

## Term Information

Effective Term Spring 2023  
*Previous Value* Autumn 2021

## Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We would like this course included in the Health and Wellbeing GE.

What is the rationale for the proposed change(s)?

The focal theme of this course is health and wellbeing as understood through theories and methods in medical anthropology.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area Anthropology  
Fiscal Unit/Academic Org Anthropology - D0711  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3302  
Course Title Introduction to Medical Anthropology  
Transcript Abbreviation Intro Med Anthrop  
Course Description Relationship of anthropology to the art and science of medicine.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster  
*Previous Value* Columbus, Marion

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## Prerequisites and Exclusions

<b>Prerequisites/Corequisites</b>	Prereq: 2200 and 2202, or permission of instructor.
<b>Exclusions</b>	
<b>Electronically Enforced</b>	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

<b>Subject/CIP Code</b>	45.0203
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Health and Well-being

The course is an elective (for this or other units) or is a service course for other units

### *Previous Value*

*The course is an elective (for this or other units) or is a service course for other units*

## Course Details

<b>Course goals or learning objectives/outcomes</b>	<ul style="list-style-type: none"><li>• See those on file.</li></ul>
<b>Content Topic List</b>	<ul style="list-style-type: none"><li>• Human health</li><li>• Illness</li><li>• Bio-cultural</li><li>• Evolution</li><li>• Cultural variation</li><li>• Theory</li><li>• Nutrition</li><li>• Growth</li><li>• Reproductive health</li><li>• Aging</li><li>• Infectious disease</li><li>• Mental health</li></ul>
<b>Sought Concurrence</b>	No

**COURSE CHANGE REQUEST**  
3302 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
03/01/2022

**Attachments**

- ANTH3302\_GE-Theme-health-wellbeing-Document.pdf: GE Rational  
*(GEC Model Curriculum Compliance Stmt. Owner: Healy, Elizabeth Ann)*
- Anthr\_3302\_syllabus\_GE\_HWB.docx: Syllabus  
*(Syllabus. Owner: Healy, Elizabeth Ann)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Healy, Elizabeth Ann	02/25/2022 09:57 AM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	02/25/2022 12:27 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/01/2022 01:34 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/01/2022 01:34 PM	ASCCAO Approval



# **SYLLABUS: ANTH 3302**

## **INTRODUCTION TO MEDICAL ANTHROPOLOGY**

### **TERM 20XX**

## **Course overview**

### **Classroom Information**

Format of instruction: This is a lecture and discussion-based course. In a typical week, a lecture format will be used to introduce theoretical perspectives, specific topics, and core concepts. Once the basics are covered, we will dedicate the remainder of our in-class time to more in-depth discussion of assigned articles and how different theoretical perspectives are used to study health.

Meeting Days/Times: TBD

Location: TBD

### **Instructor**

Instructor: Professor Barbara Piperata

Email address: [piperata.1@osu.edu](mailto:piperata.1@osu.edu)

Phone number: 614-292-2766

Office hours: TBD

## Course description

As an introductory course, the goal is to explore what medical anthropology is, what medical anthropologists do, and how medical anthropologists use different theoretical perspectives and methodological approaches in their research and applied work. We will address these fundamental questions by exploring a broad range of topics examined by medical anthropologists. An important goal of this class is to demonstrate how the perspectives of medical anthropology and, thus, the approaches medical anthropologists use to understand human health differ from western biomedicine. We will explore the concepts of disease, illness, suffering and healing cross-culturally. We will challenge dominant notions of disease etiology as being individual and biological, and ask how local and global political, economic, social and cultural processes influence human health and place some at greater risk of illness and death than others. We will also explore medical systems as cultural institutions. By the end of this course, you should have a well-grounded understanding of how human health is ultimately biocultural – shaped by the interaction of biology and the sociocultural context in which people live, grow, reproduce, and age. You should also have a clear view of how medical anthropologists contribute to improving human health and well-being and the functioning of medical systems, via their work in academic (universities), as well as applied (e.g., clinics, global health organizations, governmental etc.) settings.

## Course learning outcomes

By the end of this course, students should successfully be able to:

**Learning Outcomes:** After completing this course, you will be able to...

- identify major theoretical frameworks used within medical anthropology and be able to identify them in academic writing.
- articulate, using specific examples, how biology and culture intersect to shape health.
- describe how core concepts such as health, disease, illness, suffering and healing vary cross-culturally.
- explain how culture shapes health systems and the way they function within society.
- evaluate the differences between subjective experiences of illness and clinical dimensions of disease.
- identify the contributions medical anthropologists make as part of health organizations and healthcare teams working to improve health and healthcare in the USA and globally.

## General Education

GE Category: “Health & Wellbeing”.

GE Expected Learning Outcomes:

<b>Themes: General</b>	
<b><i>GE Goal</i></b>	<b><i>Expected Learning Outcome (ELO)</i></b>
<b>GOAL 1:</b> Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.	<p><b>G1.1</b> Engage in critical and logical thinking about the topic or idea of the theme.</p> <p><b>G1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.</p> <p><b>G1.3</b> Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p>
<b>GOAL 2:</b> Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.	<b>G2.1</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
<b>Theme: Health and Wellbeing</b>	
<b>HW GOAL 1:</b> Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)	<p><b>HW1.1</b> Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.</p> <p><b>HW1.2</b> Identify, reflect on, and apply the skills needed for resiliency and wellbeing.</p>

The course will satisfy these outcomes through: (1) In-depth readings on the topic of medical anthropology, which cover a range of theoretical perspectives and methodological approaches (see course schedule). (2) The completion of question sets and 2 writing assignments (What is Health? And Medical Experience Reflection) and accompanying in-class discussion, which, together, allow students to engage with the material on a deeper level and apply it to their own experiences with health/disease. (3) The production of an illness narrative, an in-depth interview with a person of their choice, regarding their lived experience with a disease. This assignment will allow students to learn and apply a common method in the field of medical anthropology to understand how people cope with disease. (4) Two exams (midterm and final) that test student mastery of core concepts, theoretical frameworks and recognition of the ways

in which the broader sociocultural, political and economic context shapes human health/risk of disease.

## Course materials

### Required

1. Brown, P.J. and Closser, S., 2016. Understanding and applying medical anthropology. Routledge. 3rd Edition. Routledge Press. [Referred to as BC on reading schedule]. **Electronic version available free, through the OSU library.**
2. Alvord, L.A. and Van Pelt, E.C., 1999. The Scalpel and the Silver Bear. The First Navajo Woman Surgeon Combines Western Medicine and Traditional Healing. Bantam Books. [Referred to as Alvord on reading schedule]. **Purchase through the university bookstore.**
3. Hamdy, S. and Nye, C., 2017. Lissa: A Story about Medical Promise, Friendship, and Revolution (Vol. 1). University of Toronto Press. [Referred to as Lissa on reading schedule]. **Purchase through the university bookstore.**

## Grading and instructor response

### Grades

***To instructor: It is helpful to include an explicit breakdown of your grading policies please including grading criteria and types of grading you will assign. Be sure to include length and format of all papers, homework, and examinations. Please review policy regarding grades (marks).***

Assignment or category	% Grade
Attendance & Discussion	10%
What is Health? (Writing assignment)	5%
Mid-term Exam	25%
Medical Experience Reflection (Writing assignment)	5%
Illness Narrative (Writing assignment)	20%
Final Exam	35%
<b>Total</b>	<b>100</b>

See course schedule, below, for due dates

**Attendance & Discussion:** Attendance will be taken during each class period (1 pt per class). Absences will be recorded as 0 pts. Each student is permitted 2 absences without penalty.

We will have 2 types of discussions over the course of the semester (in-class & on-line).

**In-class Discussion Question Sets:** In-class discussion is an important part of the learning experience. One day a week will be dedicated to discussing assigned readings related to the lectures (these are marked “D” on the course schedule – see below). It is critical that you (1) complete the assigned readings and upload the associated question set to Carmen BEFORE the scheduled in-class discussion session (see due dates/times on the Course Schedule below).

**On-line Discussion Group Question Sets:** The second type of discussion will be on-line discussion groups (marked **GQS** on the course schedule). I will divide the class into groups at the beginning of the term and you will remain in the same discussion group throughout the semester. I will post a group question set on Carmen and you will be responsible for answering the questions, as well as commenting on the responses submitted by other members of your group. Specific instructions will be included with each posted Group Question Set. Check the Course Schedule below and Carmen Modules for due dates.

For both in-class and on-line discussions, I expect your answers to be complete and include details. General, vague responses that do not demonstrate mastery of the concepts or critical thought will not receive full credit. In commenting on the responses of your group mates, I expect you to be critical and insightful, as well as civil and professional. Comments like “I agree” or “good point” will not receive credit. To ensure you have sufficient time to do quality work, I will post all question sets on Carmen at least 1 week prior to their assigned due date.

**Writing Assignment - What is Health?:** The World Health Organization (1978) defines health as “not merely the absence of disease and infirmity but complete physical, mental and social well-being.” In this short essay, (500-word max) you will reflect on your interpretation of this definitions using an example from your own lived experience. For example, how do you define social wellness and how does culture inform your definition? How does culture inform your assessment of your physical wellbeing?

**Exams: (Mid-term & Final):** Both exams will be multiple-format and may include true/false, multiple-choice, and short answer/essays. You will be tested over material covered in the readings, lectures, and in-class discussion. Exam dates are posted below on the course schedule, as well as on Carmen Modules.

**Writing Assignment - Medical Experience Reflection:** In this short essay (500-word max), I will ask you to reflect on an encounter you have had with biomedicine, the dominant ethnomedical system in the US. You will use an instance where you sought medical care. In this assignment you will reflect on your experience as a member of a dyadic core (patient / healer), and how your interaction illustrates the core components of Western Biomedicine (disease etiology, diagnosis, healing).

**Writing Assignment - Illness Narrative:** In this assignment you will produce an illness narrative based on interviewing someone in your life who is suffering with a disease.

*Basics*



- 3 double-spaced pages, Times New Roman Font, 12-point font, 1-inch margins
- Place your name and the title of your narrative in the header (not the body of the text)

*Step 1: Decide whom you will interview and what you want to know*

- Select a person who is dealing with a disease that an illness narrative can be used to explore. These tend to be chronic diseases such as a disability, addiction, depression, cancer, fibromyalgia, hypertension, and diabetes.
- Once you know whom you will interview and what disease you will be looking into, do some basic background research on the disease using reliable governmental websites (e.g., CDC, Institute of Medicine, US Department of Health and Human Services etc.) or the academic literature. Two to three sources should be adequate to ensure you know the basics of the biology, symptoms, and frequency of the disease in the US population.

*Step 2: Decide on the type of illness narrative you will conduct*

- You need to decide on the kind of illness narrative you want to do. This should be based on what you really seek to understand about the person's experience. All illness narratives must begin with Kleinman's basic questions (see the information sheet). After that, however, the follow-up questions will be based on the type of illness narrative you selected. You will have a choice of three (see below). The specific questions for each type are provided on the information sheet. Be aware that it is hard to know exactly what you will discover since you cannot predict what the person you will interview will say. However, knowing what you want to know allows you to ask the types of questions that move the conversation in the direction you are interested in going. NOTE: depending on the specific narrative you choose, you will likely need to modify the questions slightly to meet your goals. You will also likely need to modify the questions to ensure that the questions included under Kleinman's basic set do not repeat those included under the specific type of illness narrative you will conduct.
  - Explanatory Model Narrative: This is where you delve into the person's understanding of their illness including its cause, how they expect it will impact them and how they think their experience compares to others with the same illness.
  - Services and responses to treatment: This type of narrative focuses on the person's experience with treatment for their illness from their interactions with their doctor/healer to their experiences with actual treatment regimens.
  - Impact on life: The focus of these narratives is on how the illness has affected the person's everyday life including how they think it has changed the way they view themselves, their relationships with others and the way they think the broader public sees them due to their condition. The questions under this category are broad. You need to be ready to prod with follow-up questions. For example, question (1) asks "How has your (Health Problem (HP)) changed the way you live? You may need to ask about the different dimensions of the person's life – for example, their ability to fulfill their social roles (caregiver, job performance, friend etc.).

*Step 3: Conduct the illness narrative interview and analyze it*

- Conduct the interview (~1 hour). Be sure to either record it or take very careful notes at the exact moment the person is responding.
  - Be aware that it is hard to know exactly what you will discover since you cannot predict what the person you will interview will say. However, knowing what you want to know allows you to ask the types of questions that move the conversation in the direction you are interested in going.
- Analysis: read or listen to the interview several times, pulling out material that you find most relevant and compelling to “tell the story.”
- See me for help if needed.

*Step 4: Write the illness narrative*

- After analysis, write-up the illness narrative.
- You will use a pseudonym to protect the identity of your subject.
- PART 1: Give your interview narrative a title that reflects something important about what you learned. In the introductory paragraph, explain why you interviewed this person about this particular disease and the kind of illness narrative you sought to conduct. Then, provide a brief description of the person: gender, age, occupation, when they got the disease etc. Be careful not to divulge too much personal information. For example, you can say the person is from a small town in NE Ohio rather than the name of the town etc. [1/4 page]
- PART 2: Using the references you found, discuss the disease from an objective perspective. Properly cite the references in the text using APA style. [1/4 page]
- PART 3: The body of the narrative. Here you will write up your findings in an engaging and informative way that conveys the goal of why you conducted the interview and the important things discovered. From reading your participant’s story, I should have a rich understanding of your participant’s experience / perspective. I should also be able to tell what kind of narrative you conducted, and it should match your stated your goal from part 1. I expect the tone is formal – see the examples in your textbook (illness narrative section). I expect this section will be written in the third person as it is about your participant’s experience, not yours. [~2.5 pages]

*PART 4: Prepare a reference cited page that includes all references cited in the text.*

- The bibliography is NOT included in the 3-page limit.

*PART 5: Include the list of your interview questions.*

- This is also NOT included in the 3-page limit.

## Late assignments

**Exams:** There will be **no make-up exams** without prior approval or a formal excuse (e.g., doctor’s note). Your grade for a missed exam will be recorded as a “0.”

**Discussion:** in-class question sets turned in within 24-hrs of the due date/time will receive 50% of the total point value. Assignments turned in later than 24-hrs past the due date will not be accepted without prior approval or a formal excuse (e.g., SLDS accommodation, doctor's note). Since on-line discussions involve other members of the group, late assignments will not be accepted.

**What is Health?, Medical Experience Reflection, & Illness narrative:** Written assignments submitted within 24-hrs of the due date will be docked 10%. An additional 10% will be deducted for every additional day late.

Your grade for this class will be based on the points you accumulate on the assignments described above.

## Grading scale

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70 –72.9: C-  
67 –69.9: D+  
60 –66.9: D  
Below 60: E

## Instructor feedback and response time

### Contact Preference

- **E-mail** is the best way to get in contact with me ([piperata.1@osu.edu](mailto:piperata.1@osu.edu)).
- Of course, it would be great to see you in **office hours** as well!

## Grading and feedback

I am providing the following list to give you an idea of my intended availability throughout the course.

- **Grading and feedback:** For the midterm and final, as well as the question sets, you can generally expect feedback within 7 days.
- **E-mail:** I will reply to e-mails within 24 hours on weekdays.
- **Carmen Announcements:** I will use Carmen Announcements to communicate as schedule changes, alert you to on-campus activities and opportunities related to this course and the anthropology department. It is critical that you check the Carmen page regularly and read all announcements. I also recommend you link Carmen announcements to your email so you can seamlessly receive these alerts.

## Attendance, participation, and discussions

### Student participation requirements

While I do not expect you to make substantive comments every class period, I do expect that you are active in class discussion and make significant contributions on a regular basis. Contributing to discussion is an excellent way to test your knowledge of the subjects covered and share that with your peers.

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online, so avoid these in on-line discussion forums.
- **Citing your sources:** see instructions under the Illness Narrative for how to cite sources. Examples of APA-style will be provided on Carmen as well.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Course schedule (tentative)

**NOTE:** “L” on the reading schedule denotes a lecture-centered class period; “D” indicates we will spend most of class discussing the assigned readings and associated questions, which will be posted on Carmen. “IQS” indicates you will complete an individual questions set, “GQS” indicates you will complete an on-line discussion question set.

Date	Theme / Readings	ELO
<b>WEEK 1</b>		
Aug 25 (L)	<i>Theme:</i> Review of syllabus, course logistics and expectations, introduction to course <b><i>Readings:</i> Course syllabus; BC pg. 9-10 &amp; Chap 1 (pp. 13-24)</b>	G1.2, HW1.1
Aug 27 (L)	<i>Theme:</i> Basic Definitions and Theoretical Approaches I <b><i>Readings:</i> BC Chap 1 (pp. 13-24)</b>	G1.2, HW1.1
<b>WEEK 2</b>		
BIOSOCIAL APPROACHES IN MEDICAL ANTHROPOLOGY		
Sept 1 (L)	<i>Theme:</i> Evolution and Human Biological Variation <b><i>Readings:</i> BC pg. 25 &amp; Chap 3 (pp.39-46), 4 (pp. 47-51)</b>	G1.2, HW1.1
Sept 3 (D)	<i>Theme:</i> Biosocial Perspectives <b><i>Readings:</i> BC Chap 2 (pp. 27-38), 5 (pp.52-57), 6 (pp.58-72)</b> (Upload IQS to Carmen by “start of class” time TBD)	G1.1, G1.2, G1.3, HW1.1
<b>WEEK 3</b>		
HISTORY OF HEALTH		
Sept 8 (L)	<i>Theme:</i> History of Health <b><i>Readings:</i> BC pg. 85-87 &amp; Chap 9 (pp. 99-104)</b>	G1.2, HW1.1
Sept 10 (D)	<i>Theme:</i> History of Health <b><i>Readings:</i> BC Chap 8 (pp. 88-98), 10 (pp. 105-115)</b> (Complete GQS on Carmen by “start of class” time TBD)	G1.1, G1.2, G1.3, HW1.1, HW1.2
<b>WEEK 4</b>		
CULTURAL APPROACHES IN MEDICAL ANTHROPOLOGY		
Sept 15 (L)	<i>Theme:</i> Social Inequalities and Health-Structural Violence <b><i>Readings:</i> BC pg. 116-117 &amp; Chap 11 (pp. 118-126)</b> <i>Due: Writing Assignment - What is Health?</i> (Upload to Carmen by 5:00 p.m.)	G1.3, G2.1, HW1.1, HW 1.2
Sept 17 (D)	<i>Theme:</i> Social Inequalities and Health <b><i>Readings:</i> Chap 13 (pp. 140-154), 14 (pp. 155-163)</b> (Upload IQS to Carmen by “start of class” time TBD)	G1.1, G1.2, G1.3, HW1.1
<b>WEEK 5</b>		
ETHNOMEDICINE AND HEALERS		
Sept 22 (L)	<i>Theme:</i> Ethnomedicine and Healers <b><i>Readings:</i> BC pg. 177-179 &amp; Chap 16 (pp. 180-187)</b>	G1.2, HW1.1
Sept 24 (D)	<i>Theme:</i> Ethnomedicine and Healers <b><i>Readings:</i> BC Chap 17 (pp.188-196), 19 (pp. 204-212)</b> (Complete GQS on Carmen by 2 “start of class” time TBD)	G1.1, G2.1, G1.3, HW1.1, HW1.2
<b>WEEK 6</b>		
Sept 29 (L)	<i>Theme:</i> Belief and Healing <b><i>Readings:</i> BC Chap 20 (pp. 213-221), 21 (pp. 230-240)</b>	G1.2, HW1.1
Oct 1 (D)	<i>Theme:</i> Healers, Healing and Medical Pluralism in the USA <b><i>Readings:</i> SSB Introduction through Chap 7 (pp. 1-107)</b>	G1.1, G1.2 G1.3, HW1.1

	(Upload IQS to Carmen by “start of class” time TBD)	
WEEK 7		
Oct 6 (D)	<i>Theme:</i> Healers, Healing and Medical Pluralism in the USA <i>Readings:</i> SSB Chap 8-14 (pp. 108–182)	
Oct 8 (Midterm)	****MIDTERM EXAM: covers material thru Oct 6****	G1.2, G1.3, HW1.1
WEEK 8		
	THE MEANING AND EXPERIENCE OF ILLNESS	
Oct 13 (L)	<i>Theme:</i> Meaning and Experience of Illness <i>Readings:</i> BC pg. 228-229, Chap 23 (pp. 241-248)	
Oct 15 (D)	<i>Theme:</i> Meaning and Experience of Illness <i>Readings:</i> BC Chap 22 (pp. 230-240), 23 (pp. 241-248 - revisit) (Complete GQS on Carmen by “start of class” time TBD)	HW1.1, HW1.2
Week 9		
	BIOMEDICINE, TECHNOLOGY, AND THE BODY	
Oct 20 (L)	<i>Theme:</i> Biomedicine, Technology, and the Body <i>Readings:</i> BC pg. 261, Chap 25 (pp. 262-273)	G1.2, HW1.1
Oct 22 (D)	<i>Theme:</i> Biomedicine, Technology, and the Body <i>Readings:</i> BC Chap 26 (pp. 274-276), 27 (pp. 277-285) (Upload IQS to Carmen by “start of class” time TBD)	G1.1, G1.2, G1.3, HW1.1
WEEK 10		
	CULTURE, ILLNESS AND MENTAL HEALTH	
Oct 27 (L)	<i>Theme:</i> Culture, Illness and Mental Health <i>Readings:</i> BC pg. 298-299, Chap 29 (pp. 300-310)	G1.2, HW1.1
Oct 29 (D)	<i>Theme:</i> Culture, Illness and Mental Health <i>Readings:</i> BC Chap 30 (pp. 311-319), 31 (pp. 320-330) (Upload IQS to Carmen by “start of class” time TBD)	G1.1, G1.2, HW1.1
WEEK 11		
	APPLYING MEDICAL ANTHROPOLOGY	
Nov 3 (L)	<i>Theme:</i> Working with the Culture of Biomedicine <i>Readings:</i> BC pgs. 333-335 & Chap 32 (pp. 336-343)	G1.2, HW1.1
Nov 5 (D)	<i>Theme:</i> Working with the Culture of Biomedicine <i>Readings:</i> BC Chap 33 (pp. 344-349), 34 (pp. 350-352) DUE: Writing Assignment: Medical Experience (Upload to Carmen by 5:00 pm)	G1.3, G2.1, HW1.1, HW1.2
WEEK 12		
Nov 10 (L)	<i>Theme:</i> Stigma and Coping with Chronic Illness <i>Readings:</i> BC pg. 363 & Chap 36 (pp. 364-371)	G1.2, HW1.1
Nov 12 (D)	<i>Theme:</i> Stigma and Coping with Chronic Illness <i>Readings:</i> BC Chap 37 (pp. 372-376), 38 (pp. 377-381) (Upload IQS to Carmen by “start of class” time TBD)	G1.1, G1.2, G1.3, HW1.1
WEEK 13		
Nov 17 (L)	<i>Theme:</i> Culture and Nutrition <i>Readings:</i> BC pg. 382 & Chap 39 (pp. 383-393)	G1.2, HW1.1
Nov 19 (D)	<i>Theme:</i> Culture and Nutrition <i>Readings:</i> BC Chap 40 (pp. 394-399), 41 (pp. 400-407) (Upload IQS to Carmen by “start of class” time TBD) DUE: Illness Narrative (Submit On-line by 5 pm)	G1.1, G1.2, G1.3, G2.1, HW1.1, HW1.2 G1.3, G2.1
WEEK 14		
	GLOBAL HEALTH ISSUES & PROGRAMS	

Nov 24 (Read, no class)	Theme: Global Health <b>Reading: BC pg. 408 &amp; Chap 43 (pp. 418-427), 45 (436-446)</b>	G1.2, HW1.1
Nov 26	<b>***No class – THANKSGIVING/INDIGENOUS PEOPLE’S DAY***</b>	
WEEK 15		
Dec 1 (D)	Theme: Global Health <b>Lissa: Foreword, Part 1 &amp; 2 (pp. 11-59)</b> (Upload IQS to Carmen by “start of class” time TBD)	G2.1, HW1.1, HW1.2
Dec 3 (D)	Theme: Global Health <b>Lissa: Part 3 (pp. 60-145)</b> (Upload IQS to Carmen by “start of class” time TBD)	G2.1, HW1.1, HW1.2
Week 16		
Dec 7 (Final)	<b>FINAL EXAM</b> <b>NOTE: Exam is cumulative but emphasizes material since the midterm</b>	G1.2, G1.3, HW1.1

## Other course policies

### Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33355487). For additional information, see the [Code of Student Conduct](#).

As defined in University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” It is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible sanctions range from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources’ always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Accommodations for accessibility

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Student Support Policies and Resources

**Diversity.** The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**Mental Health Services.** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's



Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

**Title IX.** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Mollie Peirano, at [titleix@osu.edu](mailto:titleix@osu.edu).

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially through the [Ohio State Anonymous Reporting Line](#).

**Recovery Support.** The Collegiate Recovery Community (CRC) is a supportive peer community on campus for students in recovery from a substance use disorder or who may be currently struggling with substance use. The CRC is located in room 1230 of Lincoln Tower and meets regularly on Wednesdays at 5pm. Stop by or visit [go.osu.edu/recovery](http://go.osu.edu/recovery) or email [recovery@osu.edu](mailto:recovery@osu.edu) for more information.

**Student Advocacy.** The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

# GE THEME COURSES

## Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

Course subject & number

## General Expectations of All Themes

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Please briefly identify the ways in which this course represents an advanced study of the focal theme.** In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Health & Wellbeing

**GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).**

**ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Identify, reflect on, or apply strategies for promoting health and well-being.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)