course schedule and submit assignments by the corresponding deadlines. 11. Log in to Canvas at least two times per week to review announcements, messages, and discussions.

12. Excel in four in-class quizzes.

13. Respond to Canvas Messages within 2 days

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Instructor will:

1. Log in to the Canvas course 7 times per week

2. Respond to Canvas Messages within 3 days

3. Grade assignments within 14 days of the assignment deadline

**Course Communications**

Course is being offered using Canvas learning system and Zoom conferencing. Canvas is the primary method for communicating course content, discussions and group dialogs. Zoom conferencing is how we will meet for our weekly class meeting. Introductory information for these are in the Canvas module: “Start Here - Learn Canvas, Zoom, FIU Policies and Resources.”

**Canvas Announcements**

Canvas “Announcements” are used when instructor needs to communicate something to the whole class. It is important to read announcements as soon as they are posted. Please note, announcements are sent to your FIU student email on record.

**Canvas Inbox for Messaging**

Canvas inbox is the best and only method to electronically communicate with Professor privately. For course related issues it is best to communicate with using Canvas inbox messages rather than regular email. Regular email is mixed with all emails and is not integrated into the course communications system. Since I teach multiple courses, to facilitate my accurate and timely response please note in your first sentence the course and the name of the group you are in. This will enhance the quality of our communications.

**Canvas Discussion Forums**

Be sure to regularly check the Canvas - Discussion: General Forum. Here you and the instructor can post any course issues, such as clarification of instructions, problems, issues, or interesting ways to use Canvas. Students, please help one another by answering questions or issues when they are posted. Post interesting ideas you may have related to the course. This is an open discussion facilitating back and forth dialog. Something in the news related to the course? Find an interesting web site? How about your insights connecting things learned in the course, or new ways to implement anthropological concepts. Is there a campus/community event, TV program, or special place to see? This Forum is to liven up the course and facilitate interactions. (This forum is not for course points or a grade).

**Canvas Group Discussions and Engagements**

It is important for success in this course to work closely with your fellow students assigned to your theory group. Work together in Canvas-Groups, or other media, dialoging with one another on selecting additional articles, developing group presentation. Peer-review of fellow group member’s contributions influences your grade.

**COURSE REQUIREMENTS**

All course requirements must be completed in order to earn a passing grade. See course schedule below for deadlines and in Canvas Course Modules. Each course requirement earns points as noted in the grade calculation section. ***Final grades are non-negotiable; letter grades are assigned based on the points earned. Final grades are released in Panthersoft.***

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**1) Learning Enhancements.** Ways to enhance your learning.

1. Syllabus Quiz; 2. Self-introduction; 3. Ethics Statement; 4. Mid-semester Course Feedback Survey; 5. Required Articles Student Feedback and Recommendation Survey.

**2) Exercises** are in-class and out-of-class assignments that enable students to express their perspectives, course comprehension and research abilities while demonstrating their writing and presentation skills. Most are questions or short essays on the class materials that day. Best scores are awarded for perfect punctuation, format and logic. This is a way that your attendance is recorded. Missed in-class exercises cannot be made up; a written note from a health practitioner is required in order not to receive reduced points.

**3) Quizzes** enable the student to demonstrate an understanding of the subject by focusing on class lectures, films, readings, and special presentations. Four quizzes covers materials since the prior quiz. Up to 10 questions: multiple choice, true and false, matching. Conducted in-class using Canvas quizzes. You should be prepared to answer questions in the limited time without referring to materials. Legitimate reasons for not taking an exam at the scheduled time must be approved by the instructor prior to that date. Failure to take an exam at the scheduled time will result in a letter grade reduction from the achieved score. Students with a written medical excuse from a health practitioner receive their full exam score.

**4) Additional Journal Article Essay:** Demonstrate your knowledge of the topic and “required” journal article by writing an essay based on one additional anthropology journal article. Select “additional” journal article published within ten years that is directly related to your “required” journal article. Must be a different journal article than other group members. Article must be authored by an anthropologist and published in a peer-reviewed anthropology journal. Post to Canvas: Discussions the FIU electronic library web link, abstract, and full citation with author, date, journal title, volume, issue, pages and a justification noting how it relates to the required journal topic. In your Essay compare your additional article with the required journal article and with the reading by McElroy and Townsend, and/or Erickson. How does the additional article contribute new knowledge to the topic? Text of the essay must be more than 500 words, not including the Abstract, and References Cited Section. Essay and full citation must be in the style of the American Anthropologist. Post completed essay in Canvas: Assignments. Do not rely on this description for your essay, see more detailed instructions and required outline in Canvas Module: Course Requirements.

**5) Group Presentation on Required Journal Article:** To enhance the learning experience the weekly topic and required journal article are discussed by the whole class led by a student group. Students assigned to each topic and required article form a group that develops a PowerPoint presentation containing information and questions that stimulate discussions on critical points of the required article. Completed presentation in MS PowerPoint format must be posted to Canvas - Group Discussions for grading. See Canvas – Course Materials for more instructions.

**OPTIONAL WAYS TO GET A BETTER GRADE**

**1) Research Essay and Presentation:** Students who want to ensure a better grade can write an optional course essay and, if you care to, produce a PowerPoint presentation based on this research. The instructor then invites selected students to present their PowerPoint research before the class. Topics and detailed instructions are in Canvas – Course Materials.

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**2) Optional Events:** Attend course related activities, exhibits, places, etc., approved in advance by the instructor. Write a 250-500 word essay on how the event contributes to your understanding of a specific aspect related to medical anthropology. Submit in Canvas within one week after the event.

**Library Resources**

Library lessons inform you how to locate the anthropology journal article for your essay. and provide ways to learn more about anthropology. This online FIU Library study guide was specifically developed for this course. It guides you through the use of the FlU library to locate anthropology books, journals, databases and AA citation style. See web page at ANT3034 Library Guide*.*

**Essay Formatting and Referencing**

All assignments, both electronic, MUST use the source citation format and style of the American Anthropologist. Style guidelines are available in Canvas: Course Materials. Use in-text citations to identify your sources with the author last name, year, and page(s). In-text citations must state the exact page so readers can locate and learn from your source. A “References Cited” section must contain all the sources you identified in the intext citations. For each of the assignments follow the instructions in Canvas: Course Materials which provides further specifications on the outline to follow, the section headers, page lengths and line spacing, etc.

**Class Policies**

***FIU Policies:*** Please review FIU Student Policies containing essential information regarding guidelines relevant to all courses at FIU.

***Classroom Etiquette:*** Class discussions demonstrate the student's interest in the course, understanding of the materials, as well as critical thinking and verbal skills. Active, courteous and informed participation is highly desired. Be mindful of the amount of time you take to express yourself, allowing others to speak within the timeframe of the class.

***Attendance:*** In order to succeed in this course, students are expected to attend every class. Avoid arriving late or leaving early. Course materials, exercises and discussions presented in class are the responsibility of the student. In-class exercises are designed to promote attendance.

***Timeliness.*** Exercises and essays are due on the due time and date. Late Essays receive a letter grade reduction for each week it is late. Exercises are not accepted after the due date. The last dates to submit extra credits and late assignments are posted in the course schedule.

***Academic Misconduct Statement***

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

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Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

All sources must be identified with in-text citations and in a "References Cited" section using the style of American Anthropologist. Essays submitted to Canvas assignments are assessed for originality by “Turnitin.” This University sponsored service improves student writing by preventing plagiarism and provides rich feedback. Students who violate these principles could receive a grade of "F" for the course. The instructor has the authority to consider academic misconduct charges that carry considerable penalties. You must agree to the **Ethics Statement** in Canvas to proceed with the course.

**COURSE POINTS AND GRADE CALCULATIONS:**

Calculate your earned course points anytime during the semester to calculate your grade. **Canvas does not accurately total scores. Final grades are assigned based on the points earned and are non-negotiable.** Final grades are released in Panthersoft.

**COURSE POINTS**

**Exercises: In and Out of Class \*\* 30 Learning Enhancements 5 @ 1 pt 5 Additional Article Selection 4 Additional Article Essay 15 Group Journal Article Presentation 15 Individual Presentation Content 10 Student Group Peer Review 5 Quizes – Four at 4 pts each 16**

 **TOTAL 100** *Optional: Earn points up to:*

**FINAL GRADE CALCULATION**

**Grand Total Points**

**A** = 95 – 100 **C+** = 77 – 79.9

**A-** = 90 – 94.9 **C** = 70 – 76.9

**B+** = 87 – 89.9 **D** = 60 – 69.9

**B** = 83 – 86.9 **F** = 59.9 or

less

**B-** = 80 – 82.9

\*\* At the end of the semester the total number of points for the Exercises may be more or less than the Course Points. Exercise points are calculated using the following formula: A) Total points earned divided by B) Total possible points, multiplied

Optional Proposal and Essay PowerPoint Presentation Presentation to Class

Events (usually 1 point each)

 **5 3 5**

**1**

by C) 30 Course Points = D) Course Points Earned**. (A / B) x 30 = D**

**Grand Total 119**

**COURSE AND READING SCHEDULE**

*(All due dates are at 11:59 pm on scheduled day)*

You are responsible for reading and viewing all course content in Canvas by the weekly meeting. Below is a guide to when readings, lessons, activities, quizzes, exercises and meetings are scheduled or due. Professor presentations, internet learning materials and assignments are in Canvas. Canvas weekly modules have more detailed and complete instructions. Modifications to this schedule in Canvas modules and noted in class supersedes this syllabus schedule.

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**Week One: January 11 to 17**

Introductions and Course Overview

Presentation: Medical Anthropology Defined

**Readings**

McElroy & Townsend - Chapter 1: Ecology of Health and Disease. Pps 1-22.

Erickson – Chapter 1: What is Ethnomedicine. Pps 1-12.

**Web Content**

Video - Captivating and Curious Careers of Anthropology. American Anthropological Association. 18 minutes https://youtu.be/U1Cm3MgpQ14?list=PL0OchlJ85m4f\_2--kdkxQlt9ozy9CQc2K

**Assignments**

Enhancement 1: Syllabus Quiz completed by Sunday, January 17, 11:59 pm. ***(Must be completed to proceed in course)*** Enhancement 2: Student Introduction. Post in Canvas: Discussions by Sunday, January 17, 11:59 PM. ***(Must be completed to proceed in course)***

**Week Two: January 18 to 24**

Presentations: Health Disparities, Inequalities, and Structural Violence. Ethnomedicine as Medical System **Readings**

McElroy & Townsend - Chapter 2**:** Research Methods in Health Problems. Pps. 23-50.

 Chap 13: First, Do No Harm: Ethics in Medical Anthropology. Pps. 287-310.

What is Medical Anthropology. Explore the Society for Medical Anthropology web page. http://www.medanthro.net/about/about-medical-anthropology/

Friedler, Anna. 2021. "Sociocultural, behavioral and political factors shaping the COVID-19 pandemic: the need for a biocultural approach to understanding pandemics and (re)emerging pathogens." *Global Public Health* 16 (1): 17-35. https://doi.org/10.1080/17441692.2020.1828982. https://doi.org/10.1080/17441692.2020.1828982. **Assignments**

Enhancement 3: Ethics Statement completed by Sunday, January 24, 11:59. ***(Must be completed to proceed in course)* Exercise: Preference for Required Article.** Rank order preference of 3 weekly topics and required journal articles with justifications paragraph for each. Post in Canvas by Sunday, January 24 at 11:59 pm.

**Week Three – January 25 to 31**

Presentation: Health Ecology of Populations

**Readings**

McElroy & Townsend - Chapter 3: Human Biocultural Diversity and Health. Pps. 51-74.

Dennis Wiedman. 2012 Native American Embodiment of the Chronicities of Modernity: Reservation Food, Diabetes and the Metabolic Syndrome among the Kiowa, Comanche and Apache. Medical Anthropology Quarterly 26(4):595- 612. https://doi.org/10.1111/maq.12009

**Week Four: February 1 to 7**

Presentation: Health Ecology (Continued)

**Readings**

McElroy & Townsend - Chapter 4: Prehistory of Disease. Pps. 75-94

Article 1. Wrangham, Richard W. 2017. “Control of Fire in the Paleolithic : Evaluating the Cooking Hypothesis.” *Current Anthropology* 58. no. 16: S303-S313. https://www-journals-uchicago-edu.ezproxy.fiu.edu/doi/10.1086/692113 **Assignment**

**Quiz 1:** In class Tuesday. February 2

**Week Five: February 8 to 14**

Presentation: Sociocultural Development & Health – Hunters and Gatherers

**Readings**

McElroy & Townsend - Chapter 5: Emerging Diseases of the 21st Century. Pps. 95-114.

Article 2. Gravlee, Clarence C. "Systemic racism, chronic health inequities, and COVID-19: A syndemic in the making?" *American Journal of Human Biology* (n/a): e23482.

https://onlinelibrary.wiley.com/doi/abs/10.1002/ajhb.23482.

**Assignments**

 **Selected additional journal article** in Canvas discussions by Sunday, February 14 at 11:59.

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**Week Six: February 15 to 21**

Presentation: Hunters and Gatherers (Continued)

**Readings**

McElroy & Townsend - Chapter 6: Changing Population and Environmental Hazards. Pps 115-138. Article 3. Orlando, Giovanni. 2018 Offsetting Risk: Organic Food, Pollution, and the Transgression of Spatial Boundaries. Culture, Agriculture, Food and Environment. 40(1):45–54.

 https://doi-org.ezproxy.fiu.edu/10.1111/cuag.12105

**Assignment**

 **Additional Article Essay:** Post in Canvas Assignments by Sunday, February 21 at 11:59.

**Week Seven: February 22 to 28**

Presentation: Development & Health from Horticulture to Globalization

**Readings**

McElroy & Townsend - Chapter 7: Human Reproduction as a Biocultural Process. Pps.139-162 Article 4: Davis-Floyd, Robbie, Kim Gutschow, and David A. Schwartz. 2020. "Pregnancy, Birth and the COVID-19 Pandemic in the United States." *Medical Anthropology* 39 (5): 413-427.

https://doi.org/10.1080/01459740.2020.1761804.

**Assignment**

 **Learning Enhancement 4:** Mid-semester Course Feedback Survey in Canvas by Sunday February 28. 11:59 PM **Quiz 2.** In class Tuesday. February 23

**Week Eight: March 1 to 7**

Presentation: Horticulture to Globalization Continued

**Readings**

McElroy & Townsend - Chapter 8: The Ecology of Nutrition. Pps. 163-186.

Erickson – Chapter 2: Historical Origins of Medical Systems. 13-34.

Article 5: Ember, Carol R., et al. 2018 Our Better Nature: Does Resource Stress Predict Beyond-Household Sharing? Evolution and Human Behavior 39(4):380-391. http://dx.doi.org/10.1016/j.evolhumbehav.2018.03.001

**Week Nine: March 8 to 14**

Presentation: Development of American Health Systems. World Theory of Disease

**Readings**

McElroy & Townsend - Chapter 9: The Global Economy of Food: Stuffed or Starved. Pps. 187-210. Erickson – Chapter 3: What causes disease? Theories of disease causation. Pps. 35-58

Article 6:

Torres, Jada Benn. 2019. “Race, Rare Genetic Variants, and the Science of Human Difference in the Post Genomic Age.” *Transforming Anthropology* 27 (1).

https://anthrosource-onlinelibrary-wiley-com.ezproxy.fiu.edu/doi/pdfdirect/10.1111/traa.12144

**Week Ten: March 15 to 21**

Presentation: Allopathy

**Readings**

McElroy & Townsend - Chap 10: Stress, Trauma and Mental Illness. Pps. 211-236.

Erickson – Chapter 4: Geography of Disease Causation. Pps. 59-98

Article 7: Dressler, William, Mauro Balieiro, Rosane Ribeiro, José Ernesto dos Santos. 2016. Culture and the Immune System: Cultural Consonance in Social Support and C‐reactive Protein in Urban Brazil. Medical Anthropology Quarterly 30(2): 259-277. https://doi-org.ezproxy.fiu.edu/10.1111/maq.12213

**Assignments**

 **Extra Credit Essay**: Post in Canvas: Assignments. Sunday, March 21, 11:59 PM.

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**Week Eleven: March 22 to 28**

Presentation: Allopathy Continued

**Readings**

McElroy & Townsend - Chap 11: Health Resources for Vulnerable Populations. Pps. 237-262: Erickson – Chapter 5: The Healing lessons of Ethnomedicine. Pps. 99-108.

Article 8: Smith‐Oka, Vania, and Megan K. Marshalla. 2019 Crossing Bodily, Social, and Intimate Boundaries: How Class, Ethnic, and Gender Differences Are Reproduced in Medical Training in Mexico. American Anthropologist 121 (1):113-125. https://anthrosource-onlinelibrary-wiley-com.ezproxy.fiu.edu/doi/full/10.1111/aman.13174 **Assignment**

 **Extra Credit Power Point Presentation**: Post in Canvas: Assignments. Sunday, March 28, 11:59 PM **Quiz 3**. In class Tuesday. March 2

**Week Twelve: March 29 to April 4**

Presentation: Culturally Competent Care and Community Empowerment

**Readings**

McElroy & Townsend - Chap 12: Health Costs and Benefits of Globalization. Pps. 263-286. Article 9: Calabrese, Joseph D. 2008 Clinical Paradigm Clashes: Ethnocentric and Political Barriers to Native American Efforts at Self-Healing. Ethos 36(3):334-353.

 http://onlinelibrary.wiley.com.ezproxy.fiu.edu/doi/10.1111/j.1548-1352.2008.00018.x/full **Assignments**

 ***Deadline for all late items.*** Sunday, April 4. 11:59 PM

**Week Thirteen: April 5 to 11**

Presentation: Healing and Health Systems,

**Readings**

McElroy & Townsend - Chap 14: Applying Medical Anthropology in Health Careers. Pps. 311-424 Student Extra Credit Presentations

**Week Fourteen: April 12 to 18**

Presentation: Culturally Competent Organizations

 Course Overview

 Student Presentations

**Quiz 4.** In class Tuesday. April 13

**Week Fifteen. April 19 to 23. Finals Week**

Student Extra Credit Presentations if needed

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