

**COURSE SYLLABUS**  
**MEDICAL ANTHROPOLOGY**  
**ANT 3462 - U01. Spring 2018 (16427)**  
**Tuesdays and Thursdays 12:30 to 1:45. Charles Perry (PC) 439**  
**Florida International University**  
**Version of January 11, 2018**

**COURSE DESCRIPTION**

Medical anthropology is concerned with human life and wellness. This course is a comparative study of the effects of culture on disease and health care. It 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.

**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.
5. Appraise various medical anthropology careers.

**INSTRUCTOR**

Dennis Wiedman, Ph.D. Anthropologist

Associate Professor. Department of Global and Sociocultural Studies

Office: University Park SIPA 327. 305-348-2262

Office Hours: Thursdays 2:15 to 3:15, or by appointment.

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Communicate using Blackboard messages. I try to respond within three days.

**Teaching Assistant:** Graduate Student in Global and Sociocultural Studies.

Communicate using Blackboard messages.

**REQUIRED BOOKS AND JOURNAL ARTICLES:**

Erickson, Pamela

2008 Ethnomedicine. Long Grove, Ill: Waveland Press. ISBN: 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.

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.

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### EXPECTATIONS OF THIS COURSE

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

1. Attend class and complete in-class and out-of-class exercises.
2. Introduce yourself to the class during the first week in the Blackboard discussions.
3. Take the Syllabus Quiz.
4. Agree to the Ethics Statement.
5. Become a specialist on the topic of a required Journal Article.
6. Discuss your Journal Article topic with other students in Blackboard "Groups."
7. Produce a Topical Essay on an aspect of the Journal Article topic.
8. Present to the class with group members how anthropologists contribute to health research, intervention, and education related to the Journal Article topic.
9. Follow the course schedule and submit assignments by the corresponding deadlines
10. Log in to the Blackboard course at least two times per week to review announcements, messages, and discussions.
11. Take two exams and a final examination.
12. Respond to Blackboard Messages within 2 days

Instructor will:

1. Log in to the Blackboard course 7 times per week
2. Respond to Blackboard Messages within 3 days
3. Grade assignments within 14 days of the assignment deadline

### COURSE REQUIREMENTS

All course requirements must be completed in order to earn a passing grade. 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.***

- 1) **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. Best scores are awarded for perfect punctuation, format and logic. Missed in-class exercises cannot be made up; a written note from a health practitioner is required in order not to receive reduced points.
- 2) **Exams** enable the student to demonstrate an understanding of the subject by focusing on class lectures, films, readings, and special presentations. Two exams and a final exam are scheduled. Exams are composed of matching, multiple choice, true & false, word identifications, essays, etc. Bring fully charged and functional laptop to class prepared with Lockdown browser installed. 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.

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- 3) **Group Journal Article Presentation:** To enhance the learning experience required Journal Articles are discussed by the whole class led by a group of students. Students assigned to each required article form a group that develops a PowerPoint presentation containing information and questions that stimulate discussions on critical points of the required article.
- 4) **Topical Essay:** Demonstrate your knowledge of the topic of your Group Journal Article by writing an essay based on one recent additional anthropology journal article. Article must be authored by an anthropologist and published in a peer-reviewed anthropology journal. How does the article contribute new knowledge to the topic? Each member of the group must select at least one additional journal article different from other group members. Compare with the required journal article and integrate with the readings by McElroy and Townsend, and/or Erickson. Text of the essay must be at least 500 words or more, not including the Abstract, and References Cited Section. Must be in the style of the American Anthropologist. Must be submitted in Blackboard Groups and Assignment Drop Box, Tuesday at 11:59 PM the week prior to when the article is scheduled in the syllabus. See more detailed instructions and required outline in Blackboard: Course Materials.

### OPTIONAL WAYS TO GET A BETTER GRADE

Students who want to ensure a better grade can 1) write an optional course essay and, if you care to, 2) produce a PowerPoint presentation based on this research. The instructor then invites selected students to 3) present their PowerPoint research before the class.

**1) Optional Essay:** Choose a topic from the bibliography list provided by the instructor, read the articles on the topic, and write essay. Essay should be a minimum of 500 words. A Proposal of at least 250 words identifying the topic, why you are interested in this topic, selected articles, and a “References Cited” section in AA style must be submitted by the scheduled date.. Changing topics requires resubmission of a new proposal. Proposal and essay are worth up to 10 extra points. Both must be submitted to receive points. Submit in Blackboard: Assignment Drop Box. More specific instructions are in Blackboard – Course Materials.

#### **2) Optional PowerPoint for students completing Optional Research Essay**

Students doing the optional essay can produce a PowerPoint Presentation based on their research. Provide the instructor with the PowerPoint presentation via Blackboard: Assignment Drop Box. Submitting a PowerPoint is a commitment to present it to the class if selected. Be sure to reduce the pixel size of the graphic images so that the file is not too large to submit via Blackboard. CDs or thumb drives are not acceptable given the chance for viruses.

**3) Optional PowerPoint Presentation before the class:** The Instructor will preview the PowerPoints submitted and invite selected students to present their work to the class.

**4) 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 Blackboard: Assignment Drop Box within one week after the event.

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## COURSE POINTS AND GRADE CALCULATIONS:

Calculate your earned course points anytime during the semester to calculate your grade.

**Blackboard 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

Three Exams 15, 15, 20 pts	50
Group Journal Article Presentation	10
Topical Essay and Proposal	10
Exercises **	30
<b>TOTAL</b>	<b>100</b>

Optional: Earn points up to:

Optional Proposal and Essay	10
PowerPoint Presentation	3
Presentation to Class	5
Events (usually 1 point each)	1
<b>Grand Total</b>	<b>119</b>

### 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 by C) 30 Course Points = D) Course Points Earned.  $(A / B) \times 30 = D$

## COURSE AND READING SCHEDULE

Readings are to be completed by class meeting. Modifications discussed in class and posted in Blackboard: Week by Week supersede this schedule.

### Week One: January 9 and 11.

Introductions and Course Overview

Presentation: Medical Anthropology Defined

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

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

**Student Introduction**, posted in Blackboard: Discussions by Sunday, January 14 -11:59 PM.

**Syllabus Quiz** completed by Sunday, January 14, 11:59 pm. (*Must be completed to proceed in course*)

### Week Two: January 16 and 18

Presentation: Health Disparities, Inequalities, and Structural Violence

Presentation: Ethnomedicine as Medical System

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.

Article: Wiedman and Martinez – Organizational Culture Themes and Strategic Planning of New Medical School. Human Organization 76(3):264-274.

**Exercise:** Bring to class rank order preference of 3 journal articles with justifications paragraph for each. Jan 16.

**Ethics Statement** completed by Sunday, January 21, 11:59. (*Must be completed to proceed in course*)

### Week Three: January 23 and 25

Presentation: Health Ecology of Populations

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

Article 1. Thayer, Zaneta M., and Amy L. Non

2015 Anthropology Meets Epigenetics: Current and Future Directions. American Anthropologist 117(4):722-735.

### Week Four: January 30 and February 1

**Presentation: Health Ecology (Continued)**

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

Article 2. Wrangham, Richard, and Rachel Carmody

2010 Human Adaptation to the Control of Fire. Evolutionary Anthropology 19(5):187-199

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### Week Five: February 6 and 8

Presentation: Sociocultural Development & Health – Hunters and Gatherers

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

Article 3. Wiedman, Dennis.

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.

### Exam 1: Thursday February 8.

### Week Six: February 13 and 15

Presentation: H&G Continued

McElroy & Townsend - Chapter 6: Changing Population and Environmental Hazards. Pps 115-138.

Article 4. Harvey, T.

2015 Muddying the Waters: Protection, Public Participation, and Ambiguity in the Language of Pollution in the Great Lakes. *Culture, Agriculture, Food and Environment* 37(2):107-115.

### Week Seven: February 20 and February 22

Presentation: Development & Health from Horticulture to Globalization

McElroy & Townsend - Chapter 7: Human Reproduction as a Biocultural Process. Pps.139-162

Article 5: Fleuriet, K. Jill, and T. S. Sunil

2017 Stress, Pregnancy, and Motherhood: Implications for Birth Weights in the Borderlands of Texas. *Medical Anthropology Quarterly* 31(1):60-77.

### Optional Course Essay Proposal. Post in Blackboard: Assignment Drop Box. Sunday, February 25 at 11:59 PM.

### Week Eight: February 27 and March 1

Presentation: Horticulture to Globalization Continued

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

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

Article 6: Wolf-Meyer, Matthew J.

2017 Normal, Regular, and Standard: Scaling the Body through Fecal Microbial Transplants. *Medical Anthropology Quarterly* 31(3):297–314.

### Week Nine: March 6 and 8.

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

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 7: Tippens, Kimberly Michelle, Erica Oberg, and Ryan Bradley

2012 A Dialogue between Naturopathy and Critical Medical Anthropology. *Medical Anthropology Quarterly* 26(2):257-270.

### Week Ten: March 13 and 15. Spring Break – No classes.

### Week Eleven: March 20 and 22

Presentation: Allopathy

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

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

Article 8: Alemi, Qais, Susan Weller, Susanne Montgomery, Sigrid James

2017 Afghan Refugee Explanatory Models of Depression: Exploring Core Cultural Beliefs and Gender Variations. *Medical Anthropology Quarterly* 31(2):177-197

### Week Twelve: March 27 and 29

Presentation: Allopathy Continued

McElroy & Townsend - Chap 11: Health Resources for Vulnerable Populations. Pps. 237-262:

Erickson – Chapter 5: The Healing lessons of Ethnomedicine. Pps. 99-108.

Article 9 Fotiou, Evgenia

2012 Working with “La Medicina”: Elements of Healing in Contemporary Ayahuasca Rituals. *Anthropology of Consciousness* 23(1):6-27.

### Exam 2: Thursday, March 29.

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### Week Thirteen: April 3 and 5

Presentation: Culturally Competent Care and Community Empowerment

McElroy & Townsend - Chap 12: Health Costs and Benefits of Globalization. Pps. 263-286.

Article 10: Calabrese, Joseph D.

2008 Clinical Paradigm Clashes: Ethnocentric and Political Barriers to Native American Efforts at Self-Healing. *Ethos* 36(3):334-353.

**Optional Essay: Post in Blackboard: Assignment Drop Box. Tuesday, April 3, 11:59 PM.**

**Optional Power Point Presentation: Post in Blackboard: Assignment Drop Box. Thursday, April 5, 11:59 PM**

### Week Fourteen: April 10 and 12

Presentation: Healing and Health Systems, Culturally Competent Organizations

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

Student Optional Presentations

**Deadline for all extra credits. April 12, 11:59 PM**

### Week Fifteen: April 10 and 19

Student Optional Presentations

Course Review

### Week Sixteen. Final Exam as scheduled by the University.

Student Optional Presentations if needed

## WEB ASSISTED COURSE MATERIALS – Blackboard.

Specific information for course assignments is posted in Blackboard throughout the semester. Blackboard supports the student learning experience with instructions, related readings, web page links, study aids, discussions, emails, and extra credit exercises. Student computers should use Mozilla FireFox, MS Word, and Adobe Reader for pdf files. Below is a summary of the primary methods to communicate in the class within Blackboard. It is important to read announcements, messages and discussions as soon as they are posted. Only students enrolled in the course, the instructors, and Blackboard technical support can view messages and discussions. The main Blackboard page does not indicate the posting of a new announcement, message, or discussion. When you sign-on into Blackboard it is recommended to routinely check announcements, messages, and discussions to ensure up-to-date communication. Internet access can be through any computer.

**Announcements.** Instructor way to communicate to the whole class. Announcements are also automatically sent to your FIU email address.

**Messages.** Students can send messages to selected individuals in the class using the drop down list. If you want to send to all students then post in Discussion. Blackboard messages is the best method to communicate with instructor privately. Do not use your regular email to communicate with instructor.

### Discussion Forums.

*Course Issues Forum:* Students and the instructor can post any course issues, such as clarification of instructions, problems, issues, or interesting ways to use Blackboard. Help one another by answering questions or issues when they are posted.

*Open Discussion Forum:* Students and the instructor post interesting ideas 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, etc.? This Forum is to liven up the course and facilitate interactions. (This forum is not for course points or a grade).

Visit our [Writing Resources](#) webpage for more information on professional writing and technical communication skills.

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### Policies

**FIU Policies:** Please review [FIU's Policies](#) webpage containing essential information regarding guidelines relevant to all courses at FIU.

**Classroom Etiquette:** During class time cell phones and text messaging must be turned off and out of sight. 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.

**Attendance:** In order to succeed in this course, students are expected to attend every class. Avoid arriving late or leaving early since this disrupts the presentation and student concentration. 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.

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 are submitted to Blackboard's Turnitin feature for an assessment of originality. 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 Blackboard course content in order to proceed with the course.