

## Cover Sheet: Request 15020

### ANT 2XXX - Things Your Doctor Never Told You: Intro to Medical Anthropology

#### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Adrienne Strong adrienne.strong@ufl.edu
Created	5/19/2020 5:16:51 PM
Updated	10/27/2020 2:18:23 PM
Description of request	Initial application for approval of new course. I will eventually apply for gen ed designations for this course as well.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Anthropology 16040000	Peter Collings		5/20/2020
No document changes					
College	Conditionally Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The CLAS Curriculum Committee conditionally approves this request, with the following changes requested: 1) remove the syllabus; 2) remove rationale for co-listing; 3) include types of assessments in the grading scheme; 4) please revise transcript title to be more descriptive of course content, i.e. Into to Medical Anthro	10/1/2020
No document changes					
Department	Approved	CLAS - Anthropology 16040000	Peter Collings		10/2/2020
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		10/27/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/27/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					

Step	Status	Group	User	Comment	Updated
No document changes					
College Notified					
No document changes					

## Course|New for request 15020

### Info

**Request:** ANT 2XXX - Things Your Doctor Never Told You: Intro to Medical Anthropology  
**Description of request:** Initial application for approval of new course. I will eventually apply for general designations for this course as well.  
**Submitter:** Adrienne Strong adrienne.strong@ufl.edu  
**Created:** 10/1/2020 4:27:07 PM  
**Form version:** 2

### Responses

**Recommended Prefix** ANT  
**Course Level** 2  
**Course Number** XXX  
**Category of Instruction** Introductory  
**Lab Code** None  
**Course Title** Things Your Doctor Never Told You: Intro to Medical Anthropology  
**Transcript Title** Intro Medical Anthropology  
**Degree Type** Baccalaureate

**Delivery Method(s)** On-Campus, Online  
**Co-Listing** No

**Effective Term** Earliest Available  
**Effective Year** Earliest Available  
**Rotating Topic?** No  
**Repeatable Credit?** No

**Amount of Credit** 3

**S/U Only?** No

**Contact Type** Regularly Scheduled  
**Weekly Contact Hours** 3

**Course Description** 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.

**Prerequisites** None  
**Co-requisites** None

**Rationale and Placement in Curriculum** This is an introductory course that will set students up for success in higher level medical anthropology classes, as well as introduce students outside the department to key concepts, topics, and current issues in the field. The course will fulfill requirements for the medical anthropology certificate and the anthropology major and introduce pre-health professions students from other disciplines to a cross-cultural perspective on health and healing that will help inform their future professional lives.

**Course Objectives**

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

**Course Textbook(s) and/or Other Assigned Reading** Books

Singer, M., H. Baer, D. Long, & A. Pavlotski. 2020. Introducing medical anthropology: A discipline in action. Lanham, MA: Rowman & Littlefield.  
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.

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

Other assigned readings to supplement the course text (Singer et al.) posted to Canvas and included here in the weekly schedule of topics below.

**Weekly Schedule of Topics** Week 1 Introduction and overview

- Expectations—mine and yours
- Thinking like an anthropologist

Lock, M. (1998). Menopause: lessons from anthropology. *Psychosomatic Medicine*, 60(4), 410-419.

Week 2 History and scope of medical anthropology

- Medical anthropology or anthropology of health?
- Methods and approaches
- Medical anthropology and its neighbors

Singer et al., Ch. 1 (p. 1–36)

Inhorn, M., C. (2007). Medical anthropology at the intersections. *Medical Anthropology Quarterly*, 21(3), 249-255.

Singer et al., Ch. 2 (p. 37–64)

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.

Week 3 Conceptions of sickness and health

- Illness and disease, healing and curing
- Understanding suffering
- The role of the body in anthropology of health

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.

Lock, M. & Scheper-Hughes, N. (1996). A critical-interpretive approach in medical anthropology: rituals and routines of discipline and dissent. In C. F. Sargent & T. M. Johnson (Eds.), *Handbook of medical anthropology: contemporary theory and method*. (Revised ed., pp. 41-70). Westport, CT: Praeger Publishers.

Week 4 Disparities, inequalities, inequities

- Defining terms: What's in a name?
- Racism, poverty, social justice, and health

Research paper proposal due, January 28

Singer et al., Ch. 4 (p. 102–130)

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.

Gravlee, C. C. (2009). How race becomes biology: embodiment of social inequality. *American Journal of Physical Anthropology*, 139(1), 47–57.

Week 5 Health and the environment

- Biocultural adaptation
- Political ecology
- Evolutionary medicine

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.

Nesse, 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.

Week 6 Fresh fruit, broken bodies

- Migration, embodiment, and health
- Naturalizing social suffering
- The clinical gaze and pragmatic solidarity

Holmes, Ch. 1–4 (p. 1–110)

Holmes, Ch. 5–7 (p. 111–198)

Week 7 Healing traditions

- Varieties of ethnomedicine
- Biomedicine as a sociocultural system

Exam 1, in class

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.

Week 8 Patients and healers in context

- Plural medical systems
- Complementary and alternative medicines

Research paper annotated bibliography due

Singer et al., Ch. 7 (p. 182–211)

Bates, D. G. (2000). Why not call modern medicine 'alternative'? *Perspectives in Biology and Medicine*, 43(4), 502-518.

Long, N. J. (2018). "Accept and utilize": Alternative medicine, minimality, and ethics in an Indonesian healing collective. *Medical Anthropology Quarterly*, 33(3), 327–344.

Week 9 The spirit catches you and you fall down

- Cultural models of sickness and health
- Compliance
- Cultural and structural competency

Fadiman, Ch. 1–12 (p. 1–170)

Trostle, J. A. (1988). Medical compliance as an ideology. *Social Science & Medicine*, 27(12), 1299-1308.

Fadiman, Ch.13–19 (p. 171–288)

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.

Week 10 Food, body, and culture

- Food, meaning, and identity
- Political economy of food
- Fatness and thinness around the world

Douglas, M. (1972). Deciphering a meal. *Daedalus*, 101, 61-81.

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.

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.

Week 11 Embodiment

- Embodiment across disciplines
  - The body in embodiment
  - Developmental origins of adult health
- Draft of research paper due

Csordas, T. J. (1993). Somatic modes of attention. *Cultural Anthropology*, 8(2), 135-156.

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.

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.

Week 12 Biopolitics and beyond

- Biopolitics and biotechnology
- Anthropology and bioethics

Singer et al., Ch. 8 (p. 212–239)

Martin, E. (1991). The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles. *Signs*, 16(3), 485–501.

Valdez, N. (2018). The redistribution of reproductive responsibility: On the epigenetics of “environment” in prenatal interventions. *Medical Anthropology Quarterly*, 32(3), 425–442.

Week 13 Lissa

- Medical decision making
- Representing research through new formats

Forward, Part I (pp. 11-58), Appendix I

Part II and Part III, Afterword, (p. 131–185), Appendix II

Week 14 Anthropology in action: Toward a healthier world

Singer et al., Ch. 9 (p. 240–250)

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.

Worthman, C., & Kohrt, B. (2005). Receding horizons of health: biocultural approaches to public health paradoxes. *Social Science & Medicine*, 61(4), 861–878.

Farmer, P., Basilio, 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. Basilio (Eds.), *Reimagining global health: An introduction* (pp. 302–339). Berkeley: University of California Press.

Week 15 Synthesis and integration

Exam 2, in class

Final, revised paper due at start of final exam period

<b>Grading Scheme A</b>	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

**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. I will evaluate your class participation on the quality of your contributions, 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. Occasionally, there will be short in-class writing exercises (5-10 minutes), or online assignments 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 discussed 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. In-class writings and Perusall assignments will be graded on a pass/fail basis as part of your participation grade. 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 12%  
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.

In-class essay exam 1 Designed to test your comprehension of concepts and readings introduced in class. Includes short-answer or fill-in-the-blank and at least one short essay 20%

In-class essay exam 2 Designed to test your comprehension of concepts and readings introduced in class. Includes short-answer or fill-in-the-blank and at least one short essay 20%

Research paper

Proposal Define topic of your paper. This proposal should frame your topic idea as a question and identify why it is important. Do some preliminary library research to help you determine if the topic is too broad or too narrow. 250-300 words defining topic 5%

Annotated bibliography The references should clearly relate to your paper topic. Your annotations should briefly evaluate the content of the source and identify how, if at all, it will contribute to your research paper. Consult the guidelines for how to identify scholarly sources and how to make an annotated bibliography in the Guide to Library Research from Cornell University. We will go over this in class prior to the due date. At least 10 sources 8%

Rough draft This draft should reflect your best effort to develop your thesis statement into a well-organized argument that is supported by your literature review. Clear thesis statement, proper formatting and citations, full length 15%15

Final paper Along with your paper, you should submit a revision memo that summarizes feedback you received from peers and describes the changes you made since the first draft. Your paper will be evaluated based on the quality of the literature review, the quality of analytic effort, the organization and writing style, and the quality of improvement in response to peer review. Further details and suggestions will be distributed in class. 10-12 pages, with at least 10 references to outside sources.

Revision memo also submitted, one-page max 20%

**Instructor(s)** Adrienne Strong (alternative Clarence Gravlee)

**Attendance & Make-up** Yes

**Accommodations** Yes

**UF Grading Policies for assigning Grade Points** Yes

**Course Evaluation Policy** Yes