Course Syllabus

Jump to Today Edit

Advanced Topics in Medical Anthropology

ANG6467-001

Spring 2021

Mondays, 6:00pm-8:50pm, with Webcourses support

HPH 409M

Course Overview

Instructor Contact

Professor	Dr. Beatriz Reyes-Foster
Office	HPH409I
Office Hours	Tuesdays, 1-3 (dedicated)
Email	Webcourses mail client; beatriz.reyes-foster@ucf.edu
Phone	(407) 823-2206

Catalog Information and Course Description

ANG 6467 -Advanced Topics in Medical Anthropology. Face to Face. Prerequisites: Admission to the IAS Ph.D. and/or an M.A. in Anthropology, or CI

Catalog Description: Examination of advanced topics in the cultural construction of health and illness.

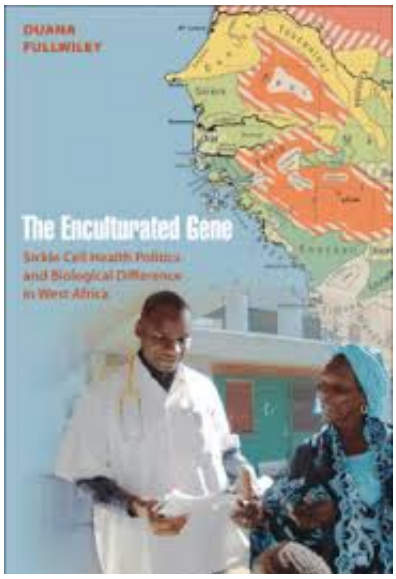
Student Learning Outcomes

Upon course completion, students will be able to:

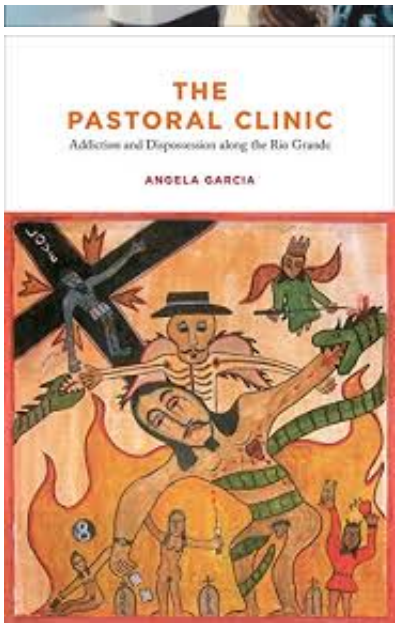
- analytically evaluate the complex relationships between health, illness, wellness, and the role of social and political institutions in shaping health experiences and outcomes.
- applying medical anthropology theoretical paradigms and concepts as explanatory frameworks through which to understand contemporary health problems.
- applying critiques emerging from medical anthropology to evaluate emerging health issues, in both local and global contexts, as well as health policy debates and claims
- qualitative research, including project design, data collection and analysis, and research presentation
- attain the CITI Ethics Training Certification for research with human subjects (if not already complete)

Course Materials and Resources

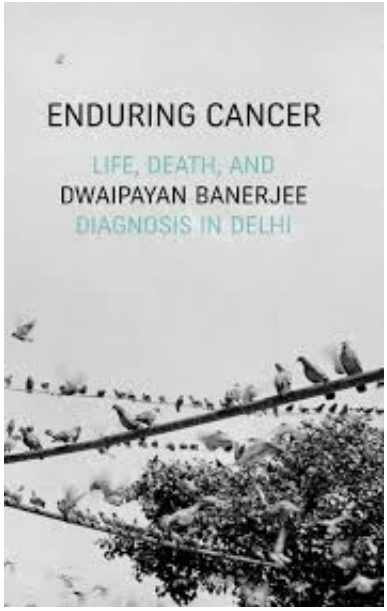
There are four required ethnographies in this course.



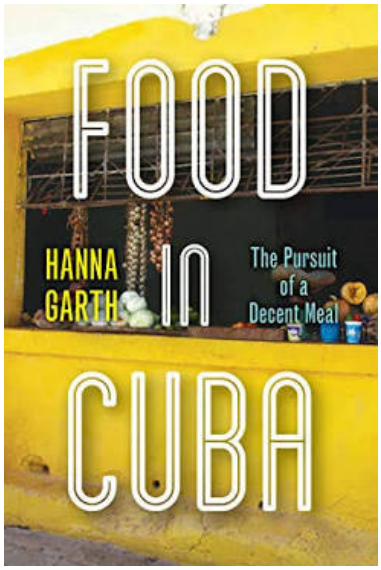
The Enculturated Gene: Sickle Cell Health Politics and Biological Difference in West Africa by Duanna Fullwiley. ISBN: 978-0-691-12317-2



The Pastoral Clinic: Addiction and Dispossession Along the Rio Grande by Angela Garcia. ISBN: 978-0-520-26208-9



Enduring Cancer: Life, Death, and Diagnosis in Delhi by Dwaipayan Banerjee. ISBN: 978-1-4780-0955-9



Food in Cuba: The Pursui of a Decent Meal by Hannah Garth. ISBN: 978-1-5036-1109-1

In addition to the books listed above, supplementary readings will be required. I will post the initial readings in Webcourses but after Week 2 everyone will be responsible for obtaining the readings on your own. These readings will be comprised of book chapters, journal articles, and book excerpts that are available through UCF Libraries. Each week's module will contain the reading list, which are also laid out in this syllabus. Any reading not attached to the module as a .PDF can be found through the UCF Library databases: http://guides.ucf.edu/databases.

Assessment and Grading Procedures

Your grade in this course will be derived from weekly written assignments, class participation, your contribution to and participation in an end of course workshop, and a final paper. See details on requirements below.

Your grade will be calculated as follows:

Grade Categories	Description of Requirements	Weight Toward Final Grade	Grading System
Weekly writing assignments	Due each Wednesday at 11:59am on Canvas.	20%	200
Discussion Participation	All students must participate in all three roles at least three times	30%	400
Pilot Project	A mini-ethnography on a topic related to medical anthropology	50%	400
TOTAL		100%	1000

Grading scale: (+/- letter grades)

A	95-100%	**B+**	87-89%	**C+**	77-79%	**D**	60-69%
A-	90-94%	**B**	84-86%	**C**	74-76%	**F**	59% or below
		B-	80-83%	**C-**	70-73%		

Course Schedule

You may access the course schedule by following this link. Most of the readings are accessible online. However, you are responsible for obtaining them, including making use of the UCF library's document delivery service.YOU SHOULD NEVER PAY for access to the readings. Please see me if you need help locating and obtaining the readings for free.

Assignment Details:

Weekly Writing Assignments: Students are required to produce a written, critical analysis of *all* assigned readings for each week. These must be no more than 600-750 words (double spaced, 12-point font, 1” margins) 3 pages double-spaced with 1-inch margins. Internal citations are not required unless the student directly quotes the reading, when page number only is needed in parentheses (i.e., (6)), or if the student draws in a source not read by the class. Assignments will be due on Canvas by midnight of the day before class (SUNDAY) in the Webcourse Assignment labeled for that week (see week numbers in syllabus schedule).

Class Structure

The amount allotted for participation should make clear how seriously I take your attendance and participation in class every week. Undoubtedly there will be topics or authors that speak to you more or less than others. Regardless of your interest in or commitment to the literature in question, it is our expectation that you will come ready for a productive conversation about the readings.

You will sign up for a spot every week. There are three “categories” of participation in each class section, and a segment of each class will be devoted to each category. You must sign up for each category four times. The first segment will be a socratic panel, the second will be a directed discussion, and the third will involve a conversation making connections between the reading and related works/application.

Panelists: Panelists will discuss the week's readings among themselves, with the rest of the class as an audience. What argument did each author make? What evidence did they use to make their cases? Was the case convincing? If it's older reading, how does it play out or serve our thinking on the topic today? If it's more recent, does it capture historic understandings/debates on the topic? Panelists should NOT meet ahead of time or otherwise coordinate their responses. We are looking for a fresh, honest conversation about the texts – no slideshows, videos, etc.

Instigators: Instigators work together ahead of time to develop discussion questions about the readings. What are some contradictions among the readings? What disciplines, theories, and methods are represented in these texts? What additional disciplinary perspectives might shed light on this topic? This is for a full-class discussion. Please make a slide for each question and send your questions to the instructor by 12:00 pm the day of class. You may also introduce each of the authors for context for the questions. Here are some guidelines for writing good discussion questions: **https://teachingcommons.stanford.edu/resources/teaching/student-teacher-communication/designing-effective-discussion-questions (https://teachingcommons.stanford.edu/resources/teaching/student-teacher-communication/designing-effective-discussion-questions)**

Investigators: Investigators will work together ahead of time and present examples of contemporary material related to historical phenomena or applications of theoretical concepts. Investigators will also generate and share a bibliography of sources they used in developing this discussion. The presentation should highlight works relevant to the class discussion. Please send us the bibliography by 12:00 pm the day of class.

Final Paper:

Medical Anthropology Pilot Field Project

Student will develop, conduct, and write up a Pilot Field Project based on the medical anthropology topic of their interest. For this project, students will conduct two 40-minute semistructured interviews (can be longer if needed) with a population of interest and about a topic focusing on health. I will work with individual students to adapt this project to their research needs, as long as the framework remains within anthropological methods and the student is developing new ideas or expanding their current project. Three components will be required:

I.) Research Proposal:

- establishing the research topic & reading relevant scholarship
- developing research question/s

- developing the most suitable methods to answer the RQ

II.) Data Collection & Analysis:

- CITI Certificate (free and valid for 3 years; on UCF IRB website)
- interviewing and analyzing the narratives

II.) Write-Up the Project:

- presenting findings and formulating conclusions based on findings

4. Presentations of Pilot Field Projects:
During the last class of the session students will present to their colleagues in class. You will have approximately 30 minutes for your presentation. Please allow a few minutes at the end of your presentation for questions and comments. You may use Power Point for a portion of your presentation or the entire talk but you are not required to do so. More instructions will be provided about how to develop an effective presentation of a research project.

Final Exam: There is no final exam in this course.

Policies

COVID 19 Safety and Our Collective Health

We meet face-to-face once each week during our scheduled class time. **However, under the current conditions I will not force anyone to meet face to face who does not feel safe. Therefore, we will always have a synchronous Zoom meeting going during class time for anyone who prefers to join class that way**. Also, if you are under the weather --if you have a fever, cough, body pain, or any other sign of illness-- I ask that you DO NOT ATTEND CLASS IN PERSON. If you are feeling sick, but well enough to participate in class, please join us via Zoom. This is also the case if you have a documented exposure to COVID19. Please quarantine for two weeks and join the class via Zoom. Likewise, if I have any reason to believe I am coming down with something, or if I have reason to believe I have been exposed to COVID19, I will lead the class via Zoom. All classes will also be recorded and posted on web courses for anyone who is unable to join class live. However, I do STRONGLY encourage you to attend class (remotely or F2F) during our scheduled class time.

Please note that when we meet face to face, face coverings (a mask or shield) and social distancing of 6 feet apart or more are REQUIRED.

University-Wide Face Covering Policy for Common Spaces and Face-to-Face

Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (**https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf)** . Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the G**olden Rule (https://goldenrule.sdes.ucf.edu/)** for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (**https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)**)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact **sas@ucf.edu** (mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

Should this course shift to remote-only instruction, the university has provided several resources to assist students with learning: **https://digitallearning.ucf.edu/newsroom/keeplearning/** (https://digitallearning.ucf.edu/newsroom/keeplearning/)

Live and Recorded Lectures: This course will include synchronous ("real time") sessions that will also be available as a recorded session for later review in Webcourses@UCF. Students who are unable to attend on-campus sessions, are expected to review these available sessions. Students who are unable to actively participate in on-campus or remote learning, should contact their instructor to explore options. Any synchronous meeting times will be announced via Webcourses@UCF and should appear on the Webcourses@UCF calendar should remote instruction be activated.

Such recordings/streaming will only be available to students registered for this class. These recordings are the intellectual property of the faculty and they may not be shared or reproduced without the explicit, written consent of the faculty member. Further, students may not share these sessions with those not in the class or upload them to any other online environment. Doing so would be a breach of the Code of Student Conduct, and, in some cases, a violation of the Federal Education Rights and Privacy Act (FERPA).

Technology Access: Depending upon modality, this course might need to shift to remote or fully online instruction based on medical guidance. This course also could be fully online and thus This could require access to additional technology. If students do not have proper access to technology, including a computer and reliable Wi-Fi, please let the instructor know as soon as possible. Information about technology lending can be found at **https://it.ucf.edu/techcommons** (https://it.ucf.edu/techcommons) and **https://library.ucf.edu/libtech** (https://library.ucf.edu/libtech).

Resources:

https://www.ucf.edu/coronavirus/ (https://www.ucf.edu/coronavirus/)

Other Course Policies

Contacting the Professor

In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "inbox" tool frequently

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Webcourses@UCF

This is a face-to-face course. Some course materials and assignments, however, have an on-line component that is accessed through the UCF on-line software, Webcourses@UCF. You are expected to complete assignments on-time regardless of technological difficulties.

Accessing Online Course Content

You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment.

Grading and Evaluation

Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is in the "Evaluation" section of this syllabus.

Attendance and Participation

Attendance is required for this course. If you must miss class, please discuss planned absences with the instructors. For unplanned absences, please contact the instructors as soon as you are able.

Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates.

Deadlines and Make-ups

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

Academic Integrity

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so

seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, we will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/.

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* **http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf (http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf)**

Course Accessibility

We are committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <**http://sas.sdes.ucf.edu/ (http://sas.sdes.ucf.edu/)** > (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Emergency Procedures

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <**http://emergency.ucf.edu/emergency_guide.html (http://emergency.ucf.edu/emergency_guide.html)** >.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <**http://www.ehs.ucf.edu/AEDlocations-UCF (http://www.ehs.ucf.edu/AEDlocations-UCF)** > (click on link from menu on left)

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- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <**https://my.ucf.edu** (https://my.ucf.edu/) > and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<
  You CAN Survive an Active Shooter (https://youtu.be/NlKYajEx4pk)

  (https://youtu.be/NlKYajEx4pk)
  >).

Deployed Active Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate

Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Inclusive Classroom Statement

I am committed to fostering a climate of inclusion and acceptance in this course. It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to foster a learning environment respectful of gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class activities conflict with your religious events, please let me know so that we can make arrangements for you. Please let me know if you would like us to use specific personal gender pronouns (PGPs) when communicating with you. In this class, we recognize the origins of anthropology in colonialism and white supremacy, and we recognize that we live in a society rife with anti-Blackness.

In this class, Black Lives Matter. No Human Being is Illegal. Water is Life.

Course Summary:

Date	Details	
Fri Jan 15, 2021	**Academic Engagement Activity** (https://webcourses.ucf.edu/courses/1368781/assignments/6944037)	due by 11:59pm
Sun Jan 24, 2021	**Reading Response 1** (https://webcourses.ucf.edu/courses/1368781/assignments/6944031)	due by 11:59pm
Mon Jan 25, 2021	**Participation 1** (https://webcourses.ucf.edu/courses/1368781/assignments/6948624)	due by 11:59pm

Course Schedule

Weeks/Dates	Topics	Readings and Assignments
Week 1/Jan 11	Introduction	Syllabus review
Week 2/Jan 18	NO CLASS MLK DAY	NO CLASS MLK DAY
Week 3/Jan 25	Letting Anthropology Burn	Jobson, Ryan C. **"The Case for Letting Anthropology Burn: Sociocultural Anthropology in 2019."** **(https://anthrosource.onlinelibrary.wiley.com/doi/abs/10.1111/aman.13 af=R)** Trouillot, M.R. **"Anthropology and the Savage Slot: The Poetic and Politics of Otherness."** **(https://webcourses.ucf.edu/courses/1368781/files/84039159?wrap=1)** **(https://webcourses.ucf.edu/courses/1368781/files/84039159?wrap=1)** Shange, S. **"Black Girl Ordinary: Flesh, Carcerality, and the Refusal of Ethnography."** **(https://doi.org/10.1111/traa.12143)** Olson, Kyle. **"Disciplinary Futures and Reorienting Research: Reply to Jobson and Rosenzweig on Doing Anthropology in t Age of COVID."** **(https://anthrosource.onlinelibrary.wiley.com/doi/epdf/10.1111/aman.1**
Week 4/February 1	Colonialism, Race, and Racism	Fanon, F. Black Skin, White Masks. Selections. Tuana, N. and Sullivan, S. *Race and Epistemologies of Ignorance.* Introduction. Bernasconi, R. "On Needing not to Know and Forgetting What On Never Know: The Epistemology of Ignorance in Fanon's Critique

		Never Knew: The Epistemology of Ignorance in Fanon's Critique o Sartre." in *Race and Epistemologies of Ignorance.*
Week 5/February 8	Biopolitics and Biosociality	Fulwiley, D. "Discriminate Biopower and Everyday Biopolitics: Vie on Sickle-cell testing in Dakar." *Medical Anthropology* 23(3): 157-1 Palmié, S. "Genomics, Divination, and 'Racecraft.'" *American Ethnologist* 34(2): 205-222. Lock, M. "Cultivating the Body: Anthropology and Epistemologies Bodily Practice and Knowledge." *Annual Review of Anthropology* 22:133-155. Rose, N. and Novas, C. "Chapter 23. Biological Citizenship." in O and Collier (eds.). Global *Assemblages.*
Week 6/February 15	Ethnographic Roundup	Fulwiley, Duana. The *Enculturated Gene*
Week 7/February 22	Experience, Suffering, and Incommensurability	Povinelli, Elizabeth. 2001. "Radical Worlds: The Anthropology of Incommensurability and Inconceivability." *Annual Review of Anthropology* 30: 319-334. Bourgois, Philippe. 1998. "Just Another Night in a Shooting Gallery." *Theory, Culture and Society* 15(2): 165-196. Wacquant, Loïc. 1993. "Inside 'the Zone': The Social Art of the Hu in the Americfan Ghetto." In *The Weight of the World: Social Suffe in Contemporary Society,* edited by Pierre Bourideu et. al. Stanfor Stanford University Press. Comaroff, Jean and John. 2004. "Criminal Obsessions, after Foucault: Postcoloniality, Policing, and the Metaphysics of Disorder."*Critical Inquiry* 30: 800-824.
Week 8/March 1	Ethnographic Roundup	Garcia, Angela. *The Pastoral Clinic.*
		Comaroff, Jean and John. *Theory from the South: Or, How Euro-*

Week 9/March 8	Decolonial Epistemologies	*America is Evolving Toward Africa*. Ch. 1&2. DeSousa Santos, Boaventura. *Epistemologies of the South: Justi Against Epistemicide*. Ch. 4 McClaurin, Irma. *Black Feminist Anthropology*. Introduction and C
Week 10/March 15	Cancer	McMullin, J. "Cancer." *Annual Review of Anthropology* 45(1): 253. Livingston, Julie. *Improvising Medicine: An African Oncology War an Emerging Cancer Epidemic.* Ch. 3 and 4. VonHollen, Cecilia. 2018. "Handle with Care: Rethinking the Right versus Culture Dichotomy in Cancer Disclosure in India." *Medical Anthropology Quarterly* 32(1): 59-84.
Week 11/March 22	Ethnographic Roundup	Banerjee, Dwai. *Enduring Cancer.*
Week 12/March 29	Food	Caldwell, Melissa. "The Taste of Nationalism: Food Politics in Postsocialist Moscow." *Ethnos: Journal of Anthropology* 67: 295-3 Cole, Steven and G. Tembo. "The Effect of Food Insecurity on Me Health: Panel Evidence from Rural Zambia." *Social Science and Medicine* 73(7): 1071-2079. DeVault, Marjorie. *Feeding the Family: The Social Organization o Caring as Gendered Work.* Ch. Stout, Noelle. "Feminist, Queers, and Critics: Debating the Cuban Trade." *Journal of Latin American Studies* 40(4): 721-742.
Week 13/April 5	Morals	Das, Veela. "Trauma and Testimony: Implications for Political Community." *Anthropological Theory* 3: 293-307. Csordas, Thomas. "Morality as a Cultural System." *Current Anthropology* 54(5): 523-546. Fassin, Didier. "Beyond Good and Evil? Questioning the Anthropological Discomfort with Morals." *Anthropological Theory* 333-344

		333-344. Zigon, Jarett. "Moral Breakdown and the Ethical Demand: A Theoretical Framework for an Anthropology of Moralities." *Anthropological Theory* 7(2): 131-150.
Week 14/April 12	NO CLASS SPRING BREAK	NO CLASS SPRING BREAK
Week 15/April 19	Ethnographic Roundup	Garth, Hannah. *Food in Cuba*.
Week 16/April 26	**Research Presentations in Class**	**Final Paper Due**

Assessed Weekly:

Reading responses

Participation responsibilities