ANT 2464 (3.0 credit hours)

Things Your Doctor Never Told You: Intro to Medical Anthropology

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# I. Course Information

**Fall 2025**

Meeting Day/Time: T 5-6, 11:45am-1:40pm R 6, 12:50-1:40pm

Location: Tuesdays- FLG 0270; Thursdays- CSE E222

## Instructor

Dr. Adrienne Strong – [adrienne.strong@ufl.edu](mailto:adrienne.strong@ufl.edu)

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Teaching Assistant: Alisha (Ali) Palmer- [alishapalmer@ufl.edu](mailto:alishapalmer@ufl.edu)

Office location: TBA

Office hours: Thursdays 9am-12pm

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## Course Overview

Introduces the field of medical anthropology including key theoretical and empirical areas. Covers how experiences of sickness and health are shaped by cultural context, how culture and biology intersect to shape global and local inequalities in health, and how healing practices and policies are embedded in political, economic, and historical context. Covers topics from diabetes to global pandemics. Applies anthropological perspective to addressing practical health matters globally.

## Course Description

What is medical anthropology? How do anthropologists investigate pain, illness, healing, and wellness in global contexts? How do cultural processes that seem to be local or global interact and shape aspects of our bodies, such as illness or efforts to find healing? What methods and theories do anthropologists use to explore these issues and how do these differ from and work with public health or medicine? This course places health and healing in a cross-cultural and evolutionary perspective. It explores three major themes. First, how our experience of sickness and health is shaped by cultural context. Second, how biology and culture intersect to shape global and local inequalities in health and well-being. And third, how healing practices and policies are embedded in political, economic, and historical context. We will discuss everything from diabetes to HIV, Ebola to childbirth, and witchcraft to biotechnology and COVID-19. Applying an anthropological perspective to these questions deepens our understanding of the human condition and prepares us to address practical matters of life and death in the US and around the world. This course will be particularly of interest to pre-health professions students because it will bring to light new ways to think about healthcare, health and illness, interactions in healthcare settings, and broader social, cultural, state, and global forces influencing disease and wellbeing.

## Course Objectives (Student Learning Outcomes)

* Describe the scope of medical anthropology and give examples of exemplary research in the key theoretical and empirical areas.
* Analyze the biological and cultural factors that shape the social distribution of health.
* Evaluate cultural influences and assumptions in healing practices.
* Apply an anthropological perspective to public health problems in the U.S. and abroad.

## Required Course Materials (to purchase/rent)

There are four required books, listed here in the order we will read them:

Singer, M., H. Baer, D. Long, & A. Pavlotski. 2020. *Introducing Medical Anthropology: A Discipline in Action*. Lanham, MA: Rowman & Littlefield.

Hamdy, S., C. Nye, & C. Brewer. 2017. *Lissa: A Story about Medical Promise, Friendship, and Revolution*. Toronto, ON: University of Toronto Press.

Holmes, S. 2013. *Fresh fruit, Broken Bodies: Migrant Farmworkers in the United States*. Berkeley: University of California Press.

Fadiman, A. 1997. *The Spirit Catches You and You Fall Down: A Hmong Child, her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus and Giroux.

The books are available locally at the UF Bookstore. Additional required readings will be made available electronically via the Canvas e-Learning platform (elearning.ufl.edu).

## Communication Practices for the Course

**Communication practices for the course (examples)**

You are responsible for materials posted on E-Learning (Canvas), including required readings, announcements, details on assignments, and other supplementary material.

The instructor and the TA may use email to make general class announcements or to contact you directly about your work. You are responsible for checking your official UF email regularly to be aware of communication from your 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.

Canvas Notifications: In your Canvas “Account,” click on “Notifications.” Set the notification for “Submission Comment” to either “Notify Immediately” or “Daily Summary.” The instructors communicate with you regarding your assignments through Submission Comments more so than e-mail. We expect every student to read their submission comments within 24 hours. Many of them may require immediate action on your part.

## Format of the class

## How the class will work: Team-Based Learning

We will be using the Team-Based Learning (TBL) approach in this course. TBL will facilitate your application of new knowledge within small collaborative teams and full classroom discussions. TBL requires you to be prepared for and attend all classes. Your participation will provide you with the opportunity to learn from your peers as well as work and negotiate within your team.

We live in an age of abundant information. We have nearly immediate access to information in a wide array of forms, from books and magazines to videos and podcasts. The traditional lecture is one very good way to deliver information, but it’s got a lot of competition. What makes the classroom unique is that it brings students and instructors together where they can learn from each other. TBL capitalizes on this feature. In a TBL class, lectures are very limited and are used almost exclusively to clarify questions that arise rather than simply imparting information. In a TBL class, students work in small groups that last the entire semester. Members of the team learn together and from each other, meaning that ***coming to class prepared is essential to your success and that of your team*.**

Since the central role of the lecture is reduced in TBL, students need to learn the basics before they get to class. To give you an incentive to do that preparation, in each module there will be two Readiness Assessment Tests (RAT) based on readings and short videos that must be completed before the RAT. Each RAT is completed twice: first individually (the iRAT), then as a team (the tRAT). We will also have many team activities, usually requiring some preparation (generally by reading before class), that allow you to refine your understanding of material and improve your ability to use an anthropological lens.

*What TBL is not:*

* It is not normal group work – there will be **NO** group work required outside of the classroom.
* It will not be a drag on your grade–a tRAT score cannot reduce your grade relative to your iRAT score.
* It is not an excuse to slack off – Your participation will be evaluated by your peers and that will affect your grade.

*Attendance*

In the workplace, when someone is gone, the group has to pick up the slack, but the absent member still benefits from the group work. If the absent person has a good reason for being gone, explains the reason to the group, **and** does their best to make amends, most groups will gladly extend the benefit. If, however, members have doubts about the reason for the absence, feel like the member is trying to “freeload” or both, then the absence is likely to be a black mark that may not be forgotten when the peer evaluations come around. So, if you have to be absent, let your peers (and Dr. Strong) know in advance and make sure that you do your best to make up for it. Otherwise, you are at risk. If you miss class on a RAT day, you will **not** have the opportunity to make up this assessment unless it is a university excused absence.

## Readiness Assurance Process (RAP)

The RAP is an integral piece of the TBL Strategy. This process allows you numerous opportunities to demonstrate that you understand the readings and course concepts, while receiving immediate feedback on your progress. The RAP takes place in a sequence containing the following components:

**1) Readings**

At the start of each module, you will complete readings outside of class. These readings contain some of the core concepts and ideas of that particular module. While these will not be the only reading for each unit, they will provide you with the foundation that we will build upon with the rest of the readings in each unit.

**2) Individual Readiness Assessment Test (iRAT)**

The first in-class activity for each module is the iRAT, which is based on the assigned readings. These are in the form of a short quiz featuring multiple-choice questions focused on the key concepts and ideas of the readings. They are designed both to assess your comprehension and to help maintain accountability for reading the assignments on time. You will take the iRAT on Canvas during class time so you will need to bring your laptop or a device with which to do this. Your iRAT scores will be anonymous.

**3) Team Readiness Assessment Test (tRAT)**

Right after finishing the iRAT you will take the same test as a team. You are allowed to discuss the questions as a team and decide on an answer for each question. You will complete the iRAT on Canvas as well, with one team member designated as the reporter who will fill it in in Canvas based on group consensus.

**4) Appeals**

After the tRATs are completed, students can appeal any question they missed on **the team test**. Students can submit any reasons they want for arguing that their answer should be considered correct instead of wrong. Appeals are only granted when your team is able to present an argument that demonstrates clear comprehension of the concepts. An appeal must be submitted in writing and should explain in one to two paragraphs why the team believes its answer to be correct. *Direct evidence from the reading must be used and cited.* Appeals are to be submitted via Canvas before the end of the class period. If the appeal is successful, the points will be added to the team score as well as for any individual that answered the same way as the team. Any team members who had the question correct initially will continue to receive credit on the question. ONLY the members of a team that appeal will be eligible for a change in score, meaning each team must complete and submit a separate appeal. If an appeal is unsuccessful (or your team does not submit an appeal) you will not receive points of the question, regardless of whether other teams successfully appeal the question.

*Applications*

Most of the class meetings will consist of team-based activities that will allow you to apply the material learned from the readings. Some of the application exercises will pose a question (sometimes based on a news article, a case, a film), and require that you make a decision as a team based on your discussion together. Your team will need to poll each member, listen to each member’s ideas, and their explanation for why their idea should be supported, and then reach a team consensus. At the end of your deliberation, all of the teams will simultaneously show their decisions. Then we will discuss the question as a class. Over the semester we will do many smaller applications. We will also have other discussion-based activities for your group to work on throughout the semester.

*Create Applications*

As we move through the semester, each student will create applications relevant to the readings. A select number of applications will be used in class. More information about the format of these assignments will be posted on Canvas and also given in class.

*Participation*

I will assess your participation throughout the semester. I recognize that some students may be more outspoken than others, so participation here is not limited to whether you raise your voice in larger class discussions or not. Your inputs and participation in your team’s discussions, comments to others – and informal discussion with me, outside of the classroom also count. You are always welcome to visit me during my office hours, or to send me an email to set up a meeting.

*Peer Evaluation*

One of the most significant concerns with working in a group and receiving team grades is that some of the members of the team may work harder than others or “free-load” off those in the group willing to put in more effort. You will be given a chance to evaluate your team member peers during the course. There will be an evaluation at the mid-term point, used as feedback for individual team members and a second one at the end of the semester via the website TEAMMATES to which you will receive an invitation when we near the middle of the semester. You will be evaluating each member on their participation in team activities. (Did they come to class regularly? Were they prepared for the day’s activity? Did they contribute productively to the team? Respect others’ ideas?) These evaluations are completely anonymous and give you a chance to reward or punish teammates based upon their team efforts. I will provide more information about this in class.

# II. Coursework & Schedule

## 1. List of Graded Work

|  |  |  |  |
| --- | --- | --- | --- |
| Assignment | Description | Requirements | % Final Grade |
| **Participation** | I expect you to attend each class meeting and to take an active part in discussions and activities. Active participation requires that you read all assigned readings and prepare thoughtful questions and critical discussion points. Your teammates and I will evaluate your class participation on the quality of your contributions (see above), not just on how often you speak in class. The purpose of evaluating your participation is to facilitate your grasp of the material by encouraging you to prepare for class and by promoting thoughtful analysis and discussion. There will be online participation activities via Perusall, in which you will be asked to summarize or analyze assigned readings, suggest questions or topics for discussion, or to express your point of view on a topic in the reading for further discussion in class. These exercises are designed to sharpen your ability to summarize your thoughts and they help me to assess your comprehension of the readings, lecture, and discussion. The two reflection journals count in your participation grade and should follow the rubric for participation below. Each should be 500 words. | Described in rubric below | TBD |
| **Peer Evaluation** | There will be a midterm and final peer evaluation of your team members via the website TEAMMATES, which will send you further instructions at the time. | See above | TBD |
| **iRATs** | To be done at the start of each module, these will be short multiple-choice quizzes done in class via Canvas. | 6 MC quizzes | TBD |
| **tRATs** | To be done in class via Canvas as a team immediately following the iRATs at the start of each module. | 6 group MC quizzes | TBD |
| **Applications** | Throughout the semester you will be asked to create applications related to the day’s assigned reading prior to class. You will then work with your groups to go through each other’s applications. In the beginning of the semester, you will practice making applications with your group to get the hang of it. These should be formatted like the ones we do in class on a regular basis. |  | TBD |
| **In-class midterm exam** | Designed to test your comprehension of concepts and readings introduced in class. This is open book and open note. | Includes short-answer or fill-in-the-blank and at least one short essay | 15 |
| **Learning through Teaching** |  |  |  |
| Proposal | Define the topic you are going to be teaching someone about. Be sure to define your audience (children, adults, etc.) and include a brief description of what format you would like to use. Do some preliminary library research to help you determine if the topic is too broad or too narrow. Please include a list of at least four potential references you will use for the final project with a brief (2-3 sentence) note about how the source supports teaching this topic to others. More details in Canvas assignment. | 250-300 words defining topic, plus notes on each source | 5 |
| Final project | This can be in any format you want **EXCEPT** for a traditional research paper. Some options might include a picture book, a series of infographics, a podcast, short video, etc. | At least 4 sources required | 20 |

Grades are based on three categories of evaluations % Final Grade

1. **Individual Performance** 
   1. 6 iRAT scores
   2. Midterm exam 15%
   3. Final project 25%
   4. Participation (including 2 journals)
   5. Attendance
2. **Team Performance**
   1. 6 tRAT scores
   2. Applications
3. **Team Contribution**
   1. Midterm peer evaluation
   2. Final peer evaluation

You will decide, as a class, how much each of the remaining categories above will contribute to your final grade. We will decide these proportions during the second class meeting.

## 2. Weekly Course Schedule

| Week/ Date | Activity | Topic/Assignment  (Question/Subject) | Assigned Work Due |
| --- | --- | --- | --- |
| Week 1- Module 0 | Topic | **Introduction and Overview** |  |
|  | Summary | * Expectations- mine and yours, introducing TBL * Thinking like an anthropologist * Introduction to anthropological perspectives. Social science methods- ethnography. Introduces history, key themes and methods in the social sciences as practiced by anthropologists. |  |
| Aug. 21 | Readings/Works | & Thursday  Introductions, course policies and structure |  |
|  | Assignment | Reflection journal- what do health, illness, and healing mean to me? (500 words min.) | Due Sun/ Aug. 31st |
|  |  | Online survey for group formation | Aug. 28th by midnight |
| Week 2- Module 1 | Topic | **History and Scope of Medical Anthropology** |  |
|  | Summary | * Medical anthropology or anthropology of health? * Methods and approaches * Medical anthropology and its neighbors * Close reading of texts; learning about key theories and methods in the social sciences |  |
| Aug. 26 and 28 | Readings/Works | & Tuesday  Lock, M. (1998). Menopause: lessons from anthropology*. Psychosomatic Medicine*, *60*(4), 410-419.  Singer et al., Ch. 1 (p. 1–36)  Inhorn, M., C. (2007). Medical anthropology at the intersections*. Medical Anthropology Quarterly*, *21*(3), 249-255.  **Trial iRAT, tRAT, and application**  & Thursday  Singer et al., Ch. 2 (p. 37–64)  **iRAT, tRAT on textbook chapters 1 and 2 for module 1** |  |
|  | Assignment | **iRAT, tRAT module 1** | Thursday in class |
|  |  |  |  |
| Week 3- Module 1 | Topic | **Conceptions of Sickness and Health** |  |
|  | Summary | * Illness and disease, healing and curing * Understanding suffering * The role of the body in anthropology of health * Identifying social institutions and structures; Examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world. |  |
| Sept. 2 and 4 | Readings/Works | & Tuesday  Singer et al., Ch. 3 (p. 65–101)  Kleinman, A., Eisenberg, L., & Good, B. (1978). Culture, illness, and care: clinical lessons from anthropologic and cross-cultural research*. Annals of Internal Medicine*, *88*, 251-258.  Holtz, T. H., Holmes, S., Stonington, S., & Eisenberg, L. (2006). Health is still social: contemporary examples in the age of the genome*. PLoS Medicine*, *3*(10), e419.  *Lissa*: Forward, Part I-II  & Thursday  Finish *Lissa* including: Part III, Afterword, and Appendices I and II |  |
|  | Assignment | **Perusall** | Tuesday |
|  |  |  |  |
| Week 4- Module 2 | Topic | **Disparities, Inequalities, Inequities** |  |
|  | Summary | * Defining terms: What’s in a name? * Racism, poverty, social justice, and health * Examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world; history, key themes and methods in the social sciences; identifying social institutions and structures. |  |
| Sept. 9 and 11 | Readings/Works | & Tuesday  Singer et al., Ch. 4 (p. 102–130)  Gravlee, C. C. (2009). How race becomes biology: embodiment of social inequality. *American Journal of Physical Anthropology*, *139*(1), 47–57.  **iRAT, tRAT in class**  & Thursday  Singer, M., Valentin, F., Baer, H., & Zhongke, J. (1992). Why does Juan Garcia have a drinking problem? The perspective of critical medical anthropology*. Medical Anthropology*, *14*(1), 77- 108. |  |
|  | Assignment | **iRAT, tRAT Module 2** | Tuesday |
|  |  | **Perusall** | Thursday |
| Week 5- Module 2 | Topic | **Health and the Environment** |  |
|  | Summary | * Biocultural adaptation * Political ecology * Evolutionary medicine * Close reading- texts; evaluating data; applying social science methods. |  |
| Sept. 16 and 18 | Readings/Works | & Tuesday  Singer et al., Ch. 5 (p. 131–158)  Leatherman, T. (2005). A space of vulnerability in poverty and health: political-ecology and biocultural analysis*. Ethos*, *33*(1), 46-70.  & ThursdayNesse, R. M. & Williams, G. C. (1998). Evolution and the origins of disease*. Scientific American*, *279*(5), 86-93. McDermott, R. (1998). Ethics, epidemiology and the thrifty gene: biological determinism as a health hazard*. Social Science and Medicine*, *47*(9), 1189-1195. |  |
|  | Assignment | **Perusall** | Tuesday |
|  |  |  |  |
| Week 6- Module 2 | Topic | ***Fresh Fruit, Broken Bodies*** |  |
|  | Summary | * Migration, embodiment, and health * Naturalizing social suffering * The clinical gaze and pragmatic solidarity * Close reading- texts; identifying social institutions and structures; identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world. |  |
| Sept. 23 and 25 | Readings/Works | & Tuesday  Holmes, Ch. 1–5  & Thursday  Holmes, Ch. 6–7 |  |
|  | Assignment |  |  |
|  |  |  |  |
| Week 7- Module 3 | Topic | **Healing Traditions** |  |
|  | Summary | * Varieties of ethnomedicine * Biomedicine as a sociocultural system * Examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world; identifying institutions and social structures. |  |
| Sept. 30 and Oct. 2 | Readings/Works | & Tuesday  **Midterm Exam- in class**  & Thursday  Singer et al., Ch. 6 (p. 159–181)  Moerman, D. E. & Jonas, W. B. (2002). Deconstructing the placebo effect and finding the meaning response*. Annals of Internal Medicine*, *136*(6), 471-476. |  |
|  | Assignment | ***Midterm Exam*** | Tuesday |
|  |  |  |  |
| Week 8- Module 3 | Topic | **Patients and Healers in Context** |  |
|  | Summary | * Plural medical systems * Complementary and alternative medicines * Close reading- texts; identifying social institutions and structures; identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world. |  |
| Oct. 7 and 9 | Readings/Works | & Tuesday  Singer et al., Ch. 7 (p. 182–211) **iRAT, tRAT in class on Singer ch. 6 and 7**  In class workshop on final project proposal ideas within teams  & Thursday  Bates, D. G. (2000). Why not call modern medicine 'alternative'? *Perspectives in Biology and Medicine*, *43*(4), 502-518.  Nichols-Belo, A. (2018). “Witchdoctors” in white coats: Politics and healing knowledge in Tanzania. *Medical Anthropology* 37(8), 722-736. |  |
|  | Assignment | **iRAT, tRAT for Module 3 on Singer chapters 6 and 7** | Tuesday |
|  |  | **Final project proposal** | Thursday |
| Week 9- Module 3 | Topic | ***The Spirit Catches You and You Fall Down*** |  |
|  | Summary | * Cultural models of sickness and health * Compliance * Cultural and structural competency * Close reading- texts; identifying social institutions and structures; identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world. * Identifying beliefs and biases. |  |
| Oct. 14 and 16 | Readings/Works | & Tuesday  Fadiman, Ch. 1–12 (p. 1–170)  Kleinman, A., & Benson, P. (2006). Anthropology in the clinic: the problem of cultural  competency and how to fix it. *PLoS Medicine*, *3*(10), e294. Metzl, J. M., & Hansen, H. (2014). Structural competency: Theorizing a new medical  engagement with stigma and inequality. *Social Science & Medicine*, *103*, 126–133.  & Thursday  Fadiman, Ch.13–19 (p. 171–288) Trostle, J. A. (1988). Medical compliance as an ideology. *Social Science & Medicine*, 27(12), 1299- 1308. |  |
|  | Assignment | **Midterm peer assessment via TEAMMATES** | Tuesday |
|  |  | **Perusall** | Tuesday |
| Week 10- Module 4 | Topic | **Food, Body, and Culture** |  |
|  | Summary | * Food, meaning, and identity * Political economy of food * Fatness and thinness around the world * Close reading- texts; identifying social institutions and structures; identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world. |  |
| Oct. 21 and 23 | Readings/Works | & Tuesday  Yates-Doerr, E. & M.A. Carney. (2016). Demedicalizing health: The kitchen as a site of care. *Medical Anthropology* 25(4): 305-321.  Brewis, A. A., & Wutich, A. (2015). A world of suffering? Biocultural approaches to fat stigma in the global contexts of the obesity epidemic. *Annals of Anthropological Practice*, *38*(2), 269–283.  **iRAT, tRAT in class**  In class: Watch “The Food Deserts of Memphis”  & Thursday  Sobo, E. J. (1997). The sweetness of fat: health, procreation, and sociability in rural Jamaica. *Food and Culture: A Reader*. (pp. 256-271). New York: Routledge.  Anderson-Fye, E.P. (2004). A “coca-cola” shape: Cultural change, body image, and eating disorders in San Andrés, Belize. *Culture, Medicine, and Psychiatry* 28: 561-595. |  |
|  | Assignment | **iRAT, tRAT for Module 4** | Tuesday |
|  |  | **Perusall** | Tuesday |
| Week 11- Module 4 | Topic | **Embodiment** |  |
|  | Summary | * Embodiment across disciplines * The *body* in embodiment * Developmental origins of adult health * Close reading- texts; identifying social institutions and structures; identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world; applying social science perspectives and methods. |  |
| Oct. 28 and 30 | Readings/Works | & Tuesday  Oths, K. S. (1999). *Debilidad*: A biocultural assessment of an embodied Andean illness*. Medical Anthropological Quarterly*, *13*(3), 286-315.  Krieger, N. & Davey Smith, G. (2004). "Bodies count," and body counts: social epidemiology and embodying inequality*. Epidemiologic Reviews*, *26*, 92-103.  Lecture on Lock and Scheper-Hughes’ three body concept  & Thursday Lappé, M. & Jeffries Hein, R. (2021). "[You are What Your Mother Endured: Intergenerational Epigenetics, Early Caregiving, and the Temporal Embedding of Adversity.](https://anthrosource.onlinelibrary.wiley.com/doi/full/10.1111/maq.12683)" *Medical Anthropology Quarterly* 35(4), 458-475.  Barker, D. J. P. (2004). The developmental origins of well-being*. Philosophical Transactions of the Royal Society of London. Series B: Biological Sciences*, *359*, 1359-1366. |  |
|  | Assignment |  |  |
|  |  |  |  |
| Week 12- Module 5 | Topic | **Biopolitics and Beyond** |  |
|  | Summary | * Biopolitics and biotechnology * Anthropology and bioethics * Close reading- texts; identifying social institutions and structures; identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world. |  |
| Nov. 4 and 6 | Readings/Works | & Tuesday  Singer et al., Ch. 8 (p. 212–239)  **iRAT, tRAT in class**  & Thursday Valdez, N. (2018). The redistribution of reproductive responsibility: On the epigenetics of  “environment” in prenatal interventions. *Medical Anthropology Quarterly*, *32*(3), 425–442. |  |
|  | Assignment | **iRAT, tRAT for Module 5** | Tuesday |
|  |  |  |  |
| Week 13- Module 5 | Topic | **Biopolitics cont.** |  |
|  | Summary | * Close reading- texts; identifying social institutions and structures; identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world; communicating. |  |
| Nov. 11 and 13 | Readings/Works | & Tuesday  **No class- public holiday**  & ThursdayMartin, E. (1991). The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles. *Signs*, *16*(3), 485–501.  Class meme-making activity, due at the end of class on Canvas |  |
|  | Assignment | **Perusall** | Thursday |
|  |  |  |  |
| Week 14- Module 6 | Topic | **Anthropology in Action: Toward a Healthier World** |  |
|  | Summary | We will apply everything we’ve been learning and discussing to address health problems with an anthropological approach and to answer the question: What can anthropology offer to help solve existing health problems globally? |  |
| Nov. 18 and 20 | Readings/Works | & Tuesday  Singer et al., Ch. 9 (p. 240–250)  **iRAT and tRAT Module 6**  Worthman, C., & Kohrt, B. (2005). Receding horizons of health: biocultural approaches to public health paradoxes. *Social Science & Medicine*, *61*(4), 861–878.  & Thursday  Hahn, R. A, & Inhorn, M. C. (2009). “Introduction.” In *Anthropology and Public Health: Bridging Differences in Culture and Society*, 2nd edition. New York: Oxford University Press.  Farmer, P., Basilico, M., Kerry, V., Ballard, M., Becker, A., Bukhman, G., et al. (2013). Global health priorities for the early twenty-first century. In P. Farmer, J. Y. Kim, A. Kleinman, & M. Basilico (Eds.), *Reimagining global health: An introduction* (pp. 302–339). Berkeley: University of California Press.  Examples of applied medical anthropology- see Canvas for any additional readings |  |
|  | Assignment | **iRAT and tRAT Module 6** | Tuesday |
|  |  |  |  |
| Week 15- Module 6 | Topic | **Synthesis and Integration** |  |
|  | Summary | Review and course wrap up |  |
| Nov. 25 and 27 | Readings/Works | & Tuesday  & Thursday  **Thanksgiving- No Class this week** |  |
|  | Assignment | **Reflection journal**- how have my ideas about health, illness, and healing changed? (500 words min.) | Dec. 2nd by midnight |
| Week 16 |  |  |  |
| Dec. 2 |  | & Tuesday  Groupwork and presentations on anthropology-based solution to a health problem  **Final projects due Thursday, Dec 8th at 9am**  **Final peer assessment due via TEAMMATES** | Dec. 8th, Monday, 9am |

# III. Grading

View details about the [Grading section in the UF Quest Syllabus Builder](https://ufl.instructure.com/courses/386902/pages/section-3-grading?module_item_id=7589943)

## 3. Statement on Attendance and Participation

### Attendance and Participation:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

* Attendance: will be taken daily and recorded in the Canvas gradebook. You are allowed two “personal days” for the semester, after which each absence that does not meet university criteria for “excused” will result in a two-point deduction from your final grade. Additionally, you will be letting down your group members and they will take your attendance into account when completing your midterm and final peer evaluations.
* Participation: Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric below. Your teammates will be an important part of assessing your level of participation. I will schedule a meeting with you if the midterm peer evaluations indicate your groupmates do not feel you are contributing equally. You will use the participation criteria below to help judge each other’s contributions.
* NOTE: If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see me as soon as possible to discuss alternative modes of participation so we can make sure you will be successful in the class.

### Participation Grading Rubric:

|  |  |  |  |
| --- | --- | --- | --- |
|  | High Quality | Average | Needs Improvement |
| Informed: Shows evidence of having done the assigned work. |  |  |  |
| Thoughtful: Shows evidence of having understood and considered issues raised. |  |  |  |
| Considerate: Takes the perspective others into account. |  |  |  |

## **4. Grading Scale**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A | 94 – 100% of possible points |  | C | 74 – 76% |
| A- | 90 – 93% |  | C- | 70 – 73% |
| B+ | 87 – 89% |  | D+ | 67 – 69% |
| B | 84 – 86% |  | D | 64 – 66% |
| B- | 80 – 83% |  | D- | 60 – 63% |
| C+ | 77 – 79% |  | E | <60 |

Late assignments will be subject to a late penalty of 10% off per day late unless I’ve been notified prior to the due date and we have agreed on an alternative arrangement and/or it is an excused absence. If you know you will be missing class, it is important to let your teammates know so they can take that into account when evaluating your contributions to the team throughout the semester. Please also notify me directly if you will be out. **I will not accept unexcused late work if it is more than one week late.**

See the UF Catalog’s "[Grades and Grading Policies](https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/)" for information on how UF assigns grade points.   
  
*Note: A minimum grade of C is required to earn General Education credit.*

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

**ChatGPT and Generative AI tools Policy**

To ensure all students have an equal opportunity to succeed and to preserve the integrity of the course, students are not permitted to submit text that is generated by artificial intelligence (AI) systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance for any classwork or assessments. This includes using AI to generate answers to assignments, exams, or projects, or using AI to complete any other course-related tasks. Using AI in this way undermines your ability to develop critical thinking, writing, or research skills that are essential for this course and your academic success.

Students may use AI as part of their research and preparation for assignments, or as a text editor, but text that is submitted must be written by the student. For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, or cite properly. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. *If you use generative AI, acknowledge how it was used and how much.* Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification.

Writing assignments will be subject to and in accordance with the student conduct code and academic honesty. Assignments will use the tool Turnitin to assess plagiarism and are subject to [ChatGPT/AI](https://citt.ufl.edu/services/learning-innovation--technology/artificial-intelligence/chatgpt/) detection. Assignments will be checked by the instructional team if more than 20% of the assignment suggests the content did not come from the student or is not properly cited. If there is any evidence of violation of the [Student Honor Code](https://policy.ufl.edu/regulation/4-040/), that suggests the student *has not written the majority of the content on their own and is egregiously plagiarized*, the instructor may do one or more of the following: ask the student to redo the assignment, deduct major points from the score, or give a *grade of zero* for the assignment. The instructor may offer a make-up assignment, but multiple offenses will be reported to the Anthropology department administration for review and could result in a report to the [Student Conduct and Conflict Resolution](https://sccr.dso.ufl.edu/contact/report-an-incident/) Office.

# V. General Education and Course Objectives & SLOs

## 5. This Course’s Objectives

| Social and Behavioral Sciences Objectives 🡺 | This Course’s Objectives 🡺  (This course will….) | Objectives will be Accomplished By:  (This course will accomplish the objective in the box at left by…) |
| --- | --- | --- |
| Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. | … introduce anthropological perspectives on the exploration and analysis of health, illness, and healing practices cross-culturally through discussion of historical, political economic, and cultural influences. | …reading and analyzing original academic works based on primary data, interacting with primary data, lectures, in-class activities, and class discussions. |
| Students will learn to identify, describe and explain social institutions, structures or processes. | …provide a solid background in classic and new works in medical anthropology on a variety of topics, complete with thorough discussions of what makes these texts anthropological in nature. | …presenting a diverse sample of texts written by anthropologists, pairing these with weekly social annotation reading guides and in-class guided analysis of the texts and activities around and discussions of what it means to take an anthropological approach to these topics. |
| These courses emphasize the effective application of accepted problem-solving techniques. | …apply an anthropological perspective to public health problems in the US and abroad. | …in-class activities, exams, online social annotation of texts, and in-class discussion of case-studies of medical anthropologists working outside academia. |
| Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. | …evaluate cultural influences and assumptions in healing practices and medical decision making, including students’ own familiar practices, and how these can lead to differential access to resources and, ultimately, well-being. | …reading and analyzing course texts, as well as using class activities, discussion, social annotation, and the reflection journal assignments to breakdown personal and cultural assumptions about health, illness, and healing. |
| Students are expected to assess and analyze ethical perspectives in individual and societal decisions. | …introduce key medical anthropological perspectives on cultural biases and influences in healing preferences and practices to enable students to analyze locally important values and ethics in cross-cultural perspective. | …reading and analyzing course texts, reflection journal, final paper, online social annotation of texts. |

## 6. This Course’s Student Learning Outcomes (SLOs)— Course SLOs

|  | Social and Behavioral Sciences SLOs 🡺 **Students will be able to…** | This Course’s SLOs 🡺 Students will be able to… | Assessment  Student competencies will be assessed through… |
| --- | --- | --- | --- |
| Content | **Identify, describe, and explain** the history, underlying theory and methodologies used. | **Identify, describe, and explain** how anthropology explores health, illness, and healing practices globally, as well as how the major empirical and theoretical perspectives of medical anthropology can be applied to practical matters of life and death globally. | Class participation, in-class exams, final paper project, online social annotation of texts. |
|  |  | **Identify and critique** power imbalances, cultural biases, and racist, misogynist, and historical roots of global inequalities in access to various forms of health care and, ultimately, the differential production of well-being. | Class participation, in-class exams, initial and final journals, and final project. |
|  |  | **Evaluate** cultural influences and assumptions in healing practices. | Class participation, in-class exams, final project, online social annotation of texts. |
| Critical Thinking | **Identify and analyze** key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives. | **Analyze** and **Evaluate** primary data and how it is used to form arguments particularly as related to the biological and cultural factors that shape the social distribution of health. | Class participation, online social annotation, in-class exams, peer review, in-class activities with primary data, and final paper project. |
| Communication | Communicate knowledge, thoughts and reasoning clearly and effectively. | **Develop** a well-organized analysis of a topic of their choice in medical anthropology and present it in a clear and persuasive written format supported by reliable, high-quality scholarly sources. | Final paper and in-class exams. |
| Connection | N/A | **Connect course content** with critical reflection on their intellectual, personal, and professional development at UF and beyond. **Integrate** new information from the course materials and discussions with their existing ideas to form more nuanced positions on the course topics and relate topics to their own lives and professional goals. | In-class discussions and activities, online social annotation, initial and final reflection journals. |

## 7. International Objectives (for N designation) and SLOs

International (N) - this designation is often in conjunction with another program area. Courses with International should demonstrate that a majority of the course addresses international content and engagement and it should be a substantial, defining feature of the course.

International courses promote the development of students’ global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people’s understanding of an increasingly connected world.

| International Objectives 🡺 | This Course’s Objectives🡺 (This course will….) | Objectives will be Accomplished By:  ****(This course will accomplish the objective in the box at left by…)**** |
| --- | --- | --- |
| International courses promote the development of students’ global and intercultural awareness. | …introduce students to health, healing, and illness issues across the world from an anthropological perspective. | …utilizing course texts about cultures and countries around the world. |
| Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. | …use a focus on health, illness, and healing to explore differences and similarities in pressing health challenges and trends in cross-cultural perspective and to explore how people around the world have similar and divergent goals, values, access, and approaches to health and illness including local meanings of these topics, as well as inequalities shaped by local history, values, and cultural practices. | …introducing students to divergent opinions and views on the same topics through course texts and films from all over the world. |
| Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people’s understanding of an increasingly connected world. | …bring students into conversation with their own, perhaps previously unexamined, beliefs related to health, well-being, and accepted or appropriate forms of healthcare when ill. | …requiring students to reflect on course content in exams and the final paper project but also by directly requiring students to reflect on their own positions and biases through online social annotation responses to texts via Perusall. |

## International Student Learning Outcomes (for N designation)

|  | International SLOs 🡺 **Students will be able to…** | Course SLOs 🡺 Students will be able to… | Assessment  Student competencies will be assessed through… |
| --- | --- | --- | --- |
| Content | Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world. | …engage with the course topic in global perspective to help inform their thinking about health, illness, and well-being more generally, as well as cross-cultural variability in practices and the development of inequalities. | In-class exams, final paper project, class participation, online social annotation of texts. |
| Critical Thinking | Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world. | …propose ways in which health, illness, and global health inequalities offer a window onto globalization and global interdependence in the current era. | In-class exams, class participation, online social annotation of texts, final paper project, class participation. |

# VI. Required Policies

## 8. University Policies and Resources

**This course complies with all UF academic policies. For information on those polices and for resources for students, please see** [**this link**](https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/)**.**

**Attendance policy**  
Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Students seeking modification of due dates for class participation, assignments, and exams for religious reasons should contact the instructor well in advance to request this modification, which will then be granted.  
  
**Students requiring accommodation**   
Students 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.  
  
**UF course evaluation process**   
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals
2. Their Canvas course menu under GatorEvals
3. The central portal at <https://my-ufl.bluera.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.   
  
**University Honesty Policy**   
University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. For additional information, see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.  
  
**In-class recording**  
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.  
  
A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.  
  
Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party-note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.   
  
**Procedure for conflict resolution**  
Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Dr. John Krigbaum ([krigbaum@ufl.edu](mailto:krigbaum@ufl.edu), [352-294-7540](tel:352-294-7540)). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; [352-392-1308](tel:3523921308)) or the Dean of Students Office (<http://www.dso.ufl.edu>; [352-392-1261](tel:3523921261)).

**Resources available to students**

**Library Resources**

Please add either of these statements to your course syllabus. You may customize the suggested language to suit the needs of your class; find more [**services**](https://uflib.ufl.edu/using-the-libraries/), [**subject specialists**](https://uflib.ufl.edu/specialists/), and [**research guides**](https://guides.uflib.ufl.edu/) to add to your syllabus. Sample syllabi along with UF's syllabus policy can be found [**here**](http://syllabus.ufl.edu/syllabus-policy/).

* **Library Resources (General Courses)**: The [**UF Libraries**](https://uflib.ufl.edu/) provide access to numerous resources and services that will help you succeed in this course. Access thousands of [**online databases, books, and articles**](https://uflib.ufl.edu/find/) or visit one of the [**branch locations**](https://uflib.ufl.edu/libraries-collections/) for additional [**resources, services, and study spaces**](https://uflib.ufl.edu/using-the-libraries/). Can’t find what you are looking for? You can [**Ask A Librarian**](https://uflib.ufl.edu/find/ask/) for help by email, chat, text, or phone.
* **Ginessa Maha**r (Anthropology Librarian): [gjmahar@ufl.edu](mailto:gjmahar@ufl.edu), office: Library West Room 500

***Health and Wellness***

* U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), [352-392-1575](tel:3523921575), or visit [U Matter, We Care website](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 the Counseling and Wellness Center website](https://counseling.ufl.edu/) or call [352-392-1575](tel:3523921575) for information on crisis services as well as non-crisis services.
* Student Health Care Center: Call [352-392-1161](tel:3523921161) for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](https://shcc.ufl.edu/).
* University Police Department: Visit [UF Police Department website](https://police.ufl.edu/) or call [352-392-1111](tel:3523921111) (or 9-1-1 for emergencies).
* UF Health Shands Emergency Room / Trauma Center: For immediate medical care call [352-733-0111](tel:3527330111) or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](https://ufhealth.org/emergency-room-trauma-center).
* GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](https://gatorwell.ufsa.ufl.edu/) or call [352-273-4450](tel:3522734450).

***Academic Resources***

* E-learning technical support: Contact the [UF Computing Help Desk](http://helpdesk.ufl.edu/) at [352-392-4357](tel:3523924357) or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
* [Career Connections Center](https://career.ufl.edu/): Reitz Union Suite 1300, [352-392-1601](tel:3523921601). Career assistance and counseling services.
* [Library Support](https://cms.uflib.ufl.edu/ask): Various ways to receive assistance with respect to using the libraries or finding resources. Call [866-281-6309](tel:8662816309) or email [ask@ufl.libanswers.com](mailto:ask@ufl.libanswers.com) for more information.
* [Teaching Center](https://academicresources.clas.ufl.edu/about-us/contact-information/): 1317 Turlington Hall, Call [352-392-2010](tel:3523922010), or to make a private appointment: [352-392-6420](tel:3523926420). Email contact: [teaching-center@ufl.edu](mailto:teaching-center@ufl.edu). General study skills and tutoring.
* [Writing Studio](https://writing.ufl.edu/writing-studio/): Daytime (9:30am-3:30pm): 2215 Turlington Hall, [352-846-1138](tel:3528461138) | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
* Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information](https://www.ombuds.ufl.edu/complaint-portal/).
* Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information](https://em.ufl.edu/complaint).