

## General Education Course Requests

November 2021

Approve	Conditionally Approve	Recycle
AEC 4035 Communication Practices for Agricultural and Life Sciences		
SPM 3025 Diversity and Inclusion in Sport Organizations		
ANT 2464 Things Your Doctor Never Told You: Intro to Medical Anthropology		

**Course:** AEC 4035 Communication Practices for Agricultural and Life Sciences [~~CA~~][A]

**Requesting:** Remove WR 6000

**Submitter:** [Lisa Lundy](#)

**Link:** <https://secure.aa.ufl.edu/Approval/reports/16193>

**Comments:**

- Course previously approved for title change from “AEC 4035 Advanced Agricultural Communication Writing” to current title:  
<https://secure.aa.ufl.edu/Approval/reports/11157>
- Requested change is part of a curriculum update currently pending at Associate Provost level which adjust Writing requirements within major.
- [Thanks for your email. First, let me clarify the name of the class. It used to be “Advanced Agricultural Communication Writing,” but is now “Communication Practices for Agricultural and Life Sciences.” I think this request for removing the writing requirement began before the name change was official. I have updated the name in the Academic Approval system. I can see how that caused confusion.
- Second, this class includes a lot of writing, but the writing is often short segments of writing. For example: photo captions, Adobe Spark website content, infographics, video scripts, social media posts. It was becoming cumbersome for instructors to count the number of words in assignments that often vary from semester to semester as clients and projects change. Our students are meeting their Gordon Rule requirements in other classes and did not need to satisfy the requirement with this class. Email, 10/28/21].

**Course:** SPM 3025 Diversity and Inclusion in Sport Organizations

[~~CA~~][A]

**Requesting:** S & D

**Submitter:** [Cynthia Willming](#)

**Link:** <https://secure.aa.ufl.edu/Approval/reports/16059>

## Comments:

- ~~Grading rubric refers to “projects”; unclear from syllabus what the “projects” are (“assignments”?) and whether the rubrics apply to them alone.~~
  - ~~How does the rubric on pp. 4–5 relate to the separate and different rubrics listed under the individual assignments? Should this be deleted, if not, what assessment is this rubric for?~~ [Rubric was included in error, removed 11/2/21]
- ~~Please provide more detail regarding the following sentence on p. 7: “The professor will NOT change grades at the end of the semester because the student is unhappy with their academic performance.” Is this meant to imply that students may not contest grades? If so that may be a violation of UF policy. [Since this statement might be interpreted as a violation of UF policy, it has been deleted from the syllabus. ]~~
- ~~Please update syllabus “recording” section to be in line with University policy:~~  
~~[http://syllabus.ufl.edu/media/syllabusufledu/syllabi\\_policy\\_8\\_5\\_2021.pdf](http://syllabus.ufl.edu/media/syllabusufledu/syllabi_policy_8_5_2021.pdf)~~
  - ~~“In-Class Recording suggested wording:~~
    - ~~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 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.”~~
- ~~Please include the required links to UF’s grading and Make-up policies. You may copy paste the information from the syllabus guide:~~  
~~[http://syllabus.ufl.edu/media/syllabusufledu/syllabi\\_policy\\_8\\_5\\_2021.pdf](http://syllabus.ufl.edu/media/syllabusufledu/syllabi_policy_8_5_2021.pdf)~~

**Course:** ANT 2464 Things Your Doctor Never Told You: Intro to Medical Anthropology [CA][A]

**Requesting:** S & N

**Submitter:** [Adrienne Strong](#)

**Link:** <https://secure.aa.ufl.edu/Approval/reports/16210>

**Comments:**

- ~~Please provide more detail regarding how International designation is incorporated throughout at least half of the course. (Discuss).~~
  - ~~**Reviewer comment:** *There seems to be a focus on multi-cultural competencies but more within the US. Foreign countries are only mentioned thrice in the weekly reading schedule. If the instructor wishes to have the International designation, they need to flesh this component/aspect of the course in the "course description," "the textbooks," and "the weekly schedule."*~~
  - ~~Please provide more detail regarding where/how International is incorporated throughout the course.~~
    - [The course incorporates readings nearly every week presenting information from other countries. Some of the texts include comparisons between the US and other locations. The primary textbook for the class by Singer et al. incorporates a vast number of examples of medical anthropology research from all world regions. Going through the syllabus starting with week 1, I am outlining a sampling the countries represented in the readings, including the textbook.
    - Week 1: Japan, Canada, the US
    - Week 2: Cuba, the US, Malaysia, Honduras, Madagascar, Haiti, India, Chile, China, Mexico
    - Week 3: Mexico, Egypt, the US, India, Canadian Arctic, Peru, Namibia, Venezuela, Papua New Guinea, Mali, Nicaragua, Brazil, Puerto Rico, Mozambique... (incomplete list but I think you get the idea)
    - Week 4: US, India, multiple countries in sub-Saharan Africa, Bangladesh, Papua New Guinea, Puerto Rico
    - Week 5: China, the US, Australia, the Netherlands, Mexico, South Africa, Peru
    - Week 6: the US, Mexico
    - Week 7: Too numerous to list, this week is on ethnomedicine and discussing healing in a wide range of cultures and countries. Including everything from Iran, to China, to Tanzania, India, Siberia, Indonesia, Malaysia, Germany, Kenya, Brazil, Somalia, etc.
    - Week 8: Bolivia, Indonesia, Australia, Haiti, Mozambique, Tanzania, Canada, India, Denmark, US, France, Germany, Israel, Morocco, China, Kenya, Kyrgyzstan, Tibet
    - Week 9: US, Laos/China (specifically the Hmong people)
    - Week 10: Jamaica, India, Bolivia, the US, Guatemala, Belize

- This is well over half the course, so I will stop there. Many of the articles that include background on theories used in the field of medical anthropology are applicable across global settings and draw on examples from many locations. The reason the reviewer may have made the above comment likely stems from simply reading the titles of the articles and not being aware of the actual content. Email response 10/27/21]
- [“Please submit/Provide more detail as to how each of these countries are presented in terms to the International requirements and SLO’s”-GEC review follow-up comments, 10/28/21]
- Language added to Assignments:

<b>Proposal</b>	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. The paper topic should concentrate on a medical/health issue that interests you and in your analysis of the topic you should discuss how cultural, economic, structural, social, political, and other forces shape local perspectives on your topic, as well as some reflection on how this issue might look different in other locations, such as your own home culture(s).
<b>In-class essay exam 1</b>	Designed to test your comprehension of concepts and readings introduced in class. Exam questions will focus on applying course concepts to identify and analyze aspects of health, healing, and illness in across multiple geographic contexts globally to assess your ability to analyze how political economic and sociocultural systems mediate local ideas about health and the impacts of globalization on the same.
<b>Participation</b>	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 via Perusall, in

	<p>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 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.</p> <p>Class participation also includes group work in which your team will design and answer “applications” which require you to apply the day’s readings to other course readings, current events, or other material online and in the news. Applications require you to make connections, analyze, and reflect on how ideas about health, illness, and healing systems are shaped by local political economic, sociocultural, and historical environments. In these activities you will also have a chance to reflect on your beliefs about these issues and discuss the same with your teammates.</p>
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- Added additional clarifying language to weekly schedule in 4 separate weeks in addition to existing language:

Weekly schedule of courses, examples of added language:

Week	Topic	Conceptions of Sickness and Health
3		
	Summary	<ul style="list-style-type: none"> <li>• Illness and disease, healing and curing</li> <li>• Understanding suffering and the political economic and sociocultural structures that produce suffering, as well as how people understand the meaning of suffering cross-culturally</li> <li>• The role of the body in anthropology of health and how different cultures understand the body differently in terms of its connections to others, function, or meaning</li> <li>• Identifying social institutions and structures; Examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world.</li> </ul>

Week 8	Topic	<b>Patients and Healers in Context</b>
	Summary	<ul style="list-style-type: none"> <li>• Plural medical systems- <b>how have healing systems developed similarly and differently around the world and in response to what needs and pressures?</b></li> <li>• Complementary and alternative medicines</li> <li>• 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.</li> </ul>
Week 9	Topic	<b><i>The Spirit Catches You and You Fall Down</i></b>
	Summary	<ul style="list-style-type: none"> <li>• Cultural models of sickness and health <b>and understanding how drastically different models can lead to worse health and conflicts</b></li> <li>• Compliance</li> <li>• Cultural and structural competency</li> <li>• 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.</li> <li>• Identifying beliefs and biases.</li> </ul>
Week 13	Topic	<b><i>Lissa</i></b>
	Summary	<ul style="list-style-type: none"> <li>• Medical decision making <b>as influenced by Egyptian cultural, religious, political, and socioeconomic norms and constraints</b></li> <li>• Communicating research through new formats</li> <li>• 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.</li> </ul>

- ~~The review subcommittee feels that this course may do well by requesting a Diversity designation rather than an International, as the components are already present. If the submitter choses, please consider removing International and adding Diversity.~~ **[As for Diversity as an alternative to International, the field of medical anthropology is founded on the premise of understanding health, illness, and healing in cross-cultural perspective. Through exploring the culturally influenced ideas of health and healing from other cultures, students learn more about the forces (sociocultural,**

political economic, historical, etc.) that have shaped their own ideas and beliefs about health that they might often have taken for granted. The course accomplishes this by both contrasting dominant American culture with cultures of minority groups but also by looking at key health-related topics in settings globally to draw attention to the broader forces that have shaped the differential development of healing systems globally. So, while the diversity element is also certainly present, the course goes much beyond that to explore these issues and connect students to perspectives globally, which is why I'd prefer the International designation. Email response 11/4/21]

- Review subcommittee feels that S designation is warranted and recommend approval for S.
- ~~What are the point values/percentages for the participation rubric?~~ [updated the rubric in the syllabus to state the point values.]
- ~~Please provide specific requirements for paper such as font size, single v. double space etc.~~ [Updated to include in syllabus, was originally only available on Canvas]